



Louis Armstrong Math & Science Elementary School

Austin-North Lawndale Elementary Network

5345 W Congress Pkwy Chicago, IL 60644

ISBE ID: 150162990252188

School ID: 610156

Oracle ID: 25221



Mission Statement

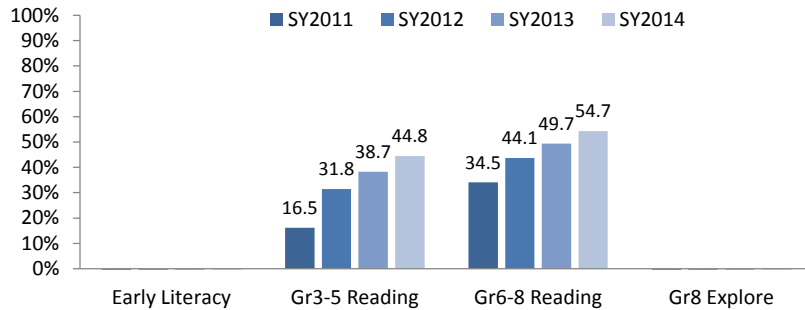
Our mission is to establish a professional learning community which will involve administrators, teachers, parents and community members as well as other constituents who have a vested interest in promoting student achievement. All stakeholders will work collaboratively to enhance the intellectual growth of students through reading and math programs complemented by science and technology.

Strategic Priorities

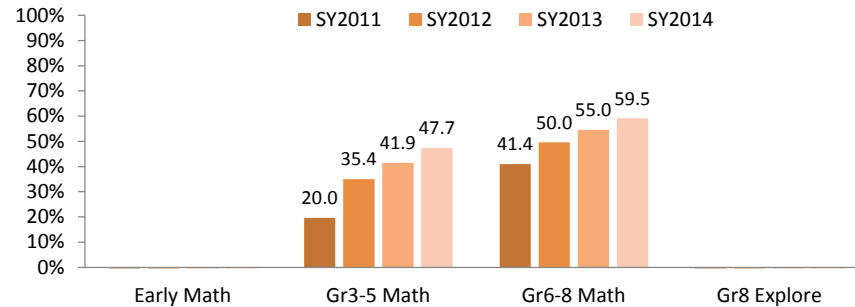
1. Implement strategies that will increase students' ability to develop deep conceptual understanding and procedural fluency in math .
2. Using data and resources to support instruction / learning that will foster an increased percentage of students in exceeds category.
3. Involving parents and teachers in the implementation of schoolwide efforts to increase student attendance.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



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:	Louis Armstrong Math & Science 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
Mrs. D. Bunch	Principal
Ms. D. Howze	Assistant Principal
Ms. N. Shere	Lead/ Resource Teacher
Mrs. Portee	Classroom Teacher
Mrs. S. Jones	LSC Member
Ms. T. Murry	Support Staff
Mr. Abed	Assessment/Data 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	NDA	NDA	NDA	NDA	Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.5	31.8	38.7	44.8	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	20.0	35.4	41.9	47.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	36.4	47.2	52.4	57.2	6th - 8th Grade				
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.5	44.1	49.7	54.7	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	31.6	43.9	49.5	54.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	63.7	67.4	70.6	8th Grade				
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	Explore - Math % of students at college readiness benchmark	NDA	NDA	NDA	NDA



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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	92.6	95.0	96.0	97.0					
Misconducts Rate of Misconducts (any) per 100	83.4	79.0	74.0	70.0					

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	53.4	63.3	71.6	79.0		ISAT - Reading % of students exceeding state standards	7.8	17.7	26.0	33.4
ISAT - Mathematics % of students meeting or exceeding state standards	56.9	70.5	79.0	86.6		ISAT - Mathematics % of students exceeding state standards	1.7	15.3	23.8	31.4
ISAT - Science % of students meeting or exceeding state standards	50.0	53.0	56.0	59.0		ISAT - Science % of students exceeding state standards	2.9	3.1	4.5	6.5

