



2012-2014 Continuous Improvement Work Plan

John C Dore Elementary School

Midway Elementary Network

6108 S Natoma Ave Chicago, IL 60638

ISBE ID: 150162990252167

School ID: 609893

Oracle ID: 23001



Mission Statement

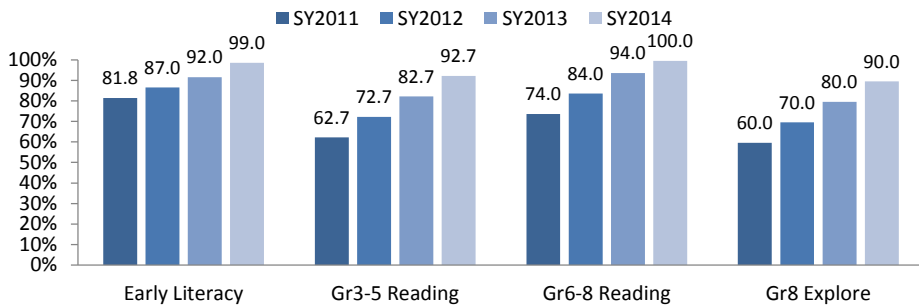
John C. Dore Elementary School provides a challenging learning environment where high expectations for success exist. Through development of appropriate instruction that allows for individual differences and learning styles, student potential is maximized. Dore school provides a safe, orderly, caring and supportive environment where student intellectual, social, emotional, and physical development is fostered. Self-esteem is enhanced as positive relationships among students, staff, parents and the community is expected. At Dore School, we aspire to have parents, staff, and community members acting in partnership to facilitate growth of students having active and creative minds, a sense of compassion for others, and the courage to act on their beliefs.

Strategic Priorities

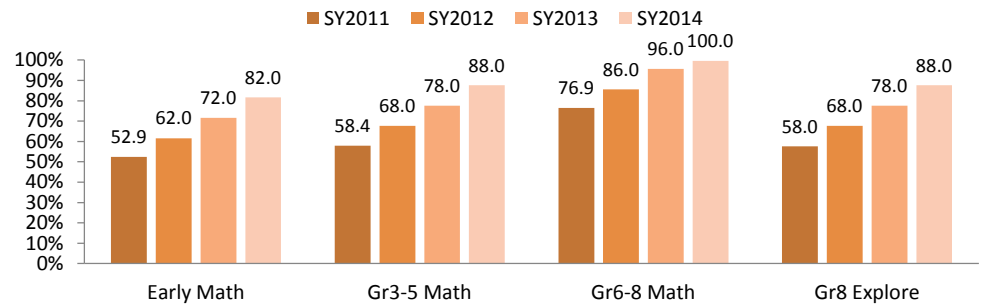
1. Dore is raising the level of rigor in curriculum to align to CCSS.
2. The Dore Instructional Leadership Team will clearly communicate all goals and expectations of the District, local criteria and administration.
3. Our family and community partnerships will be empowered with consistent communication and participation.

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:	John C Dore 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
Dr. Elizabeth Alvarez	Principal
Mr. Sean McNichols	Assistant Principal
Ms. Kathy Craig	Counselor/Case Manager
Ms. Erin Swalec	Special Education Faculty
Ms. Corinne Mulvihill	Classroom Teacher
Ms. Dalila Hidalgo	Classroom Teacher
Mr. Joseph Gregory	Lead/ Resource Teacher
Ms. Beth Hickey	Support Staff
Ms. Andrea Solms	Parent/ Guardian
Mr. Robert Bendik	Special Education Faculty
Ms. Gloria Luna	Parent/ Guardian



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	81.8	87.0	92.0	99.0		Early Math % of students at Benchmark on mClass	52.9	62.0	72.0	82.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	62.7	72.7	82.7	92.7		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	58.4	68.0	78.0	88.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.5	80.5	90.5	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.1	78.0	88.0	98.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	74.0	84.0	94.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	76.9	86.0	96.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.4	79.4	89.4	99.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	85.0	90.0	95.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	60.0	70.0	80.0	90.0		Explore - Math % of students at college readiness benchmark	58.0	68.0	78.0	88.0



