

DEVER

Geographic Area - Reed-Dunning



Official School Name
William E Dever Elementary School

Address
3436 N Osceola Ave
Chicago, Illinois 60634

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
844	630	134%	720	117%

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

Mission Statement as of May 2013

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

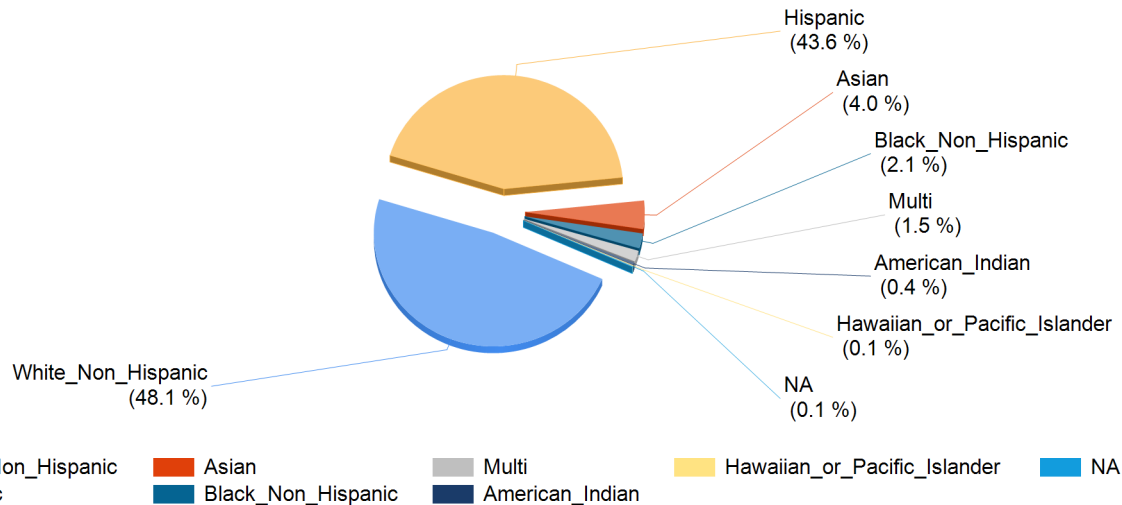
School Priorities as of May 2013

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

Programs & Services

Advanced Placement Courses	No
Creative	Band/Orchestra, Step Dance
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
Parent and Community	Family Nights
Scholastic	Homework Club/Study Group, Homework Help, Writers Workshop, Yearbook Club
School-wide Programs and Models	Early Childhood Program, Kindergarten, After School All Stars
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Volleyball, Cheerleading, Girls' Basketball, Girls' Volleyball
Supports And Resources	Dever strives to meet the academic and social-emotional needs of every student through differentiated instruction and teaching the skills and strategies necessary for future success. Our common expectations emphasize respect, responsibility and caring in our secure learning environment.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
11.61	24.17	58.65	0.24	91	97.5	N/A

General Information	
School Level	ES
Geographic Network	O'Hare Elementary Network
Geographic Area	Reed-Dunning
School Type	District

Schools Co-Located on Campus	
School Name	

Building(s) Inventory	
Total Campus Area (S.F.)	55,165
Year Constructed (MAIN)	1935
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	55165

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<u>Facility Systems Assessed (by Phase)</u>
	\$367,671.59	<i>Exterior</i>
	\$1,057,573.66	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$146,291.86	<i>Interiors</i>
	\$185,588.26	<i>Site</i>
Total Campus Need	\$1,757,125.37	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Evaluate Overcrowding Relief
Planned Capital Projects	
Fiscal Year	2014
Proposed Budget	\$1,500,000
Project Type	Interior Renovation

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

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	40	90	83	78	92	66	81	100	87	99	0	0	0	0		776
2007	39	84	91	86	83	87	66	77	104	84	0	0	0	0		762
2008	40	71	96	87	91	79	93	70	73	107	0	0	0	0		807
2009	40	68	78	94	84	95	78	102	69	72						672
2010	40	86	76	80	91	86	96	86	104	72	0	0	0	0		817
2011	39	53	105	79	80	96	92	102	86	105	0	0	0	0		837
2012	40	75	66	111	83	86	100	93	97	87	0	0	0	0		838
2013	40	67	80	105	80	115	78	88	94	83	0	0	0	0	0	830

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	40	71	80	90	112	76	117	80	78	97	0	0	0	0	78	841
2015	40	70	85	90	95	107	77	120	71	80	0	0	0	0	71	835
2016	40	70	82	95	96	92	109	79	107	73	0	0	0	0	107	843
2017	40	70	82	92	101	92	93	112	70	110	0	0	0	0	70	862
2018	40	70	82	92	98	97	93	95	100	72	0	0	0	0	100	839
2019	40	70	82	92	98	94	98	95	85	103	0	0	0	0	85	857
2020	40	70	82	92	98	94	95	100	85	87	0	0	0	0	85	843
2021	40	70	82	92	98	94	95	97	89	87	0	0	0	0	89	844
2022	40	70	82	92	98	94	95	97	87	91	0	0	0	0	87	846
2023	40	70	82	92	98	94	95	97	87	89	0	0	0	0	87	844