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 ----->				2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School has created a data wall that identifies each student's achievement on the Scantron assessment. Individualized intervention folders were created and implemented for reading and math. Students have clear and measurable goals, which will enable them to meet their targets, and minimize the achievement gap. Armstrong has created and implemented a theory of action plan that strategically outlines the school's priorities for math and attendance. 			
		Principal Leadership ----->				2
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Principal hosts ongoing informational parent meetings to review 's goals, mission and priorities. During such meetings, parents are provided with a description of all high stakes assessments, there significance to students' success and the plan of actions to close the achievement gap for all learners. Principal worked collaboratively with teacher team to develop a high school readiness plan and calendar. Middle Grade Specialization teacher and Assistant Principal have attended network trainings to better prepare Armstrong 6th graders for high school readiness. Several activities such as key note speakers from external partners have visited students to discuss high school requirements, curriculum, and application procedures. Armstrong School has also conducted a High School Exhibit in the multipurpose room in which parents and external partners contributed. 		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl 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 	<ul style="list-style-type: none"> • Principal Bunch provides leadership experiences to teachers and instructional assistants. All staff members participate in one or more different areas. These experiences include ILT membership, GLM team lead, Committee chair, CIWP team, Union representative, Data team, FSD team lead, 21st Century Coordinator, After-School Lead teacher, Saturday School Coordinator, Special Events Coordinator, and also Sports Coordinator. • All teachers and instructional assistants are encouraged to share their ideas, and present to the staff knowledge gained from outside professional development. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> 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. 			2
<ul style="list-style-type: none"> 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 			
<ul style="list-style-type: none"> Armstrong's ILT team consists of administrators and classroom teachers that comprise of different knowledge and expertise levels. This committee devised a yearly schedule that allows the team to meet during the day and afterschool. The ILT weekly analyzes qualitative and quantitative data, then offers instructional supports to teachers that will provide academic rigor and best practices opportunities to the students. ILT members analyzed programs and curriculum to determine their effectiveness through the use of student's data. The ILT team conveys all relevant information pertaining to student's data, curriculum, programs, to teachers and instructional support during staff development to enforce enhanced instructional methods. 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			2
<ul style="list-style-type: none"> 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. 			
<ul style="list-style-type: none"> The teachers at Louis Armstrong analyze data on an ongoing basis. During grade level meetings the teachers collaborate in the data room, and discuss each grade level students' progress. Teachers also re-evaluate their instructional practices to determine if the strategies used employ best practices and academic rigor. Teachers have created intervention files for each student to meet their individualized instructional needs. 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Primary and Intermediate teacher teams determine scope and sequence based on student test data, ISAT Framework, and alignment to state and Common Core standards. Shifts have been made to incorporate more nonfiction text into curriculum, especially through the use of Achieve 3000 and SCRMA Leveled Readers. Lessons are differentiated to address learning needs for all and alignment to CCSS has already been implemented. 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> District supported SCRMA Pearson Scott Foresman and CMSI approved Everyday Math comprise Armstrong's reading and math curriculum for every grade level. School has purchased materials to support differentiation for all students. Leveled Readers from the challenging level to remediation have been purchased and are implemented. Students have access to Achieve 3000 several times a week to support improved reading comprehension. ANL supported Number Worlds for intervention for Math has been included in the daily 	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School administration provides all instructors with a copy of school-wide test data. All teachers have access to Scantron data reports. Classroom assessment data is compiled into Student Assessment Folders for all staff members to review at GLM and staff professional development sessions. • Individual student data is tracked on the data wall and intervention folders were implemented to offset any academic deficit areas. Several assessments, which are aligned to CCSS and Illinois State Standards, are provided on an on-going rotation. • Beginning of the year fluency, accuracy, and comprehension assessments along with weekly reading, math, unit, performance-based, district or state required assessments provide insight for the teachers and ILT to make instructional implementation decisions. • Accommodations and/or modifications are notated on weekly lesson plans and special education staff communicates with general education teachers to ensure implementation of needed supports. 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Daily, teachers notate CCSS, Illinois State Standards and student-friendly I Can statements on the board and statements are reviewed prior to instruction for that content area. • Visual and auditory cues are provided to assist with student comprehension of the directions and procedures of the day's activities. • Building upon student background knowledge and insight, teachers facilitate discussions that build from low-level questions to the higher order high-level questions to increase student comprehension and critical thinking skills. • Teachers strive to differentiate each lesson to challenge every student to achieve a higher level of understanding and appreciation of various skills. • Weekly, formative assessments, are analyzed for progress monitoring and as evidence of acquisition of student knowledge. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> At the beginning of every school every student is tested for their reading fluency, accuracy and comprehension using the Fountas and Pinnell Reading Assessments. This data assists teachers in student placement for guided reading groups. Teacher teams and ILT team members review Scantron, ISAT and classroom data on a regular basis to determine instructional student skill strengths and gaps. Teams then determine intervention and enrichment instructional goals. Student Assessment Portfolios are collected and reviewed by the ILT to monitor student progress and changes to the instructional program. Weekly assessments are analyzed to determine student mastery of skills and instructional effectiveness. Ancillary teachers provide in class support to provide extra assistance 	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> At the beginning of every school every student is tested for their reading fluency, accuracy and comprehension using the Fountas and Pinnell Reading Assessments. This data assists teachers in student placement for guided reading groups. Teacher teams and ILT team members review Scantron, ISAT and classroom data on a regular basis to determine instructional student skill strengths and gaps. Teams then determine intervention and enrichment instructional goals and activities for students. Student Assessment Portfolios are collected and reviewed by the ILT to monitor student progress and changes to the instructional program. Weekly assessments are analyzed to determine student 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> GLM have meeting norms that are established at the beginning of the school year. All general ed and special education teachers participate in the weekly GLM to plan and analyze student work. Teacher chairperson leads the members through discussion points on the weekly agenda. All ILT members are present during the meeting and share various findings to the staff to enrich student instruction. Student RTi folders are discussed and recommendations for further intervention are shared. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers, new to the profession, are assigned a school-based staff member to serve as their mentor through the induction process. After reviewing previous school year data, a professional development schedule for the year is developed to maintain and reinforce instructional practices and district wide-initiatives. In addition to school and ANL Network lead professional development sessions, staff members are strongly encouraged to participate in outside interest/need driven professional development trainings. Teachers are observed both formally and informally on a regular basis and given promptly observation feedback that identifies strengths and areas of needed growth. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Instructional lessons are aligned to CCSS and Illinois State Standards. The school expectations are that every student can achieve to the highest levels and instruction and before-and after- school programming is designed to meet that goal. All classrooms participated in the High School research and fair project. Word of the Day activities was designed to strengthen the vocabulary of our students for high school readiness. Bulletin boards are designed to highlight high school and college choices. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Students completed a survey that indicated all students know that they have at least 2 adults that they can talk to when they need to. A professional learning environment is vital to Armstrong's school climate and culture. Students are praised in public and disciplined in private to provide a fair environment for all. Students with disabilities are fully included in all activities to the highest level of extent possible per their IEP. Students' home experiences are an integral part of daily school activities. 	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School has adopted the "Foundations" initiative for the common areas. Posters are displayed over the bathroom doors, in hallways and in the lunchroom to remind the student of the proper behavior learned through the "Foundation Program". School staff regularly reminds students of expected behavioral expectations and students are rewarded for following expectations. Foundation rewards include free homework, and out of uniform passes. The students can also earn constructed free time once a month on Fridays 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Principal hosts Parent Informational sessions/workshops on school test data, student progress, enrichment, and intervention academic activities. Open House is conducted every fall for parents to gain insight into school expectations and student academic progress, Common Core State Standards and Illinois State Standards. 6th grade students and parents receive information regarding various middle schools. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers/Parent communications are logged in the main office. Teachers accompany their class outside at dismissal where many parents are awaiting. School wide implemented homework planner provides a daily way for teacher and parent to confer. Parents' conference with teachers to discuss student progress throughout the school year, not just report card pick-up. 	
Bonding ----->			2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Visitors are greeted by security staff and directed to their location upon their arrival in the school building. Principal and school staff strives to have every parent/guardian observe in their child's classroom to better understand how their child interacts within the academic setting. Principal continues to strengthen the school-home connection by providing opportunities for G.E.D., and fitness for our parents and community members. These classes are held to better equip our families. Several musical showcases are held throughout the year where students perform various selections for the parents and community. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->				2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School partners with local mental health agencies, dental, vision providers and hospitals to assist students and family members in acquiring the needed support. Principal, Case Manager and other staff members will make home visits to assist in securing extra support. Referrals to local counseling centers, mental health agencies, and other community-based 		
	College & Career Exploration and election ----->				2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>Students in grades 3-6 research various high school in CPS to assist in overall knowledge of the different high schools, what they have to offer, and their admission requirements and procedures.</p>		
Academic Planning ----->				2	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There are two gifted classrooms where students participate in inquiry lead discussions and projects. All students participate in the High School research project. Higher performing students are recommended for CPS STEM programs. Eligible students take Selective Middle School assessments. Curriculum is aligned to both Common Core State Standards as well as the Illinois State Standards to offer a rigorous curriculum for all. Parents attend the High School Fair to gain insight into various CPS high schools and their enrollment procedures. 			
Enrichment & Extracurricular Engagement ----->				2	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Armstrong's principal provides the staff with a plethora of opportunities that will build their leadership skills while enhancing their talents and interest in our school. Staff members coach different sports teams, and provide leadership to students and</p>			