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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	95.6	97.0	98.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	10.8	9.0	7.0	5.0

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	87.2	91.0	95.0	100.0		ISAT - Reading % of students exceeding state standards	25.3	33.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	94.3	96.0	98.0	100.0		ISAT - Mathematics % of students exceeding state standards	43.8	50.0	55.0	60.0
ISAT - Science % of students meeting or exceeding state standards	90.7	94.0	96.0	100.0		ISAT - Science % of students exceeding state standards	16.9	22.0	30.0	40.0

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 ----->			4
	<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. 	Dore's Theory of Action Plan has been submitted and reviewed by LSC and Staff.	
	Principal Leadership ----->			3
	<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. 	Consistent observation schedule followed with pre and post conferences that entail an in-depth conversation regarding best teaching practice; administration distributes weekly e-mail regarding variety of topics from available PD opportunities and upcoming school events; principal designed and teacher led PD.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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 	<p>ILT team that consists of teachers from a variety of disciplines; grade level chairperson responsible for GLM agenda and minutes from the meeting; Teacher led PD.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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. 	<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 	Regular ILT meetings; membership representative of the various disciplines within the school.	
Monitoring and adjusting ----->			3
<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. 	<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. 	Survey results shared with the stakeholders; PPLC acts as a vehicle to share ideas and concerns regarding curriculum and budget.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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. 	Teachers create a Common Core units that demonstrate alignment and knowledge of standards. Units provide sequence and alignment to standards. Units provide for differentiated instruction to reach all learners.	
	Instructional materials ----->			3
	<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). 	Materials are aligned with standards and engage all students in cognitive activities that enhance student learning and understanding.	
<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 ----->			3
<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. 	<p>Assessment is integrated into instruction, to monitor student progress, and to check for student understanding. Teachers review data such as weekly performance assessments, NWEA/MAP, Common Core, DIBELS, Mclass and ISAT to monitor student learning. Accommodations and modifications are implemented to ensure student progress for students with disabilities and ELL's.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<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. 	<p>Instruction is systematic, engaging, and success oriented and provides achievement for all students. Instruction challenges students to draw on their content knowledge to build towards deep understanding. Teachers regularly scaffold to provide motivation, support learners while they acquire new skills, help students develop critical thinking skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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. 	<p>RTI provides students with research-based interventions. RTI students are closely monitored for progress, and adjustments are made based on student's progress. Students receive research-based instruction, in small groups and/or classwide interventions are provided. Struggling children are identified through weak performance on a class and/or school assessments and/or teacher observation.</p>	
	Whole staff professional development ----->			3
	<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. 	<p>Teachers are informed of a projected schedule/topics for PD days at the beginning of the school year. In addition, teachers are reminded to meet within their grade level departments to discuss topics presented in PD day. Administrators at times request feedback from staff when needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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. 	Biweekly and many times weekly GLM with ILT members, grade level teachers, RTI and SPED teachers.	
	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. 	SPED and Gen Ed. Teachers at a grade level meet regularly to discuss feedback on lessons and cross-curricular lessons. Some peer visits within grade level band. Colleague collaboration across grade level (vertical and horizontal) alignment, sharing of resources and materials.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	Alignment and implementation of CCSS. Meetings with parents regarding expectations. Constant communication with parents about progress, expectations and preparation for high school and beyond.	
	Relationships ----->			3
	<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. 	Relationships are developed with every student in the school. All teachers feel a sense of responsibility for each student at Dore School. This is also supported by citywide coaches and parents.	
Behavior & Safety ----->			3	
	<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. 	Consistent rules throughout every department for student discipline. Sense of safety by 97% of students and staff. Discipline consistent throughout each grade level. Students all understand CPS code of conduct and Dore guidelines. Procedures for arrival and dismissal are well in place and staff utilized to supervise students at all times, throughout school building.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<p>Prior to the school year an open house is utilized to inform all parents of the school's expectations. Information and Expectations posted on Dore website. Information and expectations are communicated to LSC, PTC and BAC. Parents receive weekly updates via e-mail and also posted on Dore website. Teachers create monthly newsletters to disseminate information and update parents. Quarterly and special parent meetings have been established to meet the needs of the entire school community.</p>	
	Ongoing communication ----->			3
	<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. 	<p>The school regularly communicates with parents/guardians via personal calls, automated calls, newsletters, emails, web post, conferences and parent/community meetings.</p>	
Bonding ----->			3	
	<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. 	<p>The school continually invites parental and community involvement via the parent updates and parent based committees:PTC, BAC and LSC.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	School initiated home visits are completed when applicable. RTI and other social services are put into place as requested by staff. Inclusion implemented in primary grades and developing in intermediate and upper grades.	
	College & Career Exploration and election ----->			3
	<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. 	Parents and students are provided with multiple opportunities for future college or career aspirations. Parents informational meeting have been established for upper ggrade students to discuss and investigate opportunities.	
Academic Planning ----->			4	
<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. 	Students are given the opportunity to work with our counselor to complete and plan for high school selection. A strong focus on college has been established to highlight overall school achievement.		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	Sports and fitness: Boys' cross country and track, Boys' basketball, Girls' cross country and track, Girls' volleyball, cheerleading opportunities. Health and wellness: crisis intervention services, school-based dental services. Enrichment activities: Thespians, Band,		

