CIWP

2012-2014 Continuous Improvement Work Plan

William E Dever Elementary School

O'Hare Elementary Network

3436 N Osceola Ave Chicago, IL 60634

ISBE ID: 150162990252158

School ID: 609884

Oracle ID: 22941

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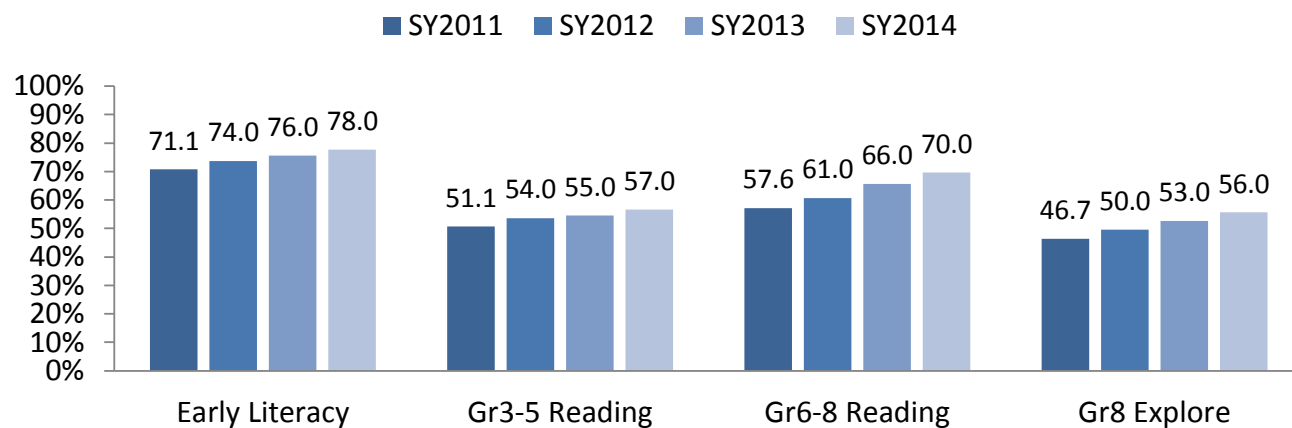
Mission Statement

Dever School strives to meet the academic and social-emotional needs of all students and to enhance their learning by utilizing differentiated instruction to teach the skills and strategies necessary for future success and college and career readiness. We are committed to providing a relevant and rigorous, technology integrated curriculum, celebrating diversity and maintaining high expectations in our safe, secure environment in which critical thinking, problem solving and self directed learning is the focus. Further, we believe that building a strong partnership between students, staff, families and community is necessary for our students to become productive citizens and lifelong learners.
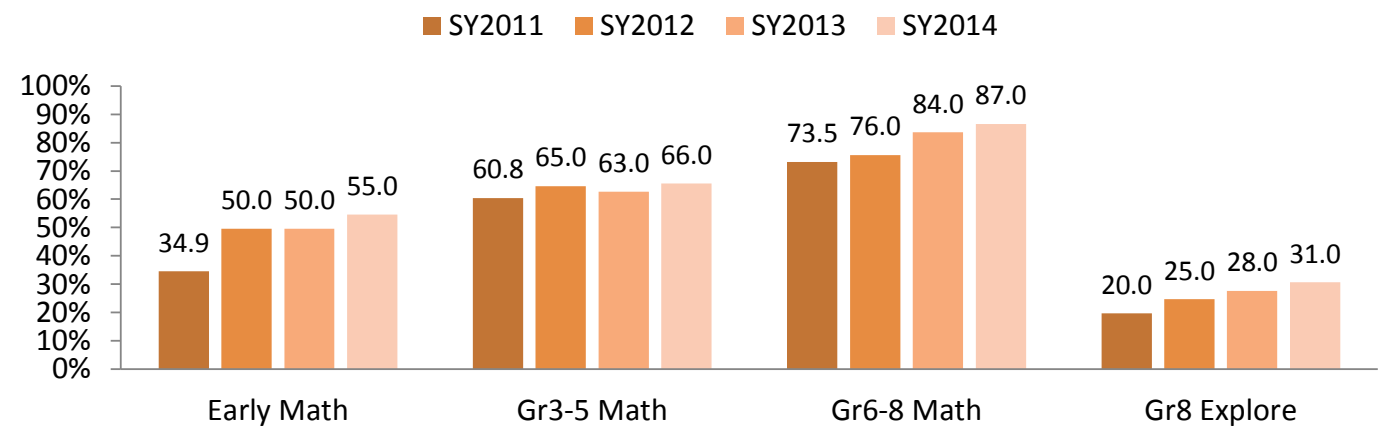
Strategic Priorities

1. Implement Common Core State Standards (CCSS) using high quality rigorous instruction for al learners including ELL and SPED in Prekindergarten through eighth grade.