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	All Armstrong students participate with Achieve 3000, Scantron, and CCSS. These academic assessments prepares our students for college and career ready skills.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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 ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Armstrong school provides support and information to the families of students in their transitions between key grades. Conferences were designed to provide the parents with an in-depth understanding of the promotion policy and attendance requirements for 3rd and 6th grades. Parents were given documents for them to take home for further conversations with their child on promotion policies. 	

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 ----->				2
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	Several partnerships have been established to support the needs and priorities of the school. Discretionary spending is centered around school needs and priorities.		
	Building a Team ----->				2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School strives to maintain relationships with individuals that have volunteered or completed their internships at Armstrong. • A pool of potential employees is maintained within the office. • A three-member team interviews potential applicants to determine the right candidate for the students and families at Armstrong. • Interviewing process uses protocol questioning to assess the competence level of potential candidates. • Candidates are recommended to bring portfolio, powerpoint visualization and other artifacts describing qualifications and level of competency for hiring team's review. 			
Use of Time ----->				2	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Armstrong School has developed a weekly GLM schedule that allows teacher teams to collaborate and participate in academic conversations that will enhance student's growth. • Student work samples are analyzed and teachers receive support on intervention and enrichment activities that meet the individualized student's needs. • Ancillary teaching staff provides in-class tutoring and remedial services. 			

Date Stamp November 22, 2012



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

Our mission is to establish a professional learning community which will involve administrators, teachers, parents and community members as well as other constituents who have a vested interest in promoting student achievement. All stakeholders will work collaboratively to enhance the intellectual growth of students through reading and math programs complemented by science and technology.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement strategies that will increase students' ability to develop deep conceptual understanding and procedural fluency in math .	Based on last year's 3rd grade ISAT scores, our overall composite score of 42.1 represents 47.4 for reading, and 36.8 in math. Students are further behind in math
2	Using data and resources to support instruction / learning that will foster an increased percentage of students in exceeds category.	Based on Spring 2011 ISAT scores, only 2 students scored in the exceeds category.
3	Involving parents and teachers in the implementation of schoolwide efforts to increase student attendance.	Armstrong students 2011 attendance was 92.5. The goal is to reach 95.0 for school year 2012-2013.
4	Optional	
5	Optional	

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
Implement strategies that will increase students' ability to develop deep conceptual understanding and procedural fluency in math .	Based on last year's 3rd grade ISAT scores, our overall composite score of 42.1 represents 47.4 for reading, and 36.8 in math. Students are further behind in math

