

ARMSTRONG, G

Geographic Area - Ravenswood



Official School Name
George Armstrong International Studies ES

Address
2110 W Greenleaf Ave
Chicago, Illinois 60645

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1433	1,200	119%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 1	Efficient	

Mission Statement as of May 2013

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.

School Priorities as of May 2013

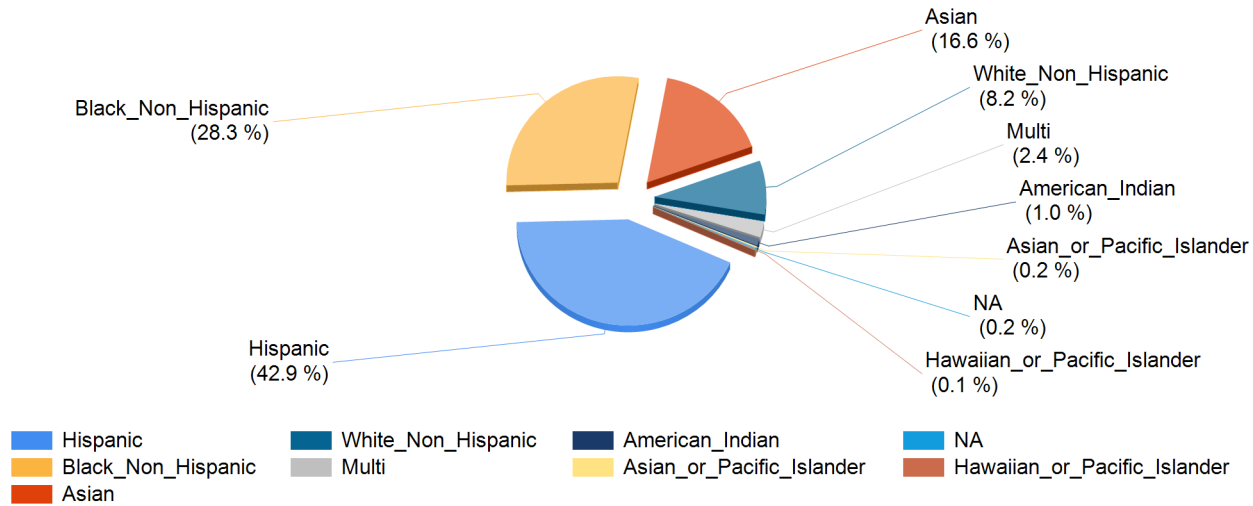
Description	Rationale
Provide higher ability students in the Upper Grades (6th, 7th, and 8th) with a more rigorous reading curriculum. The curriculum will provide additional exposure to informational text which will integrate different content areas. In addition, an honors reading course will be developed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

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
Scholastic	Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Early Childhood Program, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Cheerleading, Girls' Track
Supports And Resources	George B. Armstrong is a neighborhood school of international studies and aims to connect academic programs to our students' cultural heritages. Armstrong offers facilities for science and art. Internet access is provided in the school's computer lab and in every classroom. The school's major partners include S&C Electric Co. and Junior Achievement.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
11.83	27.76	93.84	0.92	59.7	92.8	N/A

General Information	
School Level	ES
Geographic Network	Ravenswood-Ridge Elementary Network
Geographic Area	Ravenswood
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	147,016
Year Constructed (MAIN)	1905
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	61724
ADDITION_1	5637
ADDITION_2	70296
ADDITION_3	9359

Schools Co-Located on Campus
School Name

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		Facility Systems Assessed (by Phase)
	\$2,015,187.46	<i>Exterior</i>
	\$2,814,487.39	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$600,717.26	<i>Interiors</i>
	\$161,249.66	<i>Site</i>
Total Campus Need	\$5,591,641.77	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	71	124	157	156	156	145	133	126	128	120	0	0	0	0		1245
2007	76	117	147	137	157	154	121	139	129	110	0	0	0	0		1211
2008	94	156	149	145	161	152	145	123	132	145	0	0	0	0		1402
2009	120	155	166	152	149	150	155	135	123	131						1161
2010	120	120	159	155	155	137	145	134	131	118	0	0	0	0		1374
2011	119	138	134	162	168	154	150	127	134	132	0	0	0	0		1418
2012	120	135	165	144	172	177	159	150	136	129	0	0	0	0		1487
2013	118	134	158	144	133	141	150	134	125	134	0	0	0	0	42	1413

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	117	133	158	139	142	136	125	138	132	125	0	0	0	0	132	1387
2015	118	134	156	139	137	143	120	111	136	133	0	0	0	0	136	1369
2016	118	134	157	140	138	139	129	109	110	137	0	0	0	0	110	1353
2017	118	134	157	139	138	139	124	116	108	111	0	0	0	0	108	1326
2018	118	134	157	140	138	139	125	111	115	109	0	0	0	0	115	1328
2019	118	134	157	140	139	139	125	113	110	116	0	0	0	0	110	1333
2020	118	134	157	140	139	140	125	112	112	111	0	0	0	0	112	1330
2021	118	134	157	140	139	140	126	112	111	113	0	0	0	0	111	1332
2022	118	134	157	140	139	140	126	113	111	112	0	0	0	0	111	1332
2023	118	134	157	140	139	140	126	113	112	112	0	0	0	0	112	1333