Dunne Technology Academy

Rock Island Elementary Network

10845 S Union Ave Chicago, IL 60628

ISBE ID: 150162990252177

School ID: 610188

Oracle ID: 25491

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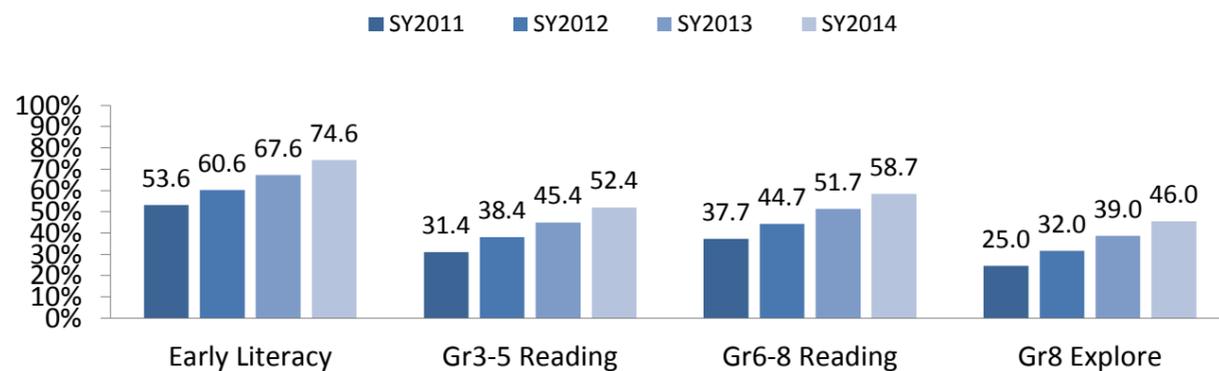
Mission Statement

Dunne Technology is committed to providing an educational environment that fosters high expectations for students, staff, parents, and the community. It is the Academy's mission to provide a coherent curriculum focused on literacy, math and science through the integration of technology to ensrue that all students are instructed at high levels. We believe it is our responsibility to develop a students' ability to learn, reaching their academic potential and fuction as constructive members of our society. Our vision is to use technology, critical thinking, and communication to transform traditional methods of teaching and learning to ensure students develop college and career readiness skills to suceed in today's global world.
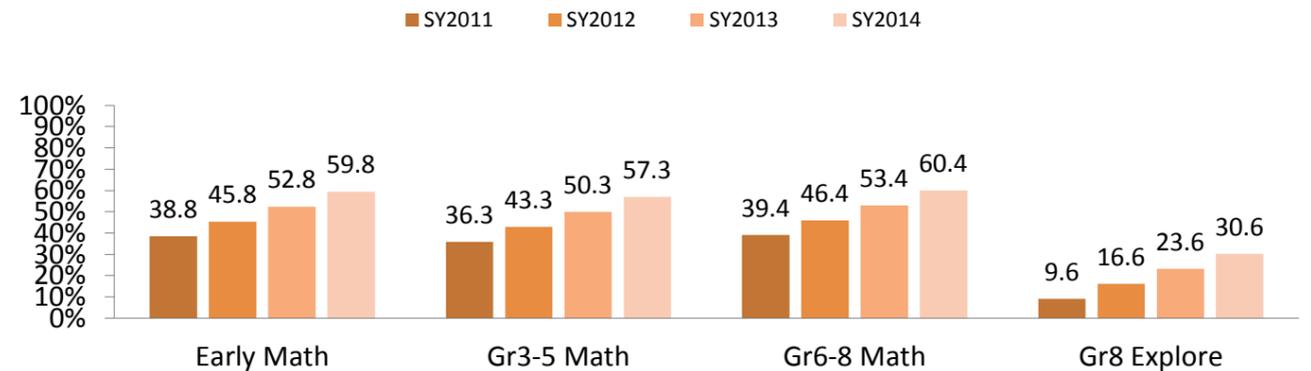
Strategic Priorities

