



Continuous Improvement Work Plan 2014-2016



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and strategy setting processes completed by the schools from the School Quality Rating Policy (SQRP) metrics and School Effectiveness Framework. Please see the CIWP Instruction Manual on the Knowledge Center for detailed instructions on completing the tool.

School Name

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

DAWES

Developing a CIWP Team

A CIWP team consists of 6 – 15 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 *(Enter one team member name per line)*

Team Member Name	Title/Relationship
Mary Dixon	Principal
Jeannine Gorny	Assistant Principal
Sue Klima	LSC Member
Bev Clancy	Classroom Teacher
Linda Leal	Lead/ Resource Teacher
Liz Winger	Lead/ Resource Teacher
Nancy Finn	Assessment/Data Faculty
Carla Frangella	Counselor/Case Manager
Susan McCarthy	Support Staff
Alyse Biszewski	Community Member
Cesar Garcia	ELL Teacher
Angela Bridges	Special Education Faculty
Veronica Hernandez	LSC Member
Rocio Fonseca	LSC Member
Consuelo Alvarado	Parent/ Guardian

Charles Gates Dawes Elementary School

Resources

Instructions: Elementary schools should set goals for the School Quality Rating Policy by using the SQR calculator below. 2012-2013 data will populate automatically based on the school's name (NDA = No Data Available). Schools can enter their 2013-2014 scores once they become available. Additional space is available to set goals on the State's Accountability System. To determine your School Quality Rating Goal for each year:

[CIWP Instruction Manual](#)

- 1) Enter your school's goals for each of the listed metrics (in the gray boxes) for the indicated year. **If a particular metric is not applicable, leave the cell empty.**
- 2) Enter your school's anticipated participation rate for each assessment metric for the indicated year (default is set to 100).
- 3) The School Quality Rating and Points will be calculated automatically.

[SQR \(Knowledge Center\)](#)

SQR Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment Grades 3-8*	88	90	100	5	12.50%	0.625	90	92	100	5	12.50%	0.625	93	100	5	12.50%	0.625
National School Growth Percentile on the NWEA Math Assessment Grades 3-8*	98	99	100	5	12.50%	0.625	99	99	100	5	12.50%	0.625	99	100	5	12.50%	0.625
African American National School Growth Percentile - NWEA Reading	55	64	100	4	1.25%	0.050	64	71	100	5	1.25%	0.063	77	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Reading	93	94	100	5	1.25%	0.063	94	95	100	5	1.25%	0.063	96	100	5	1.25%	0.063
ELL National School Growth Percentile - NWEA Reading	11	29	100	2	1.25%	0.025	29	43	100	3	1.25%	0.038	54	100	4	1.25%	0.050
Diverse Learners National School Growth Percentile - NWEA Reading	76	81	100	5	1.25%	0.063	81	85	100	5	1.25%	0.063	88	100	5	1.25%	0.063
African American National School Growth Percentile - NWEA Math	94	95	100	5	1.25%	0.063	95	96	100	5	1.25%	0.063	97	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Math	99	99	100	5	1.25%	0.063	99	99	100	5	1.25%	0.063	99	100	5	1.25%	0.063
ELL National School Growth Percentile - NWEA Math	87	89	100	5	1.25%	0.063	87	89	100	5	1.25%	0.063	91	100	5	1.25%	0.063
Diverse Learners National School Growth Percentile - NWEA Math	99	99	100	5	1.25%	0.063	99	99	100	5	1.25%	0.063	99	100	5	1.25%	0.063
Percentage of Students Meeting or Exceeding National Average Growth Norms Grades 3-8*	72.1	76	100	5	10.00%	0.500	76	81	100	5	10.00%	0.500	85	100	5	10.00%	0.500
National School Attainment Percentile - NWEA Reading Grades 3-8*	47	57	100	3	5.00%	0.150	57	65	100	3	5.00%	0.150	72	100	4	5.00%	0.200
National School Attainment Percentile - NWEA Math Grades 3-8*	58	66	100	3	5.00%	0.150	66	73	100	4	5.00%	0.200	78	100	4	5.00%	0.200
National School Attainment Percentile - NWEA Reading Grade 2	76	78	100	4	2.50%	0.100	78	82	100	4	2.50%	0.100	85	100	4	2.50%	0.100

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Attainment Percentile - NWEA Math Grade 2	74	79	100	4	2.50%	0.100	79	83	100	4	2.50%	0.100	86	100	4	2.50%	0.100
Percentage of Students Making Sufficient Annual Progress - ACCESS	51.2	61	100	5	5.00%	0.250	61	67	100	5	5.00%	0.250	73	100	5	5.00%	0.250
Average Daily Attendance	96	96	N/A	5	20.00%	1.000	96	97	N/A	5	20.00%	1.000	97	N/A	5	20.00%	1.000
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	Well Organized	Well Organized	N/A	5	10.00%	0.500	Well Organized	Well Organized	N/A	5	10.00%	0.500	Well Organized	N/A	5	10.00%	0.500
Data Quality Index Score	99.9	99	N/A	5	5.00%	0.250	99	99	N/A	5	5.00%	0.250	99	N/A	5	5.00%	0.250

*These metrics are all required. If your school is missing ANY of these metrics, it will NOT receive a School Quality Rating.

**Enter your school's 2013-2014 Scores once they become available

Elementary School Quality Rating Calculation		2013-2014 Goal	2014-2015 Goal	2015-2016 Goal
Total Weighted Points	The points received for each indicator are multiplied by their weight and then added together	4.7	4.8	4.8
ES School Quality Rating	Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points)	Tier 1	Tier 1	Tier 1

