CIWP

2012-2014 Continuous Improvement Work Plan

Dvorak Technology Academy

Austin-North Lawndale Elementary Network

3615 W 16th St Chicago, IL 60623

ISBE ID: 150162990252179

School ID: 610254

Oracle ID: 26051

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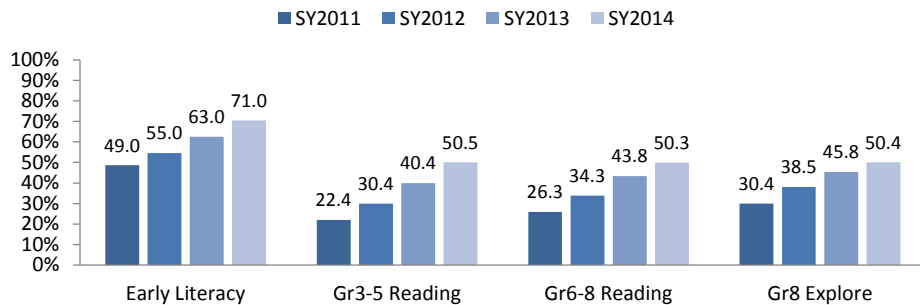
Mission Statement

Dvorak's mission is to ensure that every student achieves success in all core curriculur areas by coordinating school and community resources in a safe, nuturing learning environment. We continually strive to provide a curriculum that emphasizes critical thinking and problem solving development in literacy, mathematics, science, and technology through collaborative classroom and after- school activities that work to develop the student's social and emotional skills.
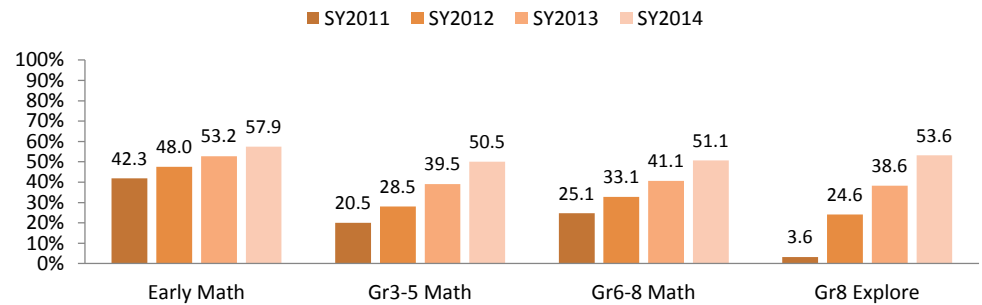
Strategic Priorities

1. Improve literacy achievement for all students; ensure alignment to CCSS and performance indicators; provide resources for comprehension, vocabulary, fluency, writing, and integrate techology to assist in closing the achievment gap.

2. Improve mathematics achievements by providing student resources that focus on CCSS performance indicators and closing the achievement gap using technology.

3. Improve science achievement by providing students resources that focus on ILS performance indicators and closing the achievement gap using technology.

4. Improve the social/emotional climate of the building by providing structures and supports for students to foster student achievement.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	49.0	55.0	63.0	71.0
Gr3-5 Reading	22.4	30.4	40.4	50.5
Gr6-8 Reading	26.3	34.3	43.8	50.3
Gr8 Explore	30.4	38.5	45.8	50.4

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	42.3	48.0	53.2	57.9
Gr3-5 Math	20.5	28.5	39.5	50.5
Gr6-8 Math	25.1	33.1	41.1	51.1
Gr8 Explore	3.6	24.6	38.6	53.6

Date Stamp November 22, 2012

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:	Dvorak 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
Alma Thompson	Principal
Cheryl White	Assistant Principal
Derrick Atchison	Lead/ Resource Teacher
Angela Gordan	LSC Member
Kimberly Denard	Classroom Teacher
Mary Frazier	Classroom Teacher
Barbara McIntyre	Special Education Faculty
Elizabeth Peterson	Classroom Teacher
Josephine Richardson	Counselor/Case Manager
Patricia Schumacher	Lead/ Resource Teacher
Brandon Taylor	Assessment/Data Faculty
Lisa Russell	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	49.0	55.0	63.0	71.0	**Early Math** % of students at Benchmark on mClass	42.3	48.0	53.2	57.9