1. Increase gains in Literacy/Reading for all students PreK-8

2. Sustain excellence in Math performance

3. Increase family and community engagement

School Performance Goals

Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	53.6	31.4	37.7	25.0
SY2012	60.6	38.4	44.7	32.0
SY2013	67.6	45.4	51.7	39.0
SY2014	74.6	52.4	58.7	46.0

Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	38.8	36.3	39.4	9.6
SY2012	45.8	43.3	46.4	16.6
SY2013	52.8	50.3	53.4	23.6
SY2014	59.8	57.3	60.4	30.6

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Dunne Technology Academy

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
Chandra Byrd-Wright	Principal
Benita Parker-Owens	Assistant Principal
Zaneta Pruitt	Other
Nicole Henderson	Counselor/Case Manager
Monique Crawley	Parent/ Guardian
Corey Moore	Classroom Teacher
Toni Butts	Classroom Teacher
Elena Bell	Other

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	53.6	60.6	67.6	74.6		**Early Math** % of students at Benchmark on mClass	38.8	45.8	52.8	59.8

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	31.4	38.4	45.4	52.4		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	36.3	43.3	50.3	57.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.8	62.8	69.8	76.8		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.1	78.1	85.1	92.1

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	37.7	44.7	51.7	58.7		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	39.4	46.4	53.4	60.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.5	56.5	63.5	70.5		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.0	64.0	71.0	78.1

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	25.0	32.0	39.0	46.0		**Explore - Math** % of students at college readiness benchmark	9.6	16.6	23.6	30.6

Elementary Goal Setting

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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	94.6	95.6	96.6	97.6	**Misconducts** Rate of Misconducts (any) per 100	22.8	19.8	17.8	15.8

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	77.0	90.0	95.0	96.0	**ISAT - Reading** % of students exceeding state standards	17.2	24.2	31.2	38.2
ISAT - Mathematics % of students meeting or exceeding state standards	91.4	93.4	95.5	96.5	**ISAT - Mathematics** % of students exceeding state standards	24.7	31.7	38.7	45.7
ISAT - Science % of students meeting or exceeding state standards	76.3	83.3	90.3	96.5	**ISAT - Science** % of students exceeding state standards	10.5	17.5	24.5	31.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**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.	Teachers set clear goals for student achievment based upon evidence from various data sources; teachers determine specific areas of growth for individual students and create action plans to meet their unique academic/behavioral needs.	
	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 has established professional learning communities that work to improve learning for all stakeholders; principal has created structures to allow for collaborative planning, goal setting, and multiple opportunities to invest stakeholders in the learning process; principal conducts classroom observations to determine areas of development for teachers and students; principal has created the parent resource center to bridge the gap between home, school, and community.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers are supportive of the learning climate and continously work toward the amelioration of the school; teachers participate in the following areas: members of ILT, RtI team, data team, common core and full-school day planning, and CWIP team. Our areas of improvement in this section would be to push teachers from serving as participants only to leaders in fully implementing the vision and goals of the school.	

Date Stamp November 22, 2012

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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 is comprised of leaders from various factions within the school (primary, intermediate, upper, case manager, math/science coach, technology leaders, and administration); ILT conducts monthly walk-thrus and is responsible for disseminating information to improve teaching and learning for their respective teams. Walk-thru data is used by the ILT to determine professional development needs and to monitor effective implemtation of instructional strategies.	
Monitoring and adjusting	--->		**4**
• 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.	School has establish a school-wide data driven culture in which teachers analyze and interpret data collectively. All teachers meet multiple times per month to analyze Scantron, Epath, biweekly test results and monitor student progress accordingly.Teachers use various data sources to inform instructional practice, and teacher actions are tailored to meet the needs of individual students.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	Each grade level has an instructional pacing guide that is aligned to Illinois state learning standards; text and materials used for instruction exposes students to rigorous tasks in order to create maximum learning opportunities; teachers co-teach to ensure students with special needs are being exposed to an appropriately modified curriculum designed to fit their individual learning needs.	
	Instructional materials	-->		**4**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	All instructional materials are aligned to state standards.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers use district and interim assessments which are directly aligned to state standards/common core standards to monitor student concept mastery.	