SY15 & SY16 Targets for State Accountability

Schools are required to set targets for the State's Accountability Systems, either for Annual Yearly Progress (AYP) or ISBE's Flexibility Waiver. For SY15, schools should use the higher of the two targets. **Please see the CIWP Instructional Manual for full details on setting goals for State Accountability.** The minimum amount of growth needed to make AYP is called the school's "Safe Harbor" target, and it is defined as a 10% decrease in the percent of students not meeting state standards. ISBE has submitted a waiver to the US Department of Education to receive flexibility in how it measures school performance. Under this waiver, the improvement targets will be defined as reducing the percent not meeting/exceeding by 50% in 6 years. A one-year target can be determined by dividing the 6-year target by 6. Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Charles Gates Dawes Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
Leadership (District Pillar 4)	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>After completing a comprehensive assessment of Dawes School's strengths and weaknesses including an assessment of school practices and student learning outcomes, the staff, students, and parents worked together to develop an exemplary Theory of Action (TOA) plan and Continuous Improvement Work Plan (CIWP). Both plans were combined to provide a more targeted focus on continuous improvement. The CIWP Action Plan is made up of measurable goals and is updated on a monthly basis. Goals that were set for completion during this school were completed and on-going goals are on-track for completion. Please refer to CIWP 2014-2015 School Year.</p>	
	Principal Leadership ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 1:Lea	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership. Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The Dawes staff is currently participating in a Continuous Cycle of Learning under the guidance of the principal and the ILT. Our powerful practice for the 2014- 2015 school year is: "Implement a school-wide comprehensive systematic approach to teaching academic vocabulary". The cycle includes staff professional development (professional readings and online training) around the powerful practice, teacher "safe practice" in their classrooms, peer observations with feedback, and principal observations with feedback. Vocabulary data from the Spring 2014 NWEA test shows 30 percent of Dawes students scoring at or above the 60th percentile in vocabulary. Data from the Spring 2015 NWEA test shows 34 percent of Dawes students scoring at or above the 60th percentile. A copy of Dawes Professional Learning Plan for the 2014-2015 school year is available for review. Differentiated support is provided across the school for staff members in areas of need as identified through REACH observations and also through teacher request. An English Language Arts (ELA) coach provides support to staff members in the areas of unit planning and guided reading. Any teacher who has earned a basic or unsatisfactory rating in any of the REACH areas receives additional support from administration.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, Bilingual lead, CIWP team, Union representative, Grant writer. • Each teacher has equity of voice in grade/course, ILT and whole staff meetings. • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools. 	<p>The principal and or the assistant principal meet every other Thursday with the Dawes ILT teams and also attend "Principal Directed" grade level meetings. The focus of these meetings always include conversations around our identified goals and priorities. Creative scheduling resulted in common planning time across grade levels and also between two grade levels and the special education teachers who service those grade levels Monday through Friday. This allows for teachers at each grade level (5 teachers) the opportunity to meet daily during their common planning time (vertical plan time) and also for additional staff (10 teachers) to meet on occasion for school wide planning (horizontal plan time). Each year the Dawes staff members write grants (over \$100,000 this school year) which provide additional resources and professional development to staff and parents. A number of new programs and curriculum was introduced school-wide this school year including Go Math. Mathletics, Extra Math, ThinkCerca, Stride Academy and Google Chrome. A one hour block of time each week was not enough time to fully train staff on new program/curriculum implementation nor to review data.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>All of our staff members including our educational support staff have participated ELA and Math CCSS professional development, technology professional development, instructional practice professional development and social emotional learning professional development (See attached PD plan). This professional development was accomplished through whole group, small group, professional readings and online training. All of the staff members are registered with PARC and Teach Channel.org. Staff members are using a backwards planning model, and the resource, Understanding by Design (UBD) written by Jay McTighe and Grant Wiggins, to create unit plans in English Language Arts, Math, Science, Social Studies, Physical Education, Art, Music and Technology. An increase in rigor can be documented in daily lesson plans with a greater focus on using assessment to drive instruction. Grade Level Teams review each other’s unit plans using a UBD rubric and provide feedback to their peers using the Praise, Question, Suggestion (PQS) model. Teachers were given the freedom to design their own lesson plan formats. These formats changed over the first few months as grade levels tweaked them. Kindergarten used a guided reading template for their lesson plans. Teachers in grades kindergarten through fourth attended a pd during the last week of school on using a guided reading plan template. These grades plan to implement this format next school year.</p> <p>Our Instructional Leadership Teams (ILT) includes a Math ILT,</p>	
Monitoring and adjusting ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to improved instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Dawes School has used NWEA data to inform instruction for the past four years in grades third through eighth. Our staff has participated in multiple professional development training sessions each year. This school year, our staff participated in a web-based format training of the new “Continuum of Learning” NWEA component. This school year, our kindergarten, first grade and second grade students also participated in NWEA. Previously, our students in the primary grades were assessed using DIBELS. Teachers report that although the NWEA data is valuable, the DIBELS data was a more effective tool for identifying target levels for reading instruction. After looking at the number of assessments scheduled during the 2014-2015 school year, we decided to opt out of Fall and Winter NWEA testing in grades third through eighth. Stride and Mathletics were both used to progress monitor student attainment throughout the school year. Forty-two second grade students were identified using NWEA winter as “at risk” readers. These students participated in the Second Grade Ready Readers Grant. The second graders received an additional three hours of reading intervention, after school, provided in a small group setting. Data from the Fountas and Pinnell RTI program used in the Second Grade Ready Readers was positive for student growth and attainment. Staff who used the program recommended that we use this program in grades kindergarten through 4th grade</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
Core Instruction (District Pillar 2)	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Dawes School has implemented the Math and English Language Arts Common Core State Standards at each grade level. Staff, students and parents are aware of the new expectations across the curriculum. Unit plans have been completed at each grade level in the area of Mathematics and English Language Arts (ELA) for all students including ELL students and diverse learners. The ELA unit plans expose all students to their grade-appropriate level of complexity and informational texts to the CCSS recommended levels by grade band. Middle School Mathematics, NGSS Science, and Social Studies units have also been developed. In addition, unit plans have been designed for Art, Music, Physical Education and Technology. Units are developed using a team approach and are reviewed by teacher peers.	
	Instructional materials ----->			3

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 2: Co	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Reading Street and Heggerty Phonics are currently used in grade levels kindergarten through second grade. Reading Street is used for English Language Arts (ELA) instruction for grades third through fifth. This school year, kindergarten pulled away from the basal and used leveled readers during their guided reading. Kindergarten continued to use Reading Street for phonics instruction. Feedback from the kindergarten staff was positive around the leveled guided reading however they did not believe the rigor of the phonics curriculum was appropriate. Teachers reviewed several phonics programs. Teachers selected the Words their Way phonics program for the 2015-2016 school year. ThinkCerca, an online literacy program was used in grade levels sixth through eighth. Staff members expressed a need for more professional development from ThinkCerca. Teachers participated in an all-day training during the last week of school. Additional training will be provided this summer and throughout next school year.</p> <p>Go Math and Xtra Math, an online program was used at all grade levels this school year. Mathletics, an on-line program was also used in grades seventh and eighth. NWEA Math growth and attainment was positive for the 2015 school year when compared the 2014 school year. Thirty two out of thirty two algebra students passed the CPS Algebra exit exam. Student resource periods (teacher preparation periods) have been scheduled for one week intervals allowing for a full week</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Beginning of the Year, Middle of the Year and End of the Year data such as NWEA MPG data are all available immediately. Teachers have also administered Beginning of the Year Performance Tasks to the students they teach. End of the Year Performance Tasks were given during the month of May. Teachers have the ability to pull up web based individual student historical data from their classroom and home computers. CIM also provides staff members with current and historical data for the students they serve. Students have been identified for RTI, after school tutoring, after school homework help and accelerated work based on a comprehensive set of data. English Language Learners and Diverse Learners have accommodations and modifications which are progress monitored on a regular basis. Teachers have examined student work using Depths of Knowledge (DOK) at grade level and across grade levels. MTSS Behavioral data is entered into Share-point on a weekly basis following the MTSS Care team weekly meeting.</p>	
Instruction ----->			3

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Enduring Understandings, Essential Questions, and the "What, Why and How" Objectives are clearly communicated in the beginning of most lessons and referred to throughout most lessons. When asked, students in most classrooms are able to explain what they are learning and why they are learning it. High and low level questioning, differentiated instruction and academic vocabulary are evident in most classroom instruction. The school wide focus of "Academic Vocabulary" was identified as an area of need this school year. Currently the staff is engaged in a Cycle of Learning focused on "Implementation of a school-wide systematic approach to build student academic vocabulary through explicit and thoughtful teaching of academic language." Primary teachers have had additional professional development around using guided reading to scaffold instruction for all learners. Unit plans have been developed at each grade level with purposeful sequences and alignment of standard based objectives built towards deeper understanding and mastery of the standards.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Intervention ----->			4
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>MTSS Behavioral and Academic Teams use data to monitor student progress throughout the school year. The office of Social Emotional Learning (SEL) selected Dawes School to participate in the CARE pilot two years ago. The program is a systematic meeting behavioral and social emotional needs of students. Although the office of Office of Social Emotional Learning was unable to support us this school year, we were able to implement the program on our own with fidelity. A second SEL team was formed to address school-wide restorative practices.</p> <p>All students are service following the Least Restrictive Environment (LRE) guidelines. Service models include: Inclusion, Push In, Resource and Instructional. Our special education team meets every five weeks with general education staff to examine RTI data and review progress monitoring for all Tier 2 and Tier 3 students.</p>	
Whole staff professional development ----->			4
<p>g (District Pillar 4)</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The Dawes School Professional Development Plan for the 2014-15 school year was reviewed by the Dawes ILT and was found to meet the Level 4 Effective School Rating. However the staff reported that the amount of professional development was overwhelming. The lack of professional development (pd) time throughout the year forced teams to rush through pd during their one hour preps. Less initiatives and more time is needed.</p>	