2. Implement high quality differentiated instruction for all learners including ELL and SPED in Prekindergarten through eighth grade.

3. Implement PBIS as high quality positive behavior intervention framework through instruction to all students including ELL and Sped provided by all staff including teachers, support personnel, ancillary, aides and other stakeholders.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	71.1	74.0	76.0	78.0
Gr3-5 Reading	51.1	54.0	55.0	57.0
Gr6-8 Reading	57.6	61.0	66.0	70.0
Gr8 Explore	46.7	50.0	53.0	56.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	34.9	50.0	50.0	55.0
Gr3-5 Math	60.8	65.0	63.0	66.0
Gr6-8 Math	73.5	76.0	84.0	87.0
Gr8 Explore	20.0	25.0	28.0	31.0

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:	William E Dever 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
Rita Ortiz	Principal
Matthew Dorris	Assistant Principal
Deena Carroll	Classroom Teacher
Nicole LaMaka-Currie	Counselor/Case Manager
Kellyann Martinez	Classroom Teacher
Mark Sokolowski	Special Education Faculty
Colleen Tomich	Classroom Teacher
Lynn Wasserman	Classroom Teacher
Liliana Wnuk	ELL Teacher
Chiara Zelko	Classroom Teacher
Kerry Murphy	LSC Member

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	71.1	74.0	76.0	78.0		**Early Math** % of students at Benchmark on mClass	34.9	50.0	50.0	55.0

3rd - 5th Grade

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.1	54.0	55.0	57.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	60.8	65.0	63.0	66.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.9	65.0	63.0	66.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	66.3	70.0	62.0	65.0

6th - 8th Grade

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.6	61.0	66.0	70.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	73.5	76.0	84.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.8	67.0	64.0	68.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	68.6	72.0	72.0	75.0

8th Grade

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	46.7	50.0	53.0	56.0		**Explore - Math** % of students at college readiness benchmark	20.0	25.0	28.0	31.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.0	96.0		**Misconducts** Rate of Misconducts (any) per 100	2.1	1.5	2.5	2.5

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	83.0	85.0	87.0	89.0		**ISAT - Reading** % of students exceeding state standards	27.9	31.0	33.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.1	91.0	93.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	31.5	35.0	37.0	39.0
ISAT - Science % of students meeting or exceeding state standards	87.4	89.0	91.0	93.0		**ISAT - Science** % of students exceeding state standards	20.3	24.0	26.0	28.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action*** -->			**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	RtI process identifies goals for student achievement aimed toward college and career readiness. Fidelity of RtI implementation varies across grade levels. Need to share written guidelines to increase accountability. Some SPED teachers use AIMSWEB data to create and implement plan toward narrowing the achievement gap. All SPED teachers need to use AIMSWEB. Established times and documentation of teacher-student conferences are needed to make every child aware of his target goal. Some school teams utilize a common approach to data analysis and goal setting. Greater fidelity of implementation and total school buy-in is needed for school wide priorities. ELL WIDA goals are set at the beginning of the year. Goals need to be set for all students. Data should be shared with all teachers. Include teacher-student conferencing in lesson plans. Need teams to work together to create student improvement goals.	
	Principal Leadership -->			**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal encourages personal goal setting that increases instructional rigor. All staff need regular feedback on performance. Vision of best practice should be incorporated into pre and post conferences. PD opportunities are offered and geared toward staff's specific needs. Utilize staff expertise. Need PD specific to SECAs, sped and new personnel. Class visits and review of student performance data provide direction to determine goals and benchmarks and drive continuous improvement. Career Exploratory established Sept. 2011 for 8th grade students to establish a culture of college and career readiness. Through surveys, meetings, website, newsletters and other communications, family and community are included in decision making. Parent volunteer program established Sept. 2011 to encourage more active participation during the school day. Need orientation and training for volunteers. We are adding exemplar texts of higher text complexity to our classroom selections. Full staff needs to be actively involved and invested in school wide data analysis, goal setting, monitoring and delivery of exemplary instruction. Many opportunities exist for staff input and suggestions. Need more opportunities for students to access academic and other competitions, contests, debates, etc. Celebrate effort and successes of students and staff. Need PD on google format.	