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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.	Teachers and students display "I can" statements to communicate objectives and allow students to make connections to real life application of the concept learned; teachers use the optimal learning model to provide opportunities for students to process information and practice skills; teachers scaffold learning in small differentiated groups to ensure students have multiple opportunities to construct knowledge at their learning rate.	

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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.	Teachers give diagnostics, benchmark, and informal assessments to monitor student progress; teachers use data collected from various data sources to plan interventions for students identified in the needs improvement performance levels; teachers adjust lessons based upon the needs of students; students participate in small group learning sessions to support their learning needs; the school has developed an RtI team which will more consistently monitor interventions and supports for students in efforts to make adjustments as needed.	
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.	Feedback is taken at most professional development sessions to ensure that sessions objectives are met and are closely aligned to school's priorities; professional devleopment sessions are also aligned to district and network priorities; feedback is used to prepare future development sessions and tailored to meet the learning needs of teachers and staff.	

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.	We have begun to work collaboratively as teacher teams, however some teams function more effectively than others. The goal is to begin to plan units, lessons, and performance assessments collectively. Meeting norms, protocols and agendas will be used to provide sturcture to these meetings in order to produce the greatest outcomes for teacher teams and students.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Principal, Assistant Principal, Resident Principal, and Science Coach conduct observations and provide observation debrief sessions with teachers to partner in identifying teacher strengths and weakness; peer observations/cross classroom visitation is a work in progress.	

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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	Teachers' high expectations are evidenced by rigorous work aligned to college readiness standards; Dunne's partnerships with Project SYNCERE, Southside Help Center, and other organizations have provided students with mentors and models of what success looks like after high school. Students are pushed to make connections between the learning that takes place in school to real life experiences as evidenced through various performance/culminating tasks. Our area of improvement will be exhibited by implementing opportunities for students to take on leadership roles within the school and community.	
	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.		
	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.	The school-wide behavioral program used is called Second Step which addresses conflict resolution; teachers complete one lesson per week as monitored by the counselor; students produce work products to demonstrate learning and understanding	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Dunne has a full time family liason coordinator who helps strengthen the relationships between school, home and community. Administration, teachers, and staff provide clear information regarding student progress, as well as provide extended learning opportunities for parents. Through the family liason coordinator we've developed a parent room in which all PAC, NCLB, and LSC meetings are conducted. In addition we provide dance fitness, nutrition workshops, and adult computer literacy classes. Our partnerships with family and community have increased from 2011 having 16 partnerships to 2012 having 28 working relationships with school/community partners.	
	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 conduct on-going parent meetings to review test data with parents and develop action steps to help support student learning at home. Literacy week, science night, and other family learning events are held throughout the year to involve parents in the learning process.	
	Bonding	-->		**3**
	• 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.	School staff and students host a number of events in which parents are encouraged to come out to support student work. Parents are notified of performances in advance and are encouraged to support all school events. Parents are used in the planning and preparation of events in which shared decision making is encouraged thus investing parents in the desired outcomes.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Our case manager, counselor, clerk, and social worker aim to identify families in need and provide necessary resources to ensure that students/parents have access to networks and systems that can support their needs.	
College & Career Exploration and election	--->		**2**
• 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.	Students are involved in creating long-term goals which include aspirations around college but this happens inconsistently across grade levels/teachers. We will post college readiness standards for studens to make connections between their current work and their future goals.	
Academic Planning	--->		**2**
• 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.	School provides rigorous academic programs/instructional opportunities for students. We will begin to implement Common Core State Standards and plan units, daily lessons, and performance assessments aligned to Common Core Standards.	
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.	School partners such as Project SYNCERE and IMSA provide extended opportunities to develop the science and math skills of students.	

Sidebar: 6: College and Career Readiness Supports

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*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students take EXPLORE, CCSS Quarterly Assessments, E-Path assessment, the District Wide Writing Assessment and the NAEP assessment, all of which are aligned to college readiness preparation.	
	College & Career Admissions and Affordability	-->		
	• 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.		
	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.	School counselor faciliates 3 parent/student/teacher meetings to inform stakeholders of expectations regarding transition from 8th to highschool; students attend school fair to assist in the application/enrollment process; constent communication takes place to keep all parties informed throughout the year.	