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 ----->			3
	<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. 	Classrooms wrote letters to universities. When letters or pennants were received at Dore, counselor and administration acknowledged students and room for their efforts. During spirit week we promote University Day. We also administer Explore and What's Next Illinois.	
	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. 	N/A	
	Transitions ----->			3
	<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. 	Fourth grade parent meeting was held to discuss transition into departmentalization. Teachers meet to discuss curriculum and transition. We also hold step up day at the end of the year for students to meet their new teacher.	

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
	<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. 	School uses funds for curriculum used in classrooms and goals of school. Dore partners with outside organizations to support school goals.		
	Building a Team ----->				3
<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. 	Positions are filled when necessary. Interviews consist only of questions and not lessons viewed.			
Use of Time ----->				3	
<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. 	Teachers work together to create their time distribution. Teachers meet biweekly. A 20 min. break is now used during lunch time to have time on task. RTI is provided not only by general ed teacher but resource teachers as well.			

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

John C. Dore Elementary School provides a challenging learning environment where high expectations for success exist. Through development of appropriate instruction that allows for individual differences and learning styles, student potential is maximized. Dore school provides a safe, orderly, caring and supportive environment where student intellectual, social, emotional, and physical development is fostered. Self-esteem is enhanced as positive relationships among students, staff, parents and the community is expected. At Dore School, we aspire to have parents, staff, and community members acting in partnership to facilitate growth of students having active and creative minds, a sense of compassion for others, and the courage to act on their beliefs.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Dore is raising the level of rigor in curriculum to align to CCSS.	Administration positioned to positively monitor the instructional practices on a daily basis and ensure differentiation and modification for all students. Collective leadership shared amongst staff collaborating to align instructional techniques to the CCSS. Empowering all stakeholders will allow everyone the opportunity to realize their role as crucial in the success and development of our school. The staff will work together analyzing all data and decipher what needs improvement in each classroom based on CCSS, NWEA/MAP, and DIBELS (primary level). GLM's will meet to discuss student work, data and develop relevant writing activities. Each teacher is collecting work assigned to students to flag skills/standards and remove fluff from curriculum. Grade levels working on curricular aligned to CCSS with the opportunity to store it on our "Dore Cloud."
2	The Dore Instructional Leadership Team will clearly communicate all goals and expectations of the District, local criteria and administration.	A school wide focus on the CCSS in all content areas and extracurricular activities will target instructional practices aimed to highlight student achievement. The development of a common language and purposeful daily and after school instructional activities that is utilized among all staff and stake holders; designed to meet their needs will continually push our "Expectation of Greatness." Fidelity between our instructional practices, emphasizing this expectation will further align our entire school community. Unit plans aligned to CCSS by 2012 with full implemented across all areas.