Charles Gates Dawes Elementary School

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 3: Professional Learning	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate in regular cycles: Weekly with grade level. Teachers and specialists meet every six weeks for progress monitoring. Administrators meet with teachers every other week to discuss school business and initiatives. Teams are supported by grade level coordinators, specialists, MTSS and ILT team members. All meeting minutes are shared on the Google Email keeping the entire faculty informed. Additional time is needed for content area collaboration between grade levels. Monthly three hour planning periods will be scheduled for next school year allowing grade level and content level teams to meet, analyze data and plan for instruction. Protocols need to be developed for the monthly three hour pd days.</p>	
	Instructional coaching ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New staff members are also matched with a mentor on the Dawes Staff. Teachers PD is rolled out through a variety of models. Teachers receiving a basic or unsatisfactory rating on the REACH assessment participate in individual professional development plans tailored to meet their needs. Administrators and other teachers or coordinators and our ELA coach and provide professional development. Classroom visitation occurs across the school throughout the school year. REACH evaluations are conducted using a team approach. The administrative team and teacher meet together for a pre-conference, both the principal and the assistant principal conduct the observation, and the team meets again one to two days after the observation for a post conference. Teachers appreciate the quick and specific feedback. In addition to the PQS classroom visits, each year Dawes teachers visit other schools to observe new programs and teacher practices. This school year a team of teachers observed classrooms at Burroughs School and another team visited Intrinsic School. Next school year, Dawes School plans to collaborate with staff members from Hale School. Hale and Dawes will both be using Go Math and Writers Workshop. Classroom visits as well as shared professional development meetings have been planned.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
MISSION 4: Climate and Culture (District Pillar 2)	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice. 	<p>Our mission is "Education is Everyone's responsibility. The Dawes School pre-kindergarten through eighth grade academic program strives to make connections to real life on a daily basis enabling students see the relationship between what they are learning now and how it will pertain to their field of study later in life. A common practice this school year includes teachers and students explaining to administrators, teachers, each other and their families what skill they are learning in a lesson and why it is important to learn the skill. The expectation at Dawes School is that every child will be college and career ready when they graduate high school. Staff members have identified the NWEA proficient scores that align with current college ACT scores. Parents and students have been made aware of minimum scores needed at each grade level needed to be considered college ready and if necessary the "catch up" growth that needs to occur. In addition to test scores, We believe it is important to expose students at an early age to the possibilities open to them when they complete college or career training programs. Walking community field trips to our local bakery, post office and fire house begin as early as pre-school. In addition to our local community trips, one free field trip per grade level per year, paid for by Free Trips for Kids, expose Dawes Children to a large variety of college and career opportunities across the city of Chicago. Additional performances, workshops, and partnerships including universities. Southwest Airlines and Advocate Hope</p>	
	Relationships ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIME	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals. Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior. Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Dawes School is a multi-cultural school where different cultures are respected and celebrated. All students have an adult advocate. Students who are identified as "off track" by the CPS Performance Management Early Warning Indicator in the beginning of the school year and throughout the school year receive additional support. Our students most at risk for behavior issues participate in an anger management groups led by our counselor and our school social worker. Students also interact with adults through participation in MTSS and restorative justice programs such as Peer Conferencing, Peace Circles and Check-in Check-out. Additional programs include: After School Tutoring, Community Schools Programs, Gear-Up and You Be the Chemist programs. English Learners (EL) and non-EL are included in programs which celebrate Hispanic Heritage. African American (AA) students and non-AA students participate in an African American curriculum which has been integrated into the general education curriculum. Diverse Learners are included in all programs and also participate as athletes in Special Olympics.</p>	
Behavior & Safety				4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The My School, My Voice survey has found Dawes School to be "Well Organized" for the third year in a row. Dawes School strives to provide engaging, high quality instruction for all students. We provide a universal social emotional learning experience (CHAMPS) which provides the majority of students with the social and emotional skills required to access high quality instruction. Unfortunately, for smaller subsets of students, universal preventions are not sufficient and more individualized attention is needed to reduce barriers to learners associated with behavior. The vision for these smaller populations of students is exposure to highly individualized interventions as well as more focused opportunities to acquire the skills for behavioral success in school. To implement these interventions our CARE team began to put in place a carefully orchestrated infrastructure and process for supporting these small groups of students exhibiting social, emotional, and behavioral challenges in combination with academics (Tier II). The CARE Team model is a mechanism to assess identified student needs, match students to the appropriate interventions, and afford adults the opportunity to collaborate, advocate and monitor student progress in a systemic and consistent way. The Dawes CARE Teams is multi-disciplinary school-based group composed of the school counselor, school social worker, school psychologist, community mental health providers (Beacon) that come together weekly to address the needs and problems</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
Dimension 5: Family and Community Engagement (District Pillar 3)	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Our "State of the School" was held during our monthly morning parent meeting and also during an evening Local School Council meeting. School progress towards our CIWP priorities and goals are shared at our monthly parent and LSC meetings. All meetings are presented in both English and Spanish. We also share new initiatives such as our 1:1 Technology Blended Learning Plan and Recess at monthly LSC, PAC and BAC meetings. Promotion criteria and testing information are explained at our Dawes Open House, and also during parent conferences. The principal hands out the report cards and meets with the parents of 8th grade students who are not on track to graduate each marking period. The Student Code of Conduct is reviewed and distributed at open house by our teachers. Teachers regularly communicate with parents through monthly grade level and content area newsletters. Teacher/Parent communication is also achieved through the Dawes website, robo calls, telephone conversations, parent portal and in person during conferences. Additionally, the principal speaks to a different group of parents each month prior to the start of grade level assemblies. During these conversations, she targets issues unique to their children.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, and also so that school staff can learn from the families about their child's strengths and needs. 	<p>We believe information and communication are the best ways to empower families. The Dawes School website provides information to parents on variety of academic initiatives and supports. In addition our website promotes the successes of our students and staff. The Artsonia Link on our Home Page showcases our student artwork and the DonorsChoose link highlights the over \$100,000 dollars in grants our teachers have written and been awarded this school year. The student agenda book includes a comprehensive handbook written in both English and Spanish. Monthly principal newsletters and calendars, written in English and Spanish, are sent home to parents via the "Thursday Brown Envelop".</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIN	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Our parents are passionate about the quality of education our students receive as well as the conditions of our facility. Parent meetings and workshops are well attended. Parents engage in some of the same workshops as our staff members during the school year. For example, each parent workshop begins with a mini Mindful Practices session. Mindful Practices has provided SEL training for both our staff and students this school year. Families assist us with planting and maintaining our multiple gardens. The PAC and BAC officers meet as a team to plan events and provide input and suggestions to the administrative team.</p> <ul style="list-style-type: none"> Monthly parent letters, meeting reminders and calendars are sent home informing parents of upcoming parent involvement opportunities such as: Open House ChromeBook Technology Meeting Monthly Parent Advisory and Bilingual Council Meetings Local School Council Meetings (which are scheduled in the morning and the evenings to accommodate the schedules of working parents) Two Report Card Pick-up days Monthly Asthma Van Visits Free Immunizations and Physicals Dental Services Vision Services Family and Community Health Fair 	
	Specialized support ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>School discretionary funds are used to provide additional nursing services. No outside food and a peanut free menu keep our students with allergies safe from allergic reactions during school hours. The Asthma Van visits Dawes School each month and provides care to our students with asthma. The Ronald McDonald Van provides free medicals and shots for our students. Our nurse monitors our students with diabetes and other health issues on a daily basis. Our nurse coordinates the free dental exams and teeth cleaning for our children. Our nurse coordinates the eye glass for children program. Our school nurse coordinates a school and community health fair each spring on report card pick up day. CEDA visits our school to assist qualified families with utility bills. The Parent Advisory and Bilingual Council host a variety of community information meetings throughout the school year and include such topics as: Childhood Obesity, Teen Depression, Immigration Support and Preparing Your Child for Common Core State Standards and the PARCC exam. School administration visit homes throughout the school year if parents are unable to come to school.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
Dimension 6: College and Career Readiness Supports (District Pillar 2)	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The Dawes School pre-kindergarten through eighth grade academic program strives to make connections to real life on a daily basis enabling students see the relationship between what they are learning now and how it will pertain to their field of study later in life. Walking community field trips to our local bakery, post office and fire house begin as early as pre-	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Dawes School is using technology to support student planning, preparation, participation and performance in the areas of college and career readiness. In addition to two technology labs each classroom in grades kindergarten through fourth have a technology center with at least five i-pads. Students in grades fifth through eighth have a 1:1 Chromebook program. Students are allowed to take their Chromebooks home to extend learning beyond school hours and on weekends. The students are experiencing education at a whole new level through the use of technology and targeted technology programs.	
	Enrichment & Extracurricular Engagement ----->			4
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Dawes School offers extracurricular and enrichment opportunities to all students in grades kindergarten through eighth. Some of these opportunities include: Sports, Academic Enrichment, Arts, and Service Clubs. Dawes School is a Community Schools grant winner. This grant has brought additional enrichment programs and opportunities to our students, their families and the staff. Summer camps are planned for the summer. In addition to the programs and camps, the program also provides our school with a full time community liaison. Our partner agency, Metropolitan Family Service and our community liaison have worked closely with our parents, students and staff to develop a comprehensive community program at Dawes School. Dawes School has partnered with additional grant funded programs such as Cooking with Class as a way to sustain our program.	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIM	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments. 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students participate in multiple assessments throughout the school year. Backwards planning has been used in preparation for the 8th grade NWEA and Algebra exams. Each grade level has shared with the grade levels below the expectations for assessments at the grade levels above. NWEA MAP Descartes are used at each grade level to focus learning on each student's individual skill levels. Students at all grade levels are given prompts and asked to type their answers using the computer in anticipation of the PARC assessment. Next year, students in the primary grades will utilize the on-line unit test available for the Pearson Reading Street series and students in the middle grades will participate in ThinkCerca, a rigorous ELS technology program.</p>	
	College & Career Admissions and Affordability ----->			N/A
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Transitions ----->			3
<ul style="list-style-type: none"> • Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> • The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Registration for kindergarten and new students occur each spring. During registration, parents meet the staff as their children are enrolled and screened by the pre-kindergarten teachers, the bilingual teacher and the school nurse. On the last day of school, students receive their report cards and then walk to their new classroom in the next grade. Students meet their teachers and are presented with summer information packets. When the students are dismissed from their new classroom, teachers walk out with their children to meet any parents who may be picking their children up. Open House is scheduled over two days in the fall prior to the first day of school. This summer students are participating in the “Step up to Kindergarten” program and the “Step up to First Grade” program. High School Fairs and visits begin in the fall for 7th and 8th graders and continue until spring each year. GEAR UP provides additional support to our students who attend Bogan and Sarah E. Goode High Schools.</p>	
Use of Discretionary Resources ----->			4