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.	Funds have been allocated to school priorities areas based upon data; funding for special projects have been supported through community partnerships	
	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.	Teams designed with intention based upon teacher strengths, student needs and school priority areas of development; potential candidates are selected through a democratic process	
	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.	Full-school day plan reflects minutes allocated based upon the needs of various groups of students within the school; collaborative planning time is blocked out in the schedule which allows team planning of common core units, data review, and collective action planning; intervention has been added to the schedule to allow teachers additional time to reteach, practice with students, and assess mastery of skill. Instructional time is maximized by conducting on-going informal observations and observation debriefs with teachers and support staff.	

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

Dunne Technology is committed to providing an educational environment that fosters high expectations for students, staff, parents, and the community. It is the Academy's mission to provide a coherent curriculum focused on literacy, math and science through the integration of technology to ensrue that all students are instructed at high levels. We believe it is our responsibility to develop a students' ability to learn, reaching their academic potential and fuction as constructive members of our society. Our vision is to use technology, critical thinking, and communication to transform traditional methods of teaching and learning to ensure students develop college and career readiness skills to suceed in today's global world.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase gains in Literacy/Reading for all students PreK-8	According to School Report and Performance Policy students are not making adequate gains in reading. We are currently performing at 77% meets/exceeds standards. If students fail to make significant gains in reading as they matriculate through primary, intermediate, and upper middle grades, the likelihood that they will be on track for highschool after 8th grade decreases every year. Therefore, the focus on literacy interventions as well as a push to exceeds in reading will give students greater opportunities to be successful as they strive to become college and career ready.
2	Sustain excellence in Math performance	According to the School Report Card as well as the School's Performance Policy students are performing at 91% meets/exceeds standards. Our goal is to sustain excellence in this area and push students from meets to exceeds by at least 10% gains each year. This priority will impact instruction by requiring that teachers have ambitious instruction that is clear, challenging and engaging. This priority will help us achieve our goal of having 90/90/90 status by continuing to challenge teachers and students to perform at optimal academic levels in math.
3	Increase family and community engagement	Based upon the My Voice My School survey, the school received an average score in the area of "Involved Families". Schools and families have a shared responsibility for ensuring student success. Our goal is to engage parents and increase community supports for students from "cradle to career" which supports our vision of preparing students for college and career success.
4		
5		

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
Increase gains in Literacy/Reading for all students PreK-8	According to School Report and Performance Policy students are not making adequate gains in reading. We are currently performing at 77% meets/exceeds standards. If students fail to make significant gains in reading as they matriculate through primary, intermediate, and upper middle grades, the likelihood that they will be on track for highschool after 8th grade decreases every year. Therefore, the focus on literacy interventions as well

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess current reading materials and with a focus on text complexity at every grade level and shift reading materials appropriately to meet the CCSS expectation for each grade level.	Instructional Materials	All	ILT/Principal/AP	Summer 2012	Summer 2012	On-Track	
Select reading intervention/extension materials for grades 6-8	Instructional Materials	Other student group	Principal and Assistant Principal	Summer 2012	Summer 2012	On-Track	
Select staff to teach/support reading interventions through the FSD extended minutes.	Staffing	Other student group	Principal and Assistant Principal	Summer 2012	Summer 2012	On-Track	
Use interim assessment data and NWEA to monitor student progess and adjust instruction in order to move students from the intervention into exploratory group.	Instruction	All	Principal and Assistant Principal	Quarter 1	On-going	On-Track	
Develop a system for students to use data to monitor their own progress	Instruction	All	ILT/Principal/AP	Summer 2012	On-going	On-Track	
Develop and implement at least two CCSS units for literacy at each grade level.	Instruction	All	ILT/Principal/AP	Summer 2012	Quarter 2	On-Track	
Provide on-going professional development on writing, understanding lexile reading scores, reading strategies, and interventions, and CCSS for Literacy.	Professional Development	All	ILT/Principal/AP	Summer 2012	On-going	On-Track	
Plan a cumulative literacy event in which students skills are exhibited and allows for the community and parents to plan, prep, and participate in literacy activities.	Parental Involvement	All	Principal/AP	Quarter 2	Quarter 3	On-Track	
Create the Parent Lending Library with literacy resources to extend learning between home and school	Parental Involvement	All	Principal/AP	Summer 2012	Quarter 1	On-Track	