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.4	30.4	40.4	50.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	20.5	28.5	39.5	50.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.8	53.8	57.4	61.6	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	43.1	48.8	55.8	61.2

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.3	34.3	43.8	50.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	25.1	33.1	41.1	51.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.6	60.6	65.6	69.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	38.9	46.9	54.9	64.9

8th Grade									
Explore - Reading % of students at college readiness benchmark	30.4	38.5	45.8	50.4	**Explore - Math** % of students at college readiness benchmark	3.6	24.6	38.6	53.6

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.2	96.2	97.2	98.2	**Misconducts** Rate of Misconducts (any) per 100	4.4	3.5	2.5	1.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	63.5	71.5	79.5	89.5	**ISAT - Reading** % of students exceeding state standards	10.4	14.0	17.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	60.5	68.5	76.5	86.5	**ISAT - Mathematics** % of students exceeding state standards	11.0	15.0	18.0	21.0
ISAT - Science % of students meeting or exceeding state standards	39.0	47.0	55.0	65.0	**ISAT - Science** % of students exceeding state standards	1.0	7.0	10.0	13.0

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*	-->		**1**
	• 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 are using RtI binders, Scantron sheets, and DIBELS to record student progress and progress monitor. The Theory of Action is created but needs to be implemented.	
	Principal Leadership	-->		**2**
	• 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.	The Principal collects lesson plans, meeting agenda sheets,and ILT agendas. The principal observes classrooms twice a day and supports teachers instructional practices. The school-wide vision is clear and is focused on college and career readiness, especially through the use of AVID. The principal provides information to parents at parent meetings, Open Houses, Winter Assembly, Spring Assembly, Family Night, Science Fair, and 8th Grade Parent Meeting.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	The teachers on the ILT team are also the teachers who are on the Foundations Team and the CIWP Team. The teachers are from each grade band with special education representation.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	The ILT represents all grade levels and departments, it includes a representation from primary, intermediate, upper, and special education. The ILT focuses on improving teaching and learning and solving day-to-day operational concerns. These teachers are: grade/course team leads, RtI members, committee chairs and members, curriculum team, data team, CIWP team, Union representative, LSC members, grant writers, and coaches. The ILT organizes some staff development, focusing on improving student achievement through the analysis of data, Common Core State Standards, Framework for Teaching, and student social/emotional growth. The ILT analyzes student data when available and reflects upon its practices and processes as it moves to achieve school goals.	
Monitoring and adjusting	-->		**1**
• 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.	Data for district assessments in analyzed at the class, grade, and school level as it becomes available online. The ILT and classroom teachers look at what they have been doing and what students supports students need to be successful.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum*** --->			**1**
	• 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.	Teachers are currently using a basal reading series and district-recommended mathematics and science. Teachers set their pace in class. The text is heavily focused on fiction. Nonfiction is supported through the use of a leveled nonfiction online program, Achieve 3000. Some short- and long-term plans differentiate by learner need.	
	Instructional materials --->			**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Core instructional materials are the same for all teachers, including special education teachers and the materials are aligned to the state standards and the CCSS. Instructional materials support students with disabilities. The literacy materials include Storytown and Glencoe Literature. The mathematics programs Everyday Mathematics and Math Thematics. The science programs include FOSS, STC, IES, and SEPUP. All of the programs supports students with disabilities as well as varying language proficiency levels.	