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
NSION 7: Resource Alignment (District Pillar 5)	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities 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. 	<p>Discretionary money is used to align with identified needs and strategic priorities as evidenced in our school budget. The budget is reviewed each month throughout the school year and amendments are made with LSC approval as needed. Dawes teachers have written grants each school year (over \$200,000 worth of grants were awarded this school year) providing our students with up-to-date materials that are not provided by Chicago Public Schools budget:</p> <p>The Ben Carson Reading Room Grant (new furniture, books, fireplace and paint): Staff members sanded wood, painted the classroom, ordered and organized the books to provide a brand new library for our students.</p> <p>Teacher written Donors Choose Grants bring hundreds of novels/books, listening centers, science materials, art supplies and much more into our classrooms for our students.</p> <p>Garden grants resulted in the new landscaping around the building</p> <p>The Community Schools Grant provides enrichment programming for all students at all grade levels and their parents.</p> <p>The Free Trips for Kids Grant provides our students with educational field trips free of charge.</p> <p>Staff members donate coats, hats and mittens each winter to keep our students warm as they walk to and from school.</p> <p>Student Service Club members organize an all-school food drive to provide families with food each Thanksgiving.</p>	
	Building a Team	----->		

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMEI	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The principal has a member on the Clinical Practice Advisory Board of Saint Xavier University for the past 7 years. This role provides valuable insight as a Chicago Public School principal to a university in our community who prepares new teachers. This network of university administrators and principals from Chicago Public Schools, suburban public schools and private schools has provided our school with new information and perspectives around hiring and retaining high quality teachers. Most of the suburban principals have not begun the REACH evaluation process. If they have, they are in the very initial stages. All agree that Charlotte Danielson’s methods for teaching will improve instruction if implemented with fidelity. Beyond REACH, all agree that successful teachers must have passion, enthusiasm, sensitivity, heart, and humor. Many of the teachers hired at Dawes School have either student taught at Dawes School or have substituted at Dawes School. We are involved with several universities across the city and have anywhere from five to eight student teachers in the building each semester. We also seek out candidates who have attended Dawes School and or reside in the nearby community. Currently two Dawes alumni are teaching at Dawes School and several staff members live in the immediate Ashburn community. Needs of our student subgroups are also considered in the hiring process. Currently, every teacher and para-professional at Dawes School is “Highly Qualified”. Our ILT members are informed through CPS and ISBE</p>	

Charles Gates Dawes Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Use of Time ----->			4
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	Careful planning has allowed for a student schedule which is based on student needs. Co-teaching between the general education teacher, special education teacher and bilingual teacher at all grade levels allows our students with the greatest support needs to be taught in small groups by multiple instructors. School teams from across the network have come to Dawes School to view our co-teaching model. A “Walking RTI” period allows all students the opportunity to be instructed at their targeted goals. Teachers at all grades have common planning times and lunch/recess periods. A gendered based recess and lunch periods promote more physical activity for both boys and girls in grades third through eighth. This year, the 7th and 8th grade had common prep and lunch/recess schedules to allow for middle school planning.	

Charles Gates Dawes Elementary School

Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

Resources

[CIWP Instruction Manual \(link to Knowledge Center\)](#)

[SQRP Resources](#)

Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

School Mission Statement *(Write your Mission Statement in the space provided below)*

Education is everyone's responsibility at Dawes School. Our mission is to implement a rigorous curriculum aligned with the common core state standards, supported by professional development, with an emphasis on literacy, math, science, the arts and technology. Students, staff, families and community members will work together to ensure that all students are prepared emotionally, physically and academically for college and careers.

District Priority Areas and School Strategies

District Priority Area		Primary SQRP or Other Measure tied to Strategy	Strategy	Rationale
<p>Priorities 1 -3: CCSS Literacy, CCSS Math, and Science.</p> <p>Priorities 4-10: Choose from drop down list of additional District Priority Areas.</p>			<p>Write in your strategy to address the District Priorities 1-6. <i>Note: A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.</i></p>	<p>For District Priorities 1-6, describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis.</p> <p>For District Priorities 7-10, briefly describe the programs, services, or systems currently in place that address the District Priority or why the District Priority Area would not be applicable.</p>
1	CCSS Literacy	NWEA Reading Priority Group Growth & Attainment	Increase student achievement in literacy by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, and Technology.	<p>If we develop and implement a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, the Arts, and Technology then our students, families and staff will be able to:</p> <ul style="list-style-type: none"> • Regularly practice with complex text and its academic vocabulary. • Build knowledge through content-rich nonfiction and informational text. • Develop Reading and Writing skills grounded in evidence from the text.