3	Our family and community partnerships will be empowered with consistent communication and participation.	Quarterly data presentation for parents and community members will ensure transparency. Parent and community meetings will continue to connect parents with student learning and provide parents strategies to continue learning at home. Unify PTC and BAC on same efforts/events for Dore. Involvement of the students and parents to create events and/or clubs will unify learning for all Dore stake holders. Overall, creating an atmosphere of knowledge and involvement for Dore's progress is the purpose of the communication.
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
Dore is raising the level of rigor in curriculum to align to CCSS.	Administration positioned to positively monitor the instructional practices on a daily basis and ensure differentiation and modification for all students. Collective leadership shared amongst staff collaborating to align instructional techniques to the CCSS. Empowering all stakeholders will allow everyone the opportunity to realize their role as crucial in the success and development of our school. The staff will work together analyzing all data

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Formal ILT meetings with representation of all grade levels bands	ILT/ Teacher Teams	All	ILT	Quarter 2	On-going	On-Track	Set dates for next year; have ILT member communicate with staff rather than admin.
Mini observations from admin	Instruction	All	admin	Quarter 4	On-going	Behind	Provide feedback of mini observations-discuss CCSS
Weekly e-mails to staff with expectations	Professional Development	All	admin	Quarter 1	On-going	On-Track	Set this e-mail before parent e-mail so staff has information before parents/involve staff with input regarding deadlines, events, and outgoing mail to parents.
Provide staff with parent e-mails	Parental Involvement	All	admin	Quarter 1	On-going	On-Track	Provide e-mai to parents on Friday at end of week with attachments when necessary.
Pre-conferences with teachers	Instruction	All	admin	Quarter 1	Quarter 3	Completed	Discuss Bloom's Taxonomy; Charlotte Danielson Framework; 5E's and Assessment
Formal observations in classrooms	Instruction	All	admin	Quarter 1	Quarter 3	Completed	Provide formal feedback and evaluation by mid 4th qtr
Post conferences with teachers	Instruction	All	admin	Quarter 1	Quarter 3	Completed	Provide suggestions, concerns, follow-ups
ILT informing Staff of progress and getting staff input	ILT/ Teacher Teams	All	ILT	On-going	On-going	Behind	ILT needs to be more invested in process and admin needs to provide guidelines of expectations and involvement of staff
ILT informs community/parents of plans	ILT/ Teacher Teams	All	Principal	On-going	On-going	On-Track	Parents have been involved with decision making and information of goals, theory of action and full school day schedule



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
The Dore Instructional Leadership Team will clearly communicate all goals and expectations of the District, local criteria and administration.	A school wide focus on the CCSS in all content areas and extracurricular activities will target instructional practices aimed to highlight student achievement. The development of a common language and purposeful daily and after school instructional activities that is utilized among all staff and stake holders; designed to meet their needs will continually push our "Expectation of Greatness." Fidelity between our instructional practices,