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	-->		1
• 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.	School wide data is compiled by the technology coordinator who is a member of the ILT. Teachers inconsistently bring data to meetings. Some data is provided or is accessible online. Each grade band administers the required district assessments and there are some gaps in the assessment tools available to teachers. Assessments are focused on particular tools, such as Acheive 3000 and assessments provided with the texts. Accommodations are made for special education students but most assessment are designed to be identical for all other learners.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	Learning objectives are communicated consistently and the objectives align to the standards. Literacy, science, and mathematics curricula are aligned to the standards. Based on observation, most questions are basic understanding and comprehension. Lesson sequence is driven by the pacing guide and the instructional materials as noted in lesson plans. Through classroom observation and teacher lesson plans, instruction is most often whole group and the level of rigor, as evidenced through questioning, is not consistently high. Formative assessments are inconsistently used during instruction with evidence from observations.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	Decision-making about how to determine which students are in need of intervention, and interventions they receive are monitored. School-wide interventions are available in literacy, but are at the teacher discretion in mathematics. Each teacher keeps a RtI binder with student achievement data and each teacher is responsible for monitoring their class.	
Whole staff professional development	-->		**2**
• 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.	Whole staff professional development occurs regularly and is aligned to the school's priorities of reading, math, science, and technology. Agendas of staff professional development are avialable. The quality, effectiveness or relevance of professional development is not monitored.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• 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.	Teachers meet regularly for a mix of activities that changes from week to week. Teachers are inconsistent in planning/keeping agendas and using protocols and norms for discussion. Teachers have regular opportunities to discuss progress monitoring data but ownership for student learning result lies with the individual teachers. General and special education teachers are included on all grade level teams and meet with the groups as noted on agendas and sign-in sheets.	
	Instructional coaching	-->		**1**
	• 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.	No instructional coaching is currently taking place.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture* --->			**2**
	• 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	Staff members reinforce the expectation for all students to meet the college and career readiness standards. Through the use of AVID, a high school fair, and college visits, the school continues to develop and is executing an intentional plan to build and maintain a college-going culture.	
	Relationships --->			**1**
	• 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.	Most students form bonds with adult advocates who advocate for them and support them in achieving their goals. Teachers take time with students one-on-one in small groups to provide additional support. There is a mentoring programs for boys and girls. The interactions between adults and students and student to student, are respectful, with adults taking time to explain to students their behavior and consequences, offering alternative consequences, and engaging parents in the process. Students with disabilities are included in homerooms and all activities, which includes both physical and social integration.	
	Behavior& Safety --->			**1**
	• 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.	There is a common, school-wide approach to student discipline with a tiered approach to behavioral intervention that recognizes and builds on positive behavior through the Foundations program. The program helps the staff establish and maintain a safe, welcoming school environment.	

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DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**1**
	• 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.	The principal provides information to families on school performance as it becomes available and explains the information to parents at LSC and parent meetings. Meeting agendas and sign-in sheets are available. Newsletters are provided for parents and the school's website includes a link to the Illinois Learning Standards.	
	Ongoing communication	--->		**1**
	• 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.	Communication is typically only during report card pick-up and in cases of behavior/academic concerns as noted in the parent contact logs.	
	Bonding	--->		**1**
	• 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.	The school established a non-threatening, welcoming environment for the students, families, and community. The principal leads the staff to work together to motivate families to become engaged. Families and the community participate in school activities such as Spelling Bee, Science Fair, Family Night, Winter Assemblies, Spring Assemblies, and Awards Ceremonies.	

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	Specialized support	-->		**2**
	• 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.	The school provides services to students within the building during typical school hours.	
N 6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		**1**
	• 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 received information about college and career choices, including visits to DePaul University and a high school fair held at the school.	
	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.	The school provides support for college and career planning through a school sponsored high school fair and college visits to DePaul University. High performing students are encouraged to plan on taking advanced coursework in high school through one-on-one meetings to discuss student achievement data and small group meetings to discuss goals.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• 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.	As a community school, enrichment and extracurricular opportunities are available to all students. Students have a wide array of enrichment and extracurricular opportunities to choose from during the week and on Saturdays. Programs include Chicago	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students in grades 6th, 7th, and 8th participate in college and career ready assessments. Middle grades students participated in the Explore practice test. Middle grades students also participate in AVID to assist in college and career readiness, including assessment 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	--->		**1**
	• 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.	The school provides parents with the requirements for promotion. A meeting for parents of students in Grade 8 was held to ensure parents knew of the promotion criteria and to answer questions.	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**2**
	• 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 are allocated according to the School Improvement Plan after staffing is completed and analyis of the parent and staff survey.	
	Building a Team	-->		**1**
	• 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.	Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. A middle school math teacher to fill a vacant position. Potential staff members are currently volunteering at the school after completing their student teaching. The middle school team is currently staffed with teachers certified in the content they teach.	
	Use of Time	-->		**2**
	• 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.	The school schedule is designed based on the number of minutes per subject. Collaboration time occurs before and/or after school, and some teams meet regularly on designated days. Intervention for students occurs during core courses.	