Charles Gates Dawes Elementary School	Resources
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Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)
[SQRP Resources](#)

2	CCSS Math	NWEA Math Growth & Attainment	<p>Increase student achievement in mathematics by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of common core standards in the areas of the Mathematics and Technology.</p>	<p>If we develop and implement a coherent, rigorous set of common core standards in the areas of the Mathematics and Technology then our students, families and staff will be able to:</p> <ul style="list-style-type: none"> • Focus on critical areas to develop deep conceptual understanding and procedural fluency. • Integrate the mathematical practice standards throughout instruction. • Maintain coherence and continuity to link learning within and across grades.
3	Science	NWEA Math Priority Group Growth & Attainment	<p>Increase student achievement in science by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of Next Generation Science Standards, and Technology Standards.</p>	<p>If we develop and implement a coherent, rigorous set of Next Generation Science Standards then our students, families, and staff will be able to:</p> <ul style="list-style-type: none"> • Focus on deeper teaching of fewer Disciplinary Core Ideas that reflect real-world interconnections. • Integrate the Science and Engineering Practices and Crosscutting Concepts in all grades, all year. • Maintain coherence and continuity in standards-based science instruction across prekindergarten through eighth grades, which correlates with CCSS-Literacy and CCSS-Mathematics.

Charles Gates Dawes Elementary School	Resources
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Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

[CIWP Instruction Manual
\(link to Knowledge Center\)](#)

[SQRP Resources](#)

4	Attendance*	Average Daily Attendance	<p>Ensure staff excellence through a focus on continuous improvement including professional development activities, and high quality leadership teams so they may train, motivate, support and guide Dawes staff, students, families, and community partners in efforts to increase student attendance, decrease truancy, strategically address barriers that result in truancy and ultimately enhance the academic success of all Dawes students.</p>	<p>If we train, motivate, support and guide Dawes staff, students, families, and community partners in efforts to increase student attendance, decrease truancy, strategically address barriers that result in truancy and ultimately enhance the academic success of all Dawes students then we will be able to implement:</p> <ul style="list-style-type: none"> • A school-wide awareness of attendance and truancy related Illinois state laws, CPS Board policies, and CPS initiatives. • Task-specific attendance management guidelines and best practices to students, families, community member and staff. • Collaboration and alignment with internal and external strategic resources • Targeted strategic outreach and engagement with parent support and community partners.
5	Climate, Culture, and Social and Emotional Learning	NWEA Reading Priority Group Growth & Attainment	<p>Implement a scientific, research-based Multi Tiered System of Support (MTSS) model, both academic and Social Emotional Learning (SEL), matching general education, bilingual education, and diverse learners' needs to instruction or interventions in order to increase achievement for all students.</p>	<p>If we implement a scientific, research-based Multi Tiered System of Support (MTSS) model, both academic and Social Emotional Learning (SEL), matching general education, bilingual education, and diverse learners' needs to instruction or interventions in order to increase achievement for all students then our students, families and staff will be able to:</p> <ul style="list-style-type: none"> • Support student needs using an informed, ongoing approach for planning, implementation, and evaluation increasing achievement for all students • Create a process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals. • Use social-awareness and interpersonal skills to establish and maintain positive relationships. • Demonstrate decision making and responsible behaviors to achieve school and life success.

Charles Gates Dawes Elementary School	Resources
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Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)
[SQRP Resources](#)

6	Arts	NWEA Reading Growth & Attainment	Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams and community partners so they may develop and implement a coherent Arts program to guarantee our students receive a comprehensive education with a core curriculum that includes high quality instruction in the arts for all grades allowing opportunities for students, families and staff to learn the arts, both within and outside of the classroom.	If we implement a coherent Arts program to guarantee our students receive a comprehensive education with a core curriculum that includes high quality instruction in the arts for all grades allowing opportunities for students, families and staff to learn the arts, both within and outside of the classroom, then students will develop a lasting awareness of their own creative abilities and maintain a lifelong engagement in the arts.
7	Select a District Priority	Not Applicable	Not Applicable	
8	Select a District Priority	Not Applicable	Not Applicable	
9	Select a District Priority	Not Applicable	Not Applicable	
10	Select a District Priority	Not Applicable	Not Applicable	

*Refer to CIWP Instruction Manual for requirements on Attendance, DL, and EL District Priority Areas.

Charles Gates Dawes Elementary School

Resources

Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

Strategy 1 Description

Rationale

Increase student achievement in literacy by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, and Technology.

If we develop and implement a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, the Arts, and Technology then our students, families and staff will be able to:

- Regularly practice with complex text and its academic vocabulary.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
A common phonemic awareness program will be used in grade levels pre-kindergarten through second. A new phonics program will be piloted in kindergarten. Kindergarten will use leveled readers for guided reading. Kindergarten will no longer use the basal for ELA instruction.	Not Applicable	Instruction	Grade Level Teams	July '15	June '16	On-Track	
Kindergarten through fourth grade teachers will participate in guided reading professional development and writing professional development provided by the ELA ILT members, CPS and outside providers.	Not Applicable	Professional Development	Grade Level Teams & ILT	July '15	June '16	On-Track	
A common benchmark assessment will be used in kindergarten through fourth grade. The data will be used to personalize growth for each student. Common planning periods have been created at each grade level to allow teachers to analyze student data and plan targeted instruction. A common guided reading lesson plan format will be used by teachers in grades kindergarten through grade four.	Not Applicable	Instruction	Grade Level Teams	July '15	June '16	On-Track	

A common writing program will be used for writing in grades first through fourth. Teachers will attend professional development training for the new program over the summer. Dawes teachers will collaborate with another CPS school implementing the same writing program in August and throughout the school year.	Not Applicable	Professional Development	Grade Level Teams & ILT	July '15	June '16	On-Track	
English Language Arts teachers, Science teachers and Social Science teachers will use a common on-line instructional tool for both reading and writing. In addition to the online tool, students will engage in reading through novels. An on-line program will also be used to increase achievement in both grammar and vocabulary.	Other Target Group	Instruction	Content Area Teams	July '15	June '16	On-Track	
ELA, Social Science and Science teachers in grades fifth through eighth will participate in an intensive professional development program provided by a CPS vendor with a focus on: Thematic Planning Across the Curriculum, Blended Learning for Personalized Learning, Using Student Data to Personalize Growth and In-Class Observations and Coaching.	English Learners	Professional Development	Administration, ILT & Content Area Teams	July '15	June '16	On-Track	
ELA ILT members will meet every two weeks to review data and plan for professional development. Grade level teams will meet each week to review student data and plan for instruction. Grade levels kindergarten through fourth will meet once a month for three hours to review data and participate in professional development. Fifth through eighth grade teachers will meet once a month for three hours by content areas (Math, English Language Arts, Social Science, Science, Physical Education and Arts) to review data and participate in professional development.	Diverse Learners	Professional Development	Administration, ILT & Grade Level Teachers	July '15	June '16	On-Track	
English Learners, Diverse Learners and Gifted Learners will receive targeted support through the use of technology, supplemental learning materials, small group instruction and schedule modifications.	Other Target Group	Multi-Tiered Systems of Support	MTSS Team, Grade Level Teachers, Gifted Teachers, Content Area Teachers, Bilingual Teachers	July '15	June '16	On-Track	