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Unpacking the standards	Instruction	All	All	Quarter 1	Year 2	Behind	Teachers still needing time to sit as a group and compile standards per grade level band
Creating a Dore binder	Instruction	All	All	Quarter 1	Quarter 4	On-Track	Some teachers are on task, some not, all have been communicated the urgency of the binder and usefulness to support with adapting CCSS. Send e-mail to remind staff. Discuss in next PD.
Teacher's provide PD on instruction using CCSS	Professional Development	All	All	Quarter 1	Quarter 3	On-Track	Will be complete by April 13, 2012. Next year teachers will address how they developed lesson starting with assessment task.
Regular grade level meetings including all staff involved	ILT/ Teacher Teams	All	All	On-going	On-going	On-Track	GLM's occur biweekly rather than weekly due to RTI. Next year, GLM's will be during the day and weekly. Grade levels will be responsible in handing in minutes and posting on curriculum cloud.
Assessment alignment	Instruction	All	All	On-going	Year 2	Behind	Grade levels will look at lesson provided and add necessary components: steps, rubric
GLM teams list grade band resources	Instructional Materials	All	All	Quarter 4	Quarter 4	On-Track	Teachers will establish a wish list of resources necessary to implement CCSS per grade level for the following year.
GLM teams list technology resources needed for CCSS	Equipment/ Technology	All	All	Quarter 4	Quarter 4	On-Track	Teachers will establish a wish list of technology necessary to implement CCSS per grade level for the following year.
GLM teams discuss tier 3 RTI groups and progress	Instruction	Other student group	All	On-going	On-going	On-Track	RTI is the responsibility of all staff members and discussion of progress monitoring needs adjustment to begin exiting students from tier 3 and re-evaluating tier 2 and 1 students. Process needs to be clearly addressed and followed for success in student achievement.

Strategic Priority 2							
SPED teams meet with general ed teachers regarding students and needs (co-teaching) and minutes	Instruction	Students With Disabilities	SPED Teachers	On-going	On-going	Behind	SPED teachers need to make time to meet with grade level bands to discuss SPED students modifications/accomodations and planning with gen. ed teacher. If SPED teacher can not make the GLM then teachers should continue to make a plan or follow-up with SPED teacher.
BLT meets with grade level bands to discuss ELL/BIL student needs/progress monitoring	Instruction	English Language Learners	BLT	On-going	On-going	On-Track	BLT needs to attend GLM's to discuss ELL/BIL strategies, testing, monitoring. If BLT can not make the GLM then teachers should continue to make a plan or follow-up with BLT.
Dore adopting Curriculum Cloud to post units and assessments.	Instruction	All	All	Quarter 4	Summer 2013	On-Track	PD will be provided to staff at April 13 PD. Staff will begin to download lessons/assessments beginning summer 2012
Monthly SPED meetings	ILT/ Teacher Teams	Students With Disabilities	SPED Team/case manager/admin	Quarter 1	On-going	Behind	Dates were set but at times canceled based on SPED teacher case load and Monday team meetings that postpone other items. Many Mondays were days off and complicated completion of IEP's and deadlines.
Planning of theme weeks	After School/ Extended Day	All	All	On-going	On-going	On-Track	The school calendar is planned prior to the beginning of the school year. During professional development days staff has provides input to confirm theme ideas.
Planning of specific academic/athletic/extra-curricular events:science fair, spelling bee, math team, NJHS, charity club, newspaper club, student council, sports, musical	After School/ Extended Day	All	Specific coordinators/coaches	On-going	On-going	On-Track	All relevant stakeholders take part in the planning and implementation.
Hiring of future openings with specific needs/credentials/certificates	Staffing	All	Team level groups	Summer 2012	Quarter 4	On-Track	Meet with teacher hiring groups to develop first interview questions and expectations. Set requirements on e-bulletin. Candidates passing first interview with first group will move to second interview with admin.
Science Fair middle school workshop for students with Brookfield Zoo and Kennedy H.S.	Instruction	All	Science fair team/Admin/Brookfield Zoo/Kennedy H.S.	Summer 2012	Summer 2012	On-Track	Set three weeks for each grade level and concentration. Last year, we had 1 week for all three grade levels and it was not sufficient. Team up with Kennedy H.S. to have their star science students coach Dore 6,7, 8 grade students in preparing their science fair experient.
CCSS/book Talks	Professional Development	All	All	Quarter 1	Summer 2012	On-Track	The book talks were incorporated earlier in the2011-2012 school year, but put on hold recognizing staff concerns and presumed pressure.



Strategic Priority 2

Open House	Parental Involvement	All	All	Quarter 1	Quarter 1	Completed	Open house is provided to parents before school starts to set expectation and guidelines. Teachers volunteer an hour of their time before the start of the school year.