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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

Dvorak's mission is to ensure that every student achieves success in all core curriculur areas by coordinating school and community resources in a safe, nuturing learning environment. We continually strive to provide a curriculum that emphasizes critical thinking and problem solving development in literacy, mathematics, science, and technology through collaborative classroom and after- school activities that work to develop the student's social and emotional skills.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Improve literacy achievement for all students; ensure alignment to CCSS and performance indicators; provide resources for comprehension, vocabulary, fluency, writing, and integrate techology to assist in closing the achievment gap.	We have a need to implement a rigorous literacy curriculum, including focused instruction in writing, as we are below 55% meeting growth targets in literacy for all grades.
2	Improve mathematics achievements by providing student resources that focus on CCSS performance indicators and closing the achievement gap using technology.	We have a need to implement a rigorous mathematics curriculum as we are below 45% meeting growth targets in mathematics for all grades.
3	Improve science achievement by providing students resources that focus on ILS performance indicators and closing the achievement gap using technology.	We have a need to implement a rigorous science curriculum as we are below 40% meeting/exceeding on ISAT.
4	Improve the social/emotional climate of the building by providing structures and supports for students to foster student achievement.	Our rate of misconduct is currently 4.4%. Through the use of Foundations, the intent is to reduce the rate of misconduct annually.
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
Improve literacy achievement for all students; ensure alignment to CCSS and performance indicators; provide resources for comprehension, vocabulary, fluency, writing, and integrate techology to assist in closing the achievment gap.	We have a need to implement a rigorous literacy curriculum, including focused instruction in writing, as we are below 55% meeting growth targets in literacy for all grades.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for new teachers on the reading basal series components.	Professional Development	All	Principal, Lead Teachers	Summer 2012			
Provide professional development for teachers on guided reading groups, differentiated instruction, and small groups.	Professional Development	All	Principal, Lead Teachers	Summer 2012			
Create action plans during grade level meetings to address student strengths and weaknesses.	Instruction	All	Principal, ILT, Lead Teachers	Quarter 1			
Provide professional development for Common Core State Standards unit and lesson development.	Professional Development	All	ILT, Teacher Leaders	Summer 2012			
Complete classroom audits and purchase nonfiction texts aligned to the Common Core.	Instructional Materials	All	Principal, Classroom Teachers	Summer 2012			
Provide professional development on the implementation and use of the RtI binders.	Professional Development	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			
Provide parent meetings and materials on the Common Core State Standards for literacy.	Parental Involvement	All	ILT/Teacher Leader	Quarter 1			
ILT meetings to analyze literacy data.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Provide grade level team meetings to reveal the root cause for student achievement.	ILT/ Teacher Teams	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			
Conduct teacher observation of at least one lesson.	Instruction	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			
Complete a needs survey on instructional materials.	Instructional Materials	Not Applicable	ILT/Lead Teachers	Summer 2012			