Date Stamp November 22, 2012

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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	Committees, teams and opportunities for teacher leadership are in place, but there is limited involvement. The same core group of teachers / staff performs nearly all leadership duties. Teachers and staff are given opportunities to engage in professional development within the school and network and also from outside providers. After participating in PD, teachers and staff share new learning with colleagues. Visits to colleague's classrooms are encouraged. Networking with colleagues in other schools is also encouraged. While every teacher has equity of voice in grade/course, ILT and whole staff meetings, every person does not take the opportunity to be fully engaged in the processes. Full participation and commitment is needed to ensure the success of our school. Mentor teachers are needed. Create a list of opportunities or calendar for involvement in school activities. Make committees accountable for scheduled meetings, agendas and minutes. Examine the need and / or role of team leaders. Keep meetings agenda driven. Provide regular opportunities for teachers to share strategies.	

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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	ILT membership represents the full school faculty, but members are teachers with full class responsibilities. The ILT leads the work of improving teaching and learning by attending all PD and bringing back information to the staff. The ILT regularly reflects on its own processes and makes suggestions for improving progress toward school wide goals. Need more focus on one issue at a time and better follow through and sharing of topics discussed by ILT. ILT should give team reports to staff. ILT needs consistent process, agendas and plan to bring information to the staff. Establish effective way to share PD and keep the process ongoing. Arrange grade level meetings with ILT. Review purpose of team leadership. The ILT needs assistance with interpreting data and communicating that information to faculty. ILT also needs assistance to identify next steps and plans for implementation that will produce the highest level of positive change. ILT team has not directly coordinated development of teacher teams or established a clear process for staff-wide engagement.	
Monitoring and adjusting	-->		**2**
• 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.	The approach to analyzing data linked to RtI needs to be more systematic. Grade level meetings with RtI rep and differentiated support would be helpful. There is discrepancy across grade levels related to RtI implementation and how data is used to improve student outcomes. We need to establish a systematic approach to analyzing all school data on a consistent, ongoing basis. A better system to adjust instruction to help close the gap is needed. ILT recognizes the need to better communicate its role, purpose and function to staff. Clearly define which data will be used, how to analyze, and how progress monitoring should be done. Interventions need to be appropriate to the area of need and applied with fidelity.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
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.	Grade level teams submit long range goals based on subject area. There is a combination of individually developed units of instruction and team developed units of instruction. Work needs to be done to unpack common core standards and align teaching. PD is needed for backward design and curriculum mapping. Supports for ELLS and students with disabilities include ELL vocabulary progress monitoring, SPED use of AIMSWEB, reading A-Z, collaboration logs, use of social studies differentiated Teacher Created Materials. Grade 4 needs TCM. Supplement basal with more leveled readers for differentiation. Curriculum for ELLs is being purchased. Class rosters are needed as early as possible to allow for summer planning. Long range and weekly plans are posted on the school server. Should submit student work sample each month to support evidence for backward design - curriculum mapping. Need teams to work together to unpack standards. Reading A-Z is a useful tool. Classroom libraries need more non-fiction selections. Need content area meetings. We are working toward bringing in texts of higher level complexity that support the exemplars from the Common Core.	
	Instructional materials	--->		**3**
	• 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).	Every grade level has appropriate instructional materials, including ELL and SPED. (K-5 Everyday Math, 6-8 Connected Math, Teacher Created Materials for social studies, CMSI science curriculum, K-6 Imagine It reading, 7-8 Language of Literature, all grades assorted novels and supplemental sets) Additional ELL support curriculum has been purchased. We have inventoried reading materials and will purchase text exemplars to support CCSS. Full range and components of instructional materials need to be utilized. Need master list of specific titles taught at each grade level. Need Fountas Pinnell leveled sets that support relevant instruction. Need updated classroom computers.	