Charles Gates Dawes Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 2 Description	Rationale
<p>Increase student achievement in mathematics by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of common core standards in the areas of the Mathematics and Technology.</p>	<p>If we develop and implement a coherent, rigorous set of common core standards in the areas of the Mathematics and Technology then our students, families and staff will be able to:</p> <ul style="list-style-type: none"> • Focus on critical areas to develop deep conceptual understanding and procedural fluency. • Integrate the mathematical practice standards throughout instruction.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
A common CPS approved math curriculum will be used in grades kindergarten through grade eight. Common Additional on-line instructional programs will be used in grades kindergarten through grade eight. In addition, seventh grade pre-algebra students and eighth grade algebra students will use a CPS approved algebra curriculum. Dawes teachers will collaborate with another CPS school implementing the same CPS approved math curriculum in August and throughout the school year.	Not Applicable	Professional Development	Math ILT, Grade Level Teams and Math Content Area Teams	July '15	June '16	On-Track	
Pre-kindergarten through eighth grade teachers will participate in professional development provided by the Math ILT members, CPS and outside providers.	Not Applicable	Professional Development	Administration, Math ILT, Grade Level Teams and Math Content Area Teams	July '15	June '16	On-Track	
A common benchmark assessment will be used in kindergarten through eighth grade. The data will be used to personalize growth for each student. Common planning periods have been created at each grade level to allow teachers to analyze student data and plan targeted instruction.	Not Applicable	Instruction	Administration, Math Committee and Staff	July '15	June '16	On-Track	

Math teachers and Science teachers will use a common on-line instructional tool for the math strand "Measurement and Data". An on-line program will also be used to increase achievement in the area of math vocabulary attainment.	Not Applicable	Instruction	Math ILT, Grade Level Teams and Math and Science Content Area Teams	July '15	June '16	On-Track	
Math ILT members will meet every two weeks to review data and plan for professional development. Grade level teams will meet each week to review student data and plan for instruction. Grade levels kindergarten through fourth will meet once a month for three hours to review data and participate in professional development. Fifth through eighth grade teachers will meet once a month for three hours by content areas (Math, English Language Arts, Social Science, Science, Physical Education and Arts) to review data and participate in professional development.	Not Applicable	Instruction	Administration, Math ILT, Grade Level Teams and Math and Science Content Area Teams	July '15	June '16	On-Track	
English Learners, Diverse Learners and Gifted Learners will receive targeted support through the use of technology, supplemental learning materials, small group instruction and schedule modifications.	Diverse Learners	Multi-Tiered Systems of Support	MTSS Team, Grade Level Teachers, Gifted Teachers, Content Area Teachers, Bilingual Teachers	July '15	June '16	On-Track	
Principal/Assistant Principal expertise in observing and analyzing instruction to support teacher growth will continue to be developed. Teachers will be provided with information and guidance to inform their development. Teachers will engage in reflection and self-assessment regarding their own performance. Teachers will receive differentiated support based on their experience and/or impact on student learning provided by the Math ILT members.	Other Target Group	School Culture	Administration and Math ILT Members	July '15	June '16	On-Track	All interactive notebooks have an Academic Vocab section.
Improve recruitment and training to involve families as volunteers at the school. Enable educators to work with volunteers who support students in the school. Provide meaningful work and flexible scheduling.	Other Target Group	Parental Involvement	Administration, Community Schools Resource Coordinator, Teachers, LSC, BAC and PAC Parent Representatives	July '15	June '16	On-Track	
Community Schools will support a variety of quality math programs that take place in school, before and after school, and during weekend and summer programs.	Not Applicable	Parental Involvement	Administration & Community Schools Resource Coordinator	June '15	June '16	On-Track	

Charles Gates Dawes Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p style="text-align: center;">CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 3 Description	Rationale
<p>Increase student achievement in science by ensuring teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams so they may develop and implement a coherent, rigorous set of Next Generation Science Standards, and Technology Standards.</p>	<p>If we develop and implement a coherent, rigorous set of Next Generation Science Standards then our students, families, and staff will be able to:</p> <ul style="list-style-type: none"> • Focus on deeper teaching of fewer Disciplinary Core Ideas that reflect real-world interconnections. • Integrate the Science and Engineering Practices and Crosscutting Concepts in all grades, all year.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Next Generation Science Standards will be used to drive instruction in science at all grade levels. Science curriculum and instruction will focus on deeper teaching of fewer Disciplinary Core Ideas that reflect real-world interconnections.	Not Applicable	Instruction	Administration and Science Committee	July '15	June '16	On-Track	0
ELA, Social Science and Science teachers in grades fifth through eighth will participate in an intensive professional development program provided by a CPS vendor with a focus on: Thematic Planning Across the Curriculum, Blended Learning for Personalized Learning, Using Student Data to Personalize Growth and In-Class Observations and Coaching.	Not Applicable	Professional Development	Administration, ELA ILT and Science Committee	July '15	June '16	On-Track	
Science teachers and Math teachers will use a common on-line instructional tool for the math strand "Measurement and Data". An on-line program will also be used to increase achievement in the area of science vocabulary attainment.	Not Applicable	Instruction	Administration, Math ILT and Science Committee	July '15	June '16	On-Track	
A common benchmark assessment will be used in kindergarten through eighth grade. The data will be used to personalize growth for each student. Common planning periods have been created at each grade level to allow teachers to analyze student data and plan targeted instruction.	Not Applicable	Instruction	Administration and Science Committee	July '15	June '16	On-Track	

Charles Gates Dawes Elementary School	Resources
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Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

Strategy 5 Description	Rationale
Implement a scientific, research-based Multi Tiered System of Support (MTSS) model, both academic and Social Emotional Learning (SEL), matching general education, bilingual education, and diverse learners' needs to instruction or interventions in order to increase achievement for all students.	If we implement a scientific, research-based Multi Tiered System of Support (MTSS) model, both academic and Social Emotional Learning (SEL), matching general education, bilingual education, and diverse learners' needs to instruction or interventions in order to increase achievement for all students then our students, families and staff will be able to: <ul style="list-style-type: none"> • Support student needs using an informed, ongoing approach for planning, implementation, and evaluation

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
MTSS members will meet one hour per week to monitor and track achievement of identified students and subgroups.	Not Applicable	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
Information will be shared with all stake holders on a weekly schedule.	Not Applicable	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
Support student (Academic RTI, SEL RTI, Diverse Learners and English Learners and Gifted Learners) needs using an informed, ongoing approach for planning, implementation, and evaluation increasing achievement for all students.	Other Target Group	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
MTSS will collaborate and align with internal and external strategic resources and provide professional development to staff and families. Trainings will inform and model implementation of scientific, research based academic and SEL supports for all students as well as targeted groups of students.	Other Target Group	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
Create a process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals. The process will include whole group, targeted groups and individual instruction. Technology will be integrated throughout processes.	Other Target Group	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	

<p>Staff professional development will promote student growth in the following areas: Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision making and responsible behaviors to achieve school and life success.</p>	Not Applicable	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
<p>Students will come to school on time, in uniform, and with the supplies needed to be successful each school day. Students will put forth their best effort each and every day. Students will record and track their progress in their Dawes Student Agenda Books. Students will access the student portal on a weekly basis. Students will be aware of their NWEA growth targets. Students will promote a safe and respectful school climate by following the rules and guidelines in the Dawes Student Handbook and the CPS Student Code of Conduct. Students will actively engage in the Dawes CHAMPS and Restorative Justice Programs.</p>	Diverse Learners	Multi-Tiered Systems of Support	Administration & MTSS Teams	July '15	June '16	On-Track	
<p>Community Partners including Community Schools will provide enrichment, SEL and academic supports to targeted subgroups in addition to general education students and their families.</p>	Other Target Group	School Culture	Administration & Community Schools Resource Coordinator	July '15	June '16	On-Track	
<p>Students will come to school on time, in uniform, and with the supplies needed to be successful each school day. Students will put forth their best effort each and every day. Students will record and track their progress in their Dawes Student Agenda Books. Students will access the student portal on a weekly basis. Students will be aware of their NWEA growth targets. Students will promote a safe and respectful school climate by following the rules and guidelines in the Dawes Student Handbook and the CPS Student Code of Conduct. Students will actively engage in the Dawes CHAMPS and Restorative Justice Programs.</p>	Not Applicable	School Culture	Students	June '15	June '16	On-Track	