Strategic Priority 1

Complete a needs survey on instructional practices.	Instruction	Not Applicable	ILT/Lead Teachers	Summer 2012			
Provide professional development on technology integration in literacy.	Professional Development	All	Technology Lead Teachers	Quarter 1			
Provide professional development on co-teaching in the inclusive classroom.	Professional Development	Students With Disabilities	Principal, Special Education Lead Teacher	Summer 2012			
Provide after-school programming for special education students.	After School/ Extended Day	Students With Disabilities	Principal	Quarter 1			
Provide after-school programming for Tier 2 and Tier 3 students.	After School/ Extended Day	Other student group	Principal	Quarter 1			
"Conduct daily classroom/teacher observations"	Instruction	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 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
Improve mathematics achievements by providing student resources that focus on CCSS performance indicators and closing the achievement gap using technology.	We have a need to implement a rigorous mathematics curriculum as we are below 45% meeting growth targets in mathematics for all grades.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing CCSS aligned mathematics instruction delivered by teacher leaders to each grade band.	Professional Development	All	Principal, Lead Teachers	Summer 2012			
Provide professional development for new teachers on the mathematics series components.	Professional Development	All	Principal, Lead Teachers	Summer 2012			
Provide professional development for teachers on guided groups, differentiated instruction, and small groups.	Professional Development	All	Principal, Lead Teachers	Quarter 1			
Create action plans during grade level meetings to address student strengths and weaknesses.	Instruction	All	Principal, ILT, Lead Teachers	Quarter 1			
Provide professional development for Common Core State Standards unit and lesson development.	Professional Development	All	ILT	Summer 2012			
Provide professional development on the implementation and use of the RtI binders.	Professional Development	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			
Provide parent meetings and materials on the Common Core State Standards for mathematics.	Parental Involvement	All	ILT/Lead Teachers	Quarter 1			
ILT meetings to analyze mathematics data.	ILT/ Teacher Teams	All	ILT/Lead Teachers	Quarter 1			
Provide grade level team meetings to reveal the root cause for student achievement.	ILT/ Teacher Teams	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			
Complete a needs survey on instructional materials.	Instructional Materials	Not Applicable	ILT/Lead Teachers	Summer 2012			
Complete a needs survey on instructional practices.	Instruction	Not Applicable	ILT/Lead Teachers	Summer 2012			
Provide professional development on technology integration in mathematics.	Equipment/ Technology	All	Computer Teacher	Quarter 1			

Strategic Priority 2

Conduct daily observation of classrooms/teachers.	Instruction	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 2			
Provide after-school programming for special education students.	After School/ Extended Day	Students With Disabilities	Principal	Quarter 1			
Provide after-school programming for Tier 2 and Tier 3 students.	After School/ Extended Day	Other student group	Principal	Quarter 1			
Conduct daily classroom/teacher observations.	Instruction	All	Principal, Assistant Principal, ILT, Teacher Leaders	Quarter 1			

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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
Improve science achievement by providing students resources that focus on ILS performance indicators and closing the achievement gap using technology.	We have a need to implement a rigorous science curriculum as we are below 40% meeting/exceeding on ISAT.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional quarterly development for new teachers on the science kit components.	Professional Development	All	Principal, Lead Teachers	Quarter 1			
Provide professional development for teachers on guided reading groups, differentiated instruction, and small groups at least once a month.	Professional Development	All	Principal, Lead Teachers	Quarter 1			
Provide professional development for the integration of science in the Common Core State Standards unit and lesson development.	Professional Development	All	ILT, Lead Teachers	Quarter 1			
Complete classroom audits and purchase nonfiction texts aligned to the Common Core.	Instructional Materials	All	Principal, Lead Teachers, Classroom Teachers	Summer 2012			
Complete a needs survey on instructional materials twice a year.	Instructional Materials	Not Applicable	ILT, Lead Teachers	Summer 2012			
Complete a needs survey on instructional practices twice a year.	Instruction	Not Applicable	ILT, Lead Teachers	Summer 2012			
Provide professional development on technology integration in science quarterly.	Equipment/ Technology	All	Computer Teacher	Quarter 1			
Conduct daily classroom/teacher observation.	Instruction	All	Principal, Assistant Principal, ILT, Lead Teachers	Quarter 1			

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

Dvorak Technology Academy

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
Improve the social/emotional climate of the building by providing structures and supports for students to foster student achievement.	Our rate of misconduct is currently 4.4%. Through the use of Foundations, the intent is to reduce the rate of misconduct annually.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for the implementation of the PBIS program.	Professional Development	All	Principal, Foundations Team	On-going			
Develop policies to develop a culture of calm.	Other	All	Foundations Team	On-going			
Conduct surveys of staff, parents, and students related to the school-wide culture.	Other	All	Foundations Team	Summer 2012			
Create incentive plan to motivate students.	Other	All	Foundations Team	On-going			
Purchase incentives to support the implementation of the PBIS program.	Other	All	Principal, Foundations Team	On-going			
ILT meetings to analyze behavioral data.	ILT/ Teacher Teams	All	ILT/Foundations Team	On-going			
Conduct teacher observation of at least one lesson/interaction implementing PBIS program.	ILT/ Teacher Teams	All	Foundations Team	Quarter 1			
Parent communication to review the rules implemented with students.	Parental Involvement	All	Principal, Foundations Team	Quarter 1			

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Strategic Priority 4

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