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		--->	**2**
• 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.	Data is available and disseminated in a timely manner. Some teacher team meetings focus on data and student assessment. While assessments are aligned with standards and grade level expectations, type of assessments used vary at the class and grade level. Accommodations and modifications are in place for SPED and ELLs. Some differentiation and varying type of assessments is evident, varying with class and grade level. Use of available data varies by teacher and by grade level. Need to improve use of data for creating flexible groups, differentiation and developing strategic next steps for instruction. MOY / Winter Data Review Action Plan is being completed to identify current action items, timeline and ownership. Grade level teams should look at all students at the grade level. More sped - gen ed collaboration is needed to provide optimal accommodations and modification. Grade level meetings needed to keep consistency with content vocabulary, use of data and effective instruction. Need consistency with rubrics. Need serious discussions schoolwide about student work, homework and performance tasks.	

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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.	Some teachers communicate the learning objective or purpose for learning to the student. Some lesson plans include questions to engage students and provoke discussion. Instruction should be scaffolded for all students, not just struggling students. Some students at a high NPR are not meeting their (scantron) growth targets. These students need to be challenged with more rigorous instruction, complex text and complex tasks. Formative assessment is used during instruction but much instruction remains as whole group or small groups with all students completing the same work. Primary teachers want Daily 5 training. Need to identify the Teaching Point for the lesson. Scaffold the same text. Make sure students know the objective - use "I can" statements. Define rigorous instruction for parents.	

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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.	RtI team is in place and utilizes a systematic approach to identifying students in need of intervention for academics and behavior. The team meets weekly with a grade level, reviews required data brought by the teacher/s, and makes recommendations for support. Protocols and resources are in place to support progress monitoring and the RtI process is followed so that timely adjustments to interventions are made. The RtI team is working to increase intervention options, especially for math issues. Our RtI plan meets the needs of identified at risk students. A shift to more school wide differentiated, small group instruction would benefit all students. Grade levels meet bimonthly with the RtI team. A plan for closer monitoring of applied interventions and adjustments to instruction in between meetings would support teachers and students and improve results. Consider revising size of RtI team. Improve follow through with RtI reps. Need more tier 3, math and behavior interventions. Clearly explain the process to new staff. RtI binder is evidence of all the work that has been done.	
Whole staff professional development		--->	3
• 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.	Dever has a year long plan for 2012-2013 PD that centers on developing knowledge of all aspects of CCSS, defining a functional full school day, differentiation and positive behavior supports. The ILT shares information from all network PD sessions. Data is regularly reviewed to assess our progress toward meeting school goals. Theory of action key levers are being implemented (revised Bloom's Taxonomy for higher order questioning, refining RtI process, use of progress monitoring, and regular ILT data review). A plan to coach and monitor individual and grade level consistent, daily, sustained application of learning through PD is needed. Monitor effectiveness of PD. Some teams prefer a grade level cluster for more specific PD. Make sure all staff receive information.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		3
	• 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.	Teams are inclusive of general education, special education and bilingual teachers. All teachers need to attend meetings and accept greater ownership for results in student learning. Teacher teams' collaboration varies and is sometimes driven by non-instructional topics. Effectiveness varies by grade level. School wide norms and protocols for discussion, looking at student work, analyzing formative assessment and planning for daily, weekly, quarterly and yearly instruction are needed. Team support structure needs clarification. Grade level and content area meetings may be more productive than the current grade band meetings. Need to schedule specific times to meet with sped teachers. Need protocol to enhance productivity. (Tuning protocol - "I can.") To support the "all hands on deck" culture, information from meetings must be shared with all staff, including SCECAs, support personnel and ancillary staff.	
	Instructional coaching	--->		2
	• 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.	Teachers are afforded opportunities to participate in professional development that addresses their individual needs. Funds are allocated for staff to attend workshops. Teams provide support to new teachers. Cross classroom visitation is increasing as a means of providing support and for sharing best instructional practices. Teachers receive feedback from colleagues and administration. Additional feedback would be helpful. In-house coaching/mentoring program needs revision. New teachers need more support.	