Charles Gates Dawes Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 6 Description	Rationale
<p>Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams and community partners so they may develop and implement a coherent Arts program to guarantee our students receive a comprehensive education with a core curriculum that includes high quality instruction in the arts for all grades allowing opportunities for</p>	<p>If we implement a coherent Arts program to guarantee our students receive a comprehensive education with a core curriculum that includes high quality instruction in the arts for all grades allowing opportunities for students, families and staff to learn the arts, both within and outside of the classroom, then students will develop a lasting awareness of their own creative abilities and maintain a lifelong engagement in the arts.</p>

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
The arts specialist teacher-leader team will collaborate with educators, grant-makers, and other community partners across the district to develop a vision for providing a rigorous, sequential, and standards-based arts education to all students.	Not Applicable	Instruction	Administration & Art Team	July '15	June '16	On-Track	
The arts specialist teacher-leader team will attend ongoing professional development for arts educators, to network and share best practices and increase awareness of: assistance to schools and arts organizations in selecting partners, management of city-wide assessments, exhibitions and special projects, and development of innovative programs that provide arts instruction in new and effective ways.	Not Applicable	Professional Development	Administration & Art Team	July '15	June '16	On-Track	
In addition to working with the leadership team, the arts specialist teacher-leader team will: monitoring after-school arts programming, coordinating with arts partners to ensure alignment, quality, and learning content consistent with district goals, building in-school assessments and coordinating school participation in city-wide assessments and exhibitions.	Not Applicable	Instruction	Administration & Art Team	July '15	June '16	On-Track	



Fund Compliance and Assurances

Charles Gates Dawes Elementary School

School ID: 609879

Network: Network 10

Oracle ID: 22901

ISBE ID: 150162990252150

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. The Fund Compliance must be completed and submitted on an annual basis.

Date of Completion (mm/dd/yyyy):

5/12/2015

Fund Compliance and Assurances

Directions: Check each box to verify participation in any of the funded programs below.

Supplemental General State Aid (SGSA)

NCLB Schoolwide Program (not available to schools receiving NCLB funds for the first time)

NCLB Targeted Assistance Program

If Targeted Assistance Program checked, enter number of students served by program

SGSA Compliance

Directions: Check the box to verify that the attendance center complies with the statement regarding the use of SGSA funds.

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.

2. The attendance center has a approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.

3. The attendance center's plan is approved by the LSC and CPS.

Charles Gates Dawes Elementary School

School ID: 609879

Network: Network 10

Oracle ID: 22901

ISBE ID: 150162990252150

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. The Fund Compliance must be completed and submitted on an annual basis.

Date of Completion (mm/dd/yyyy):

5/12/2015

4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois State Board of Education.

5. SGSA funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.

6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.

7. SGSA funds are not used for capital expenditures.

8. SGSA funds are not used for any political or lobbying activities by the attendance center.

Charles Gates Dawes Elementary School

School ID: 609879

Network: Network 10

Oracle ID: 22901

ISBE ID: 150162990252150

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. The Fund Compliance must be completed and submitted on an annual basis.

Date of Completion (mm/dd/yyyy):

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NCLB/Title I Schoolwide Programs (SW)

Directions: All schoolwide programs must include the 9 components below. Please describe how each will be accomplished at your school.

<p>1. A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.</p>	<p>ILT members, Local School Council Members and students analyze available data to track progress of student achievement. Parents, students and staff members complete annual My Voice, My School assessment survey. A principal's report is given monthly and includes a summary of achievement data and instructional strategies used to target instruction.</p>
<p>2a. Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.</p>	<p>A system of supports that meet all of our students' needs is in place. High expectations for all students coupled with a holistic approach that supports the individual needs of each child.</p>
<p>2b. Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.</p>	<p>High standards, rigorous curriculum and targeted instruction is provided for all students regardless of their diverse learning needs or level of English language proficiency. A school wide scientifically-based research Multiple Tiers of Support (MTSS) program included both academic and behavioral (CHAMPS, CARE, SS Grin and Restorative Justice) supports.</p>
<p>2c. Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).</p>	<p>Dawes School is a Community School. All students are encouraged to join before school and after school programs. A school-wide proactive CHAMPS behavior program is well established and a target behavioral program is being implemented. Students participate in student mentoring and "Buddy" programs. Community involvement with university partners, GEAR Up and others has provided students with a wide range of learning opportunities including: field trips to a college campus, nutrition classes, technology, hatching chicks, planting gardens, monitoring weather and more.</p>

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3. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Only Highly Qualified Teachers and Para-Professionals are hired at Dawes School. Teachers are assigned to positions for which they are highly qualified. Teachers and Para-Professionals participate in school provided professional development and outside professional development workshops and classes to maintain their HQ status.

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<p>4. High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.</p>	<p>A well developed professional development plan is implemented school-wide and includes all stake-holders.</p>
<p>5. Strategies to increase parent involvement, such as family literacy services.</p>	<p>Beginning of the school year Family Open House and mutiple targeted adult workshops and classes are held each school year. A student agenda book is used as a daily communication tool for parents. Monthly parent letters are sent home in English and Spanish. The Dawes Website is family friendly and provides a wide-range of literacy, math and science activities in both English and Spanish for all age levels.</p>
<p>6. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.</p>	<p>The Pre-School for All teachers and the kindergarten teachers work together and meet as a team. Pre-School students and their families are included in many school-wide programs such as Open House, Winter Wonderland, Parent Workshops, All School Fun Fair and more.</p>
<p>7. Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.</p>	<p>Time is provided on professional development days to review and provide feedback on the academic assessments used. A team of teachers has visited other schools to review new models of teaching that are being implemented in a blended learning charter school and CPS school. Teachers have met with cross- grade level peers for pd around improving curriculum units and instruction. Teachers participate in peer observations as part of our cylcl of learning at the school level. Feedback on assessments is provided by staff during weekly grade level meetings.</p>

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<p>8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>Students who experience difficulty are progress monitored on a regular basis. These students are referred to a Tier 2 or Tier 3 Response to Intervention group; Instructional strategies are implemented by the classroom teacher based on the student's strengths and weaknesses. Teachers and the appropriate staff members (bilingual teacher, nurse, social worker, special education teacher, school psychologist, counselor, speech pathologist and others as identified by student needs) parents and students meet to review progress.</p>
<p>9. Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.</p>	<p>Dawes School is a Community School. We have partnered with Metropolitan Family Services. Dawes School hosts a wide variety of programs for families throughout the school year, Student programs include: Abstinence programs, Nutrition programs, 8th District Police Presentations, Anti-Bullying presentations and more. CEDA representatives are available on report card pick-up days to assist families with applications for support in a variety of areas. An annual family health fair is held each spring and includes a number of community agencies. A partnership with Ronald McDonald House provides monthly health care check opportunities for families. Students participate in vision and dental programs and a group of children visit the MOBILE Asthma Van each month with their parent to control and monitor their asthma.</p>

NCLB/Title I School Wide Additional Assurances

1. The school annually reviews the schoolwide plan/program.

2. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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3. The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.

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NCLB/Title I Part A Targeted Assistance Schools (TA)

Directions: The school must comply with the requirement for student identification and selection based upon student academic achievement. Check the box to verify compliance.

1. Eligible children have been identified by the school as failing, or most at risk of failing to meet the state's students academic achievement standards on the basis of multiple, educationally related, objective criteria.

2. Children from pre-school through grade two have been selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.

3. Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children are eligible for service on the same basis as other children.

4. Others who are eligible for service include: a child who, at any time in the preceding two years participated in Head Start, Even Start, or Early Reading First program, or in pre-school services under Title I Parts A, and C Migrant, D Neglected, Delinquent, or At Risk, and homeless and attending any school served by CPS.