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
Sustain excellence in Math performance	According to the School Report Card as well as the School's Performance Policy students are performing at 91% meets/exceeds standards. Our goal is to sustain excellence in this area and push students from meets to exceeds by at least 10% gains each year. This priority will impact instruction by requiring that teachers have ambitious instruction that is clear, challenging and engaging. This priority will help us achieve our goal of having

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide structures that allow for collaborative planning of units/lessons that are cross-curricular and reflect integration	ILT/ Teacher Teams	All	Principal/AP/ILT	Summer 2012	Summer 2012	On-Track	
Math push to exceeds by identifying students to receive math exlpority work during FSD minutes at each grade level.	Instruction	Other student group	Principal/AP/ILT	Summer 2012	On-going	On-Track	
Increase technology use in math, ie. pod casting, calculators, etc.	Equipment/ Technology	All	Principal/AP	Summer 2012	On-going	On-Track	
Use interim assessment data and NWEA to monitor student progess and adjust instruction in order to move students from the intervention into explority group.	Instruction	All	Principal/AP	Quarter 1	On-going	On-Track	
Plan a cumulative math event in which students skills are exhibited and allows for the community and parents to plan, prep, and participate in math activities.	Parental Involvement	All	Math Coach/Principal/AP	Quarter 2	Quarter 4	On-Track	
Provide on-going professional development on CCSS for math, unit development, and math best practices.	Professional Development	All	Principal/AP	Summer 2012	On-going	On-Track	
Develop a system for students to use data to monitor their own progress	Instruction	All	Principal/AP	Quarter 1	On-going	On-Track	
Implement Math Practice Standards in all grades.	Instruction	All	Principal/AP	Summer 2012	Year 2	On-Track	

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
Increase family and community engagement	Based upon the My Voice My School survey, the school received an average score in the area of "Involved Families". Schools and families have a shared responsibility for ensuring student success. Our goal is to engage parents and increase community supports for students from "cradle to career" which supports our vision of preparing students for college and career success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to increase partnerships with school community stakeholders	Parental Involvement	All	Pincipal/AP/Parent Liason	Quarter 1	On-going	On-Track	
Involve parents in planning instructional activities during the school day..support intervention groups, volunteer in classes, etc.	Instruction	All	Principal/AP	Summer 2012	On-going	On-Track	
Staff 2 part-time parent positions to support our Full-School Day efforts	Staffing	All	Principal	Summer 2012	Summer 2012	On-Track	
Develop a system for teachers and parents to use data to monitor their child's progress	Parental Involvement	All	Principal/AP/ILT	Quarter 1	Quarter 1	On-Track	
Plan culminating math and literacy events in which students' skills are exhibited and allows for the community and parents to plan, prep, and participate in instructionally focused activities.	Instruction	All	Principal/AP/Math and Literacy Coah	Quarter 2	Quarter 4	On-Track	
Create the Parent Lending Library with literacy resources to extend learning between home and school	Supplies	All	Principal/Parent Liason	Quarter 1	Quarter 2	On-Track	
Develop a Parent University in which parents and community stakeholders have opportunities to develop skills needed to obtain personal and career success and support their child's learning needs	LSC/ PAC/ PTA	Not Applicable	Principal/Parent Liason	Quarter 1	Year 2	On-Track	
Meet with parent and community organizatins regularly to address and support the priorities of the school	LSC/ PAC/ PTA	All	Principal/AP/Parent Liason	Summer 2012	On-going	On-Track	
Leverage community resources to support after-school/extended day activities	Parental Involvement	All	Principal/AP/Parent Liason	Summer 2012	On-going	On-Track	

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

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