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Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture			
High expectations & College-going culture -->			3
• 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	School wide and community buy-in is needed to convey expectations for all students, prekindergarten through 8th grade, to aspire to college and career-ready standards. Middle grades Career Exploratory bringing parents and community members to talk to students about preparation for future success in career or continuing education launched Sept. 2011. Students have many opportunities for authentic leadership including student council, participation in after school clubs and cross disciplinary experiences between grade levels. The same students participate and take advantage of clubs and leadership opportunities. Follow the PBIS model that was originally established with regular review of expectations. Look into critical friends groups.	
Relationships -->			3
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	School staff works diligently to see that each child has an advocate, including using the check in-check out system, Dever Guardian Angels, personal meetings with counselor/case manager to provide information and guidance on high school choice, Power of Positive Students awards, Middle School MVPs and student selection of preferred reinforcements for positive academics and behavior. Need meetings for staff participating in Guardian Angels program. Students will disabilities are fully engaged in our school community. Communications are sent home in the three major languages represented at the school. All staff need to take an active role in mentoring and advocating for our students. We work to establish caring relationships with students and families.	
Behavior& Safety -->			3
• 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.	Our common behavioral expectation and intervention that builds on positive behavior, the PBIS matrix, needs to be more consistently implemented. There is some difference in the manner teachers and teams handle discipline violations. Review of Student Code of Conduct with staff and students for clarification of infractions, consequences, and responsibility for follow- through. Consistency is needed so we can be pro-active and prevent bullying and other behaviors before they're initiated. Several staff attended PBIS and CHAMPS training. School wide training, consistent implementation and buy-in is needed for greater school wide success. Visitors to the school often comment on their positive impression of our welcoming school environment. Incorporate daily common expectations via intercom or classroom lesson.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Expectations	--->		**3**
• 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.	Principal provides all available information on school performance to families and hosts meetings to explain content. Information is shared in the three languages spoken by most school families. Teachers provide information at Curriculum Night and on web pages that explains expectations for courses and assignments. School staff readily provides information on school choice, transfers and enrollments. Teachers at various grades have provided parent workshops that help parents to work with their child at home. We are becoming more familiar with CCSS and will share with parents what students are expected to know and learn for success at each grade level. Bilingual Advisory Committee meets four times a year.	
Ongoing communication	--->		**3**
• 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.	Teachers and other school staff engage in frequent two-way communication with families to support student learning. Communication is done in the families' native language to ensure that all information is understood. Phone calls, emails, written notes and face-to-face communication occur on a daily basis. Success and frequency of contact varies by grade level and we will work to improve communication with all parents.	
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.	There are frequent opportunities for families and community members to participate in activities including Full School Day meetings held at varying times to allow all families to attend, LSC and PTA meetings, Career Exploratory program, parent volunteer program, Geography Bee, Spelling Bee, POPS breakfast, assemblies for awards and student performances, band concerts, Literacy Night, Math Night, Curriculum Night, parent workshops, Bilingual Advisory Committee meetings, Talent Show, movie night, Fun Fair, Book Fair, Santa Shoppe and high school fair.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• 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.	School staff conducts outreach to parents through appropriate means before, during and after school hours. Support staff (social worker, psychologist, Dever counselor, CPS Crisis Intervention team, network special education administrator) provide information on Dever, CPS and non-CPS resources.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Dever provides information necessary to make informed decisions when selecting a high school that connects to future aspirations. Eighth graders are encouraged to attend high school fairs and participate in high school connection days and programs. We are working toward building a culture of college and career readiness through rigorous instruction and implementation of CCSS.	
Academic Planning	-->		**3**
• 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.	Career Exploratory provides middle school students with exposure to various careers and the education and training required to enter and be successful in the profession. Algebra is offered to 8th graders who meet the performance criteria. The counselor provides ongoing support to students. Rigor is increasing as texts of greater complexity are introduced, Common Core standards are unpacked and units are designed.	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	Student surveys are used to determine interest in extracurricular and enrichment opportunities. ASAS provides support for before and after school programs. Clubs and programs include academic support, sports, yearbook, student council, Selective Prep class, step team, cheerleading and architecture. Future plans for after school partnerships will include students from all grade levels.	