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
Our family and community partnerships will be empowered with consistent communication and participation.	Quarterly data presentation for parents and community members will ensure transparency. Parent and community meetings will continue to connect parents with student learning and provide parents strategies to continue learning at home. Unify PTC and BAC on same efforts/events for Dore. Involvement of the students and parents to create events and/or clubs will unify learning for all Dore stake holders. Overall, creating an

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Health and wellness Team meetings	Parental Involvement	All	Health and wellness team/PTC	Quarter 3	Quarter 4	Postponed	Need support from all staff to make this successful. PTC/BAC needs more involvement with theme night. Begin recruiting for Health and wellness night.
LSC meetings	LSC/ PAC/ PTA	All	LSC/Principal	On-going	On-going	On-Track	
BAC monthly meetings	LSC/ PAC/ PTA	All	BLT/Admin	On-going	On-going	On-Track	PTC and BAC need to plan meetings together to unify groups and plan together.
PTC monthly meetings	LSC/ PAC/ PTA	All	PTC/Admin	On-going	On-going	On-Track	PTC and BAC need to plan meetings together to unify groups and plan together.
Automated all call to parents regarding important events, deadlines etc.	Other	All	Principal	On-going	On-going	On-Track	
Weekly e-mails to parents	Parental Involvement	All	Principal	On-going	On-going	On-Track	
Quarterly parent meetings focused on school needs/parent needs	Parental Involvement	All	Admin/ILT	Quarter 1	Quarter 4	On-Track	Involve staff more with planning of these meetings. Have ILT reach out to staff about what they see is of importance to bring parents together for a workshop.
Specific grade level parent meetings to discuss expectations and goals	Parental Involvement	Other student group	Admin/ILT/GL teams	Quarter 1	Quarter 3	On-Track	Involve 5th/6th and 8th grade team more in the planning and designing of the meeting/workshop.
Dore newspaper "The Bulldog" developed by students	Instruction	All	Newspaper coordinator and Newspaper club	Quarter 1	Quarter 4	On-Track	Started newspaper in Decemeber. Should have started in October.
Dore Charity club developed by students	After School/ Extended Day	All	Charity club coordinator and Charity club	Quarter 1	Quarter 4	On-Track	Started charity club 2nd qtr. Need to begin club earlier in the year.



Strategic Priority 3							
Dore walk-a-thon	Parental Involvement	All	Admin/Health and wellness team/PTC/BAC/ Food staff	Quarter 3	Quarter 4	On-Track	Alderman needs to be included and aware of walk-a-thon; food service needs to be informed of needs; parent volunteers needed.
Elect new LSC	LSC/ PAC/ PTA	All	All	Quarter 1	Quarter 4	On-Track	Involvement and applications were sent from beginning of the school year. Candidate forum has taken place.
Theme nights: Literacy and math and science night/spirit week	Parental Involvement	All	All	Quarter 1	Quarter 4	On-Track	
Fun fair	LSC/ PAC/ PTA	All	PTC/Admin/BAC staff	Quarter 4	Quarter 4	On-Track	Currently working on Fun fair events
End of year awards ceremony	Other	All	staff	Quarter 3	Quarter 4	On-Track	
Fall assembly	Other	All	Music Teacher	Quarter 1	Quarter 2	Completed	
Winter Assembly	Other	All	Music Teacher	Quarter 1	Quarter 3	Completed	
Parent Social	Parental Involvement	All	PTC/Admin	Quarter 2	Quarter 3	Completed	
PTC Fund Raisers	Instruction	All	PTC	On-going	Quarter 4	On-Track	
Eighth Grade Luncheon	Parental Involvement	Other student group	8th grade team, admin, ptc	Quarter 3	Quarter 4	On-Track	
PTC membership drive-open house	Parental Involvement	All	Staff/PTC	Summer 2013	Quarter 1	Completed	Expectations/goals are provided on this day