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Partner with DePaul University for professional development and lesson planning strategies for math.	Instruction	Other student group	Math teacher	On-going	Summer 2012		
The 2 Teachers involved in the mentoring and coaching with Depaul Univ. will lead other teachers by modeling best practices and strategies.	instruction	Other student group	Math teacher and Assistant Principal	On-going	Summer 2013		
Mentor teachers will engage classroom teachers in parallel, and tag teaching for each introductory lessons/units in math.	instruction	Other student group	Math teacher and Assistant Principal	Summer 2012	Summer 2013		
Teachers will continue to plan lessons, units, and assessments using the strategy templates to align with CCSS throughout the year.	Instruction	Other student group	Math teacher and Assistant Principal	On-going	Summer 2013		
Use lesson and student planning templates created, by DePaul University	Instructional Materials	Other student group	Math teacher	On-going	Summer 2012		
Teachers will guide students with problem solving strategies while solving multiple step problems.	Instructional Materials	All	Classroom teachers	Summer 2012	Summer 2013		
Math teacher(Coord.) will create a pull out group 2x weekly from each grade level.	Instruction	Other student group	Math teacher	On-going	On-going		
Math teacher will work on creating lessons and working with vertical teams to ensure that the skills in CCSS are being accurately addressed	ILT/ Teacher Teams	All	Math teacher	On-going	On-going		
Monitor lesson plans bi-weekly to check for alignment between activities and CCSS	Instruction	All	Principal	On-going	On-going		
Math coordinator will provide support to classroom teachers on Fastt Math for procedural fluency in math.	ILT/ Teacher Teams	All	Math teacher	On-going	Summer 2013		

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
Using data and resources to support instruction / learning that will foster an increased percentage of students in exceeds category.	Based on Spring 2011 ISAT scores, only 2 students scored in the exceeds category.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a school wide NWEA Data Wall that will assist teachers and students at analyzing and progress monitoring BOY, MOY,EOY scores throughout the year.	ILT/ Teacher Teams	All	Administrator, Classroom teacher	Quarter 1	On-going		
Providing a visual and interactive data wall that will be used as a tool to inform students about their current status as well as their individual goals.	classroom teachers	all	Administrator, Classroom teacher	Quarter 1	On-going		
An interactive data wall that will be used during ILT meetings to assist in developing future programming and curriculum improvements.	ILT/ Teacher Teams	all	Administrator, Classroom teacher	Quarter 1	On-going		
Monitoring teachers' NWEA log ins to ensure NWEA resource materials are implemented.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Created individual intervention folders for each student based on NWEA data . NWEA folders will be customized and prescribed specifically for each student based on Scantron Profile Report. Folders will be used in each classroom for small group instruction and materials included in each folder will change overtime based on the needs of each pupil.	Instruction	All	Classroom teacher	Quarter 2	On-going		
Identify targeted students for Rising Stars Enrichment Program, Classroom Enrichment Centers, and Saturday Boot Camp.	ILT/ Teacher Teams	All	Administrator, Classroom teacher	On-going	Year 2		
Purchase Achieve 3000 student site license for program support of non-fiction reading to support literacy achievement	Instructional Materials	All	Principal	ongoing	On-going		
All teachers will receive a CD copy of Quadrant D activities where students will engage in complex thinking/application per quarter	Instruction	All	Principal	Summer 2012	On-going		

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
Involving parents and teachers in the implementation of schoolwide efforts to increase student attendance.	Armstrong students 2011 attendance was 92.5. The goal is to reach 95.0 for school year 2012-2013.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Laminated trophy is provided to teachers and placed at each classroom door for students and teachers recognition.	Other	All	Esp	Quarter 1	On-going	On-Track	
Attendance data wall is created and exposed in a central location for students, parents, and staff observations.	Other	All	Clerk	Quarter 1	On-going	On-Track	
Principal meets one-on-one with parents and students who have 3 or more absences in a quarter to develop an intervention plan.	Other	All	Principal	Quarter 1	On-going	On-Track	
Students with unexcused absences are immediately identified in Impact. Office Support notifies parents to visit school to provide excused absences.	Parental Involvement	All	ESP	Quarter 1	On-going	On-Track	
ANL Angelia Stewart is contacted to reach out to parents who have chronic or truant students	Other	Other student group	Esp	On-going	On-going	On-Track	
Classroom teacher and parents are notified of students who will participate in Jamboree field trip as a result of perfect attendance.	Other	Other student group	Esp	Quarter 1	On-going	On-Track	
100% of classrooms will have a visual display of attendance data posted in classrooms to motivate and encourage healthy competition.	Other	Other student group	Teacher	On-going	On-going	On-Track	
Monthly breakfast from McDonalds is awarded to parents and students for perfect attendance. Parents receive personal invitation along with personal phone call.	Parental Involvement	All	Principal	On-going	On-going	On-Track	
Daily P.A. announcements recognizing classrooms and teachers with perfect attendance.	Other	All	Clerk	On-going	On-going	On-Track	