(Left vertical label) **6: College and Career Readiness Supports**

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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
D I M E N S I O N	*College & Career Assessments*	-->		4
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Eighth grade students participate in EXPLORE. ASAS incorporates youth choice factor.	
	College & Career Admissions and Affordability	-->		2
	• 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.	Families set up appointments with Counselor/Case Manager to discuss the application process and requirements for various high schools. At the meeting, math and reading scores are discussed along with individualized student interests that will help inform secondary education choices.	
	Transitions	-->		3
	• 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.	Teacher teams review student information to determine best class placement at all grade levels. Parents of benchmark grade 3-6-8 students are given promotion criteria information. Prekindergarten students transition to kindergarten with assistance of staff and visits to the kindergarten classroom. Eighth grade students are given support through their high school selection process.	

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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***	--->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The process for discretionary spending involves principal and ILT review of school needs and priorities, review by the PPLC and approval from the LSC. Periodic review of the school improvement plan and school data further guide expenditures. With the assistance of the Family and Community Engagement network facilitator we are making connections for community partnerships including Irving Park YMCA, Boys and Girls Club and Right at School. We are reviewing current student growth data to help prioritize use of resources and spending.	
	Building a Team	--->		**3**
	• 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.	Interviews and hiring occur when a vacancy or expected vacancy is identified. Interviews have not allowed for live lesson demonstrations since they have occurred during summer months when children are not present. There is a protocol for questioning and multiple staff members are involved in the process. Grade / course teams are assembled based on a number of factors, among them subject area and child development knowledge and expertise. Inform current employees of future vacancies and job advancement opportunities.	
	Use of Time	--->		**3**
	• 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.	Current schedules are tailored to grade level needs and include the extended block schedule for middle school. The future Full School Day model has allowed us to create more detailed schedules based on suggested instructional minutes, student needs and school wide growth goals. There is dedicated time for intervention and enrichment. Teacher collaboration will occur on a regular basis and allow for more time to plan and discuss student data.	

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

Dever School strives to meet the academic and social-emotional needs of all students and to enhance their learning by utilizing differentiated instruction to teach the skills and strategies necessary for future success and college and career readiness. We are committed to providing a relevant and rigorous, technology integrated curriculum, celebrating diversity and maintaining high expectations in our safe, secure environment in which critical thinking, problem solving and self directed learning is the focus. Further, we believe that building a strong partnership between students, staff, families and community is necessary for our students to become productive citizens and lifelong learners.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Implement Common Core State Standards (CCSS) using high quality rigorous instruction for al learners including ELL and SPED in Prekindergarten through eighth grade.	We have a need to implement a rigorous cross curricular Mathematics program as less than 50% of students exceed state standards in Math. 36% of K-2 are at benchmark on mClass. 52% of 3-5 and 61% of 6-8 students are making Math growth targets. We have a need to implement a rigorous cross curricular Literacy program as less than 50% of students exceed state standards in Reading. 50% of 3-5 and 61% of 6-8 students are making growth targets.
2	Implement high quality differentiated instruction for all learners including ELL and SPED in Prekindergarten through eighth grade.	We scored a 2 on SEF Dimension 1 Monitoring and Adjusting and Dimension 2 Assessment and Instruction. We need to more systematically differentiate for students at all levels. All teachers need to scaffold instruction to ensure all students access complex texts and engage in complex tasks. Students below, at and above standards all need differentiation.
3	Implement PBIS as high quality positive behavior intervention framework through instruction to all students including ELL and Sped provided by all staff including teachers, support personnel, ancillary, aides and other stakeholders.	With a Full School Day and increased rigor we recognize the need to be proactive and fully implement a cohesive school wide behavior support model.
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 Common Core State Standards (CCSS) using high quality rigorous instruction for al learners including ELL and SPED in Prekindergarten through eighth grade.	We have a need to implement a rigorous cross curricular Mathematics program as less than 50% of students exceed state standards in Math. 36% of K-2 are at benchmark on mClass. 52% of 3-5 and 61% of 6-8 students are making Math growth targets. We have a need to implement a rigorous cross curricular Literacy program as less than 50% of students exceed state standards in Reading. 50% of 3-5 and 61% of 6-8 students are making

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy Milestone 1-Develop and provide PD on Common Core instruction presented by ILT / teacher leaders / consultants to each grade band.	Professional Development	All	Principal / ILT	Summer 2012	On-going		Literacy milestones address all content areas including Language Arts, Math, Science and Social Science.
Literacy Milestone 2-Institute mid-quarter and quarterly student / teacher conferences to review student growth including data results from in-house and district / interim assessments and establish individual cross curricular literacy goals and growth targets.	Instruction	All	ILT / Teacher Teams	Quarter 1	On-going		
Literacy Milestone 3-Conduct an audit / inventory of existing texts aligned to CCSS in each classroom and invest in theme-based and supplemental non-fiction exemplar texts, including Social Science and Science materials.	Instructional Materials	All	Assistant Principal and Teacher Teams	Summer 2012	Quarter 1		
Literacy Milestone 4-Implement an "all hands-on-deck" culture where all certified / trained staff members provide intervention and/or enrichment to all students as necessary to meet the needs of the individual child.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Math Milestone 1-Develop and provide PD on CCSS Mathematics Practices instruction presented by ILT / teacher leaders / consultants to each grade band.	Professional Development	All	Principal / ILT	Summer 2012	On-going		
Math Milestone 2-Institute mid-quarter and quarterly student / teacher conferences to review student growth including data results from in-house and district / interim assessments and establish individual cross curricular mathematics goals and growth targets.	Instruction	All	ILT / Teacher Teams	Quarter 1	On-going		

Strategic Priority 1

Math Milestone 3-Form a PLC to study the CCSS Mathematical Practices and Math Bridge Plan as basis for unit planning in Math grades 6 through 8.	Instruction	Other student group	ILT / Teacher Teams	Quarter 1	Summer 2013		

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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
Implement high quality differentiated instruction for all learners including ELL and SPED in Prekindergarten through eighth grade.	We scored a 2 on SEF Dimension 1 Monitoring and Adjusting and Dimension 2 Assessment and Instruction. We need to more systematically differentiate for students at all levels. All teachers need to scaffold instruction to ensure all students access complex texts and engage in complex tasks. Students below, at and above standards all need differentiation.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Milestone 1-Provide PD on high quality differentiated instruction in correlation with the O'Hare Network and ILT / Teacher Leaders around small group instruction, center work, and guided reading / daily five / literature circles.	Professional Development	All	Principal / ILT	Summer 2012	On-going		
Milestone 2-Form a Professional Learning Community (PLC) to reflect on delivery of instruction and student performance in weekly team meetings.	Instruction	All	ILT Teacher Teams	Quarter 1	Summer 2013		
Milestone 3-Monitor and support differentiation for all students, including high performing, RtI-tiered, and Special Education students.	Instruction	All	Principal / Asst Principal / ILt and RtI Teams	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Implement PBIS as high quality positive behavior intervention framework through instruction to all students including ELL and Sped provided by all staff including teachers, support personnel, ancillary, aides and other stakeholders.	With a Full School Day and increased rigor we recognize the need to be proactive and fully implement a cohesive school wide behavior support model.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Milestone 1-Develop and provide PBIS PD to implement school wide positive behavior support framework with fidelity, delivered by ILT / Teacher Leaders / Consultants to all staff.	Professional Development	All	Principal / PBIS Team	Summer 2012	Quarter 1		
Milestone 2-Utilize the PBIS matrix to review, monitor, and reinforce school wide behavioral expectations during mid-quarter and quarterly student / teacher conferences.	Instruction	All	Principal / PBIS Team	Quarter 1	On-going		
Milestone 3-Develop and provide Check In-Check Out PD to implement as a component of the school wide positive behavior support framework, delivered to all staff by ILT / Teacher Leaders / Consultants.	Professional Development	Other student group	Assistant Principal, Counselor and PBIS Team	Summer 2012	Quarter 1		
Milestone 4-Utilize Check In-Check Out system to review, monitor, and reinforce school wide behavioral expectations during mid-quarter and quarterly student / teacher conferences.	Instruction	Other student group	Assistant Principal, Counselor and PBIS Team	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan · Monitoring

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

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CIWP

**2012-2014 Continuous
Improvement Work Plan**

William E Dever Elementary School

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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

Action Plan

Monitoring

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