NCLB/Title I Part A Targeted Assistance Schools (TA)

Directions: All targeted assistance programs must include these 8 components. Please describe how each will be accomplished at your school.

1. Title I Part A resources are used only to support activities for identified Title I students to meet academic achievement standards expected for all children.

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2. The use of effective methods and instructional strategies that strengthen the school's core academic program and: 1. Give primary consideration to providing extended learning time; before/after school, and summer programs for identified Title I students. 2. Help provide an accelerated, high-quality curriculum. 3. Minimize removing Title I identified students from the regular classroom during regular school hours for instruction provided by Title I Part A.

3. Title I Part A resources coordinate with and support the regular education program which may include services to assist preschool children transition from early childhood programs (Head Start, Even Start, Early Reading First) to the elementary program.

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4. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified

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teachers.



5. Opportunities for professional development, using Title I Part A funds and other resources that are available for teachers, principals, paraprofessionals (instructional aids) and as appropriate, pupil service personnel, parents, and other staff who work with Title I students including their regular classroom teachers.



6. Strategies to increase the involvement of the parents of Title I students are being implemented as required by No Child Left Behind. Please describe how this will be accomplished.



7. Coordination and integration of Federal, state, and local services, and programs supported by No Child Left Behind, violence prevention programs, nutrition and housing programs, Head Start, adult and vocational programs, and job training.

8. The school reviews on an ongoing basis the (academic) progress of the Title I students and revises the targeted assistance program/services if necessary to ensure Title I students meet state academic standards, e.g., extended day programs, training for teachers regarding how to implement student academic standards in the classroom.

NCLB/Title I TA Additional Assurances

Directions: The school must comply with the following requirements. Check the box to verify compliance.

Title I funded staff participate in the school's general professional development and school planning activities.

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Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.



The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.

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Parent Involvement in Targeted Assistance and Schoolwide Programs

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".

Full Participation

Directions: The school must comply with the following requirement for full participation. Check the box to verify compliance.

The school, as part of the parent involvement requirements, shall provide full opportunities for the participation of parents of children with Limited English proficiency, with disabilities, and parents of migratory children, including providing information and school reports in a format and language the parents understand.

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Language Instruction Education: Parent Notice/Information Requirements

Parents of students who are participating in a language instruction education program as determined in part C of Title III shall , not later than 30 days after the beginning of the school year, inform the parents of limited English proficient (LEP) students participating in the program of:

1. The reason their child was identified as LEP and in need of placement in the class.
2. The child's level of proficiency, how it was assessed, and the child's level of academic achievement.
3. The methods of instruction used in the program their child will participate, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the program, including rate of transition from such program into the regular classroom, and the expected rate of graduation from a secondary program.

Parent Involvement Policy and Parent Compact

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Network: Network 10

Oracle ID: 22901

ISBE ID: 150162990252150

Date of Completion (mm/dd/yyyy):

Instructions: If receiving NCLB Title I funds, the Parent Involvement Policy and Parent Compact form must be completed and approved by your Parent Advisory Council on an annual basis. Sections included: Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

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Parent Involvement Policy

Directions: Please read each statement and describe how each will be accomplished at your school.

1. Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parent Advisory Council Members, Bilingual Advisory Council and Local School Council parent representatives will provide input in the development of the parent involvement plan and policy. My Voice, My School survey results are considered in the development of the plan and policies.

2. The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Each September Dawes School holds a morning Parent Advisory Council, Bilingual Advisory Council Meeting and Local School Council Meeting to inform parents of our school's participation in NCLB, Title I programs. Monthly Parent Meetings are held during the school day on the 2nd Tuesday of each month. Local School Council Meetings are held in the morning one month and in the evening the next. LSC Meetings alternate each month throughout the school year to allow for more parent participation. In addition to LSC, PAC and BAC meetings parents are invited to an evening Open House and adult learning workshops. All meetings are advertised in English and Spanish and all parents are encouraged to attend.

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<p>3. Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.</p>	<p>Description and explanation of the curriculum, the academic assessment tools used to measure student progress, and the academic proficiency levels students are expected to meet are: explained to parents at Open House, an annual State of the School meeting, in quarterly Progress Reports, at Report Card Pick-ups, during select grade level parent meetings, are sent home in writing in both English and Spanish in a weekly "Brown Envelop", are listed in English and Spanish in the Dawes Student Agenda Book, and are posted on the Dawes web page in both English and Spanish.</p>
<p>4. At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.</p>	<p>Parents are asked for feedback and suggestions during all Parent Advisory Council, Bilingual Advisory Council, and Local School Council meetings. Parent suggestions are considered and a response is given by administration and or council members immediately or as soon as possible depending on the request.</p>
<p>5. Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.</p>	<p>Parents are provided with NWEA MAP, NWEA MPG, ACCESS, and PARCC assessment results in the form of a written parent report as soon as they are made available to the school. Reports are sent home with students and or distributed during report card pick-up conferences.</p>
<p>6. Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.</p>	<p>All staff members at Dawes School are Highly Qualified in their current positions. An official parent letter will be sent home as defined in the Title I Final Regulations, whenever a child has been taught by a teacher who is not "highly qualified" for at least four (4) consecutive weeks.</p>

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<p>7. Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.</p>	<p>Descriptions and explanations of the Dawes curriculum including Chicago Public School standards, common core state standards, the academic assessment tools used to measure student progress, and the academic achievement standards students are expected to meet, the Title I requirements, and how to work with their children are communicated to parents in a variety of ways throughout the school year including: Open House, Adult Learning Workshops, Parent Advisory Council Meetings, Local School Council Meetings, Bilingual Advisory Council Meetings, in quarterly Progress Reports, at Report Card Pick-up, during select grade level parent meetings, are sent home in writing in both English and Spanish, are listed in English and Spanish in the Dawes Student Agenda Book, and are posted on the Dawes web page in both English and Spanish.</p>
<p>8. Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.</p>	<p>Parent workshops in both technology and assisting parents working with their children are offered during the school year. Family cooking classes and educational family field trips are provided by our Community Schools program. Monthly Parent Advisory Council and Bilingual Advisory Council provide parent training workshops in areas such as: academic support for children, nutrition, and health and safety. Community and university partners provide additional parent workshops and support throughout the school year. Parent computers loaded with the Rosetta Stone English Learners program are available for parents to check out and use during the school day. ChromeBooks are available for parent use during the school day.</p>
<p>9. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.</p>	<p>The importance of Parent Involvement is stressed at staff development meetings and is also addressed in the Dawes Staff Handbook. Teachers communicate with parents in writing, by telephone and also in person. Teachers and staff members provide after-school workshops for parents and also plan and implement family learning activities.</p>

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10. Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

The Dawes Pre-School For All Blended program includes a parent volunteer component. The program also hosts several family inclusive days such as the Winter Festival, Spring Picnic, Fun Fair Day and field trip volunteers. Weekly newsletters are sent home in English and Spanish and include parent tips for working with children. Two parent computer classes are held specifically for Pre-School For All parents. A Moms (and Dads) and Tots Class is offered during the school day each semester.

11. Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

A weekly "Brown Envelop" is sent home each Thursday with each child in the building. All information is sent in both English and Spanish. Events for the week are posted on the outdoor school sign. Events are also posted on the main school doors and mobile classroom doors.

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Policy Implementation Activities

Directions: Check the box to indicate planned implementation of the activity

1. The LSC will approve the school improvement plan and monitor the CIWP.

2. In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

3. The school will coordinate the parent involvement programs identified in the CIWP.

4. The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

5. Please explain any non-compliant responses (unchecked boxes):

School-Parent Compact

The school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The following are components in this compact, please describe how each item will be accomplished.

1. The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Education is everyone's responsibility at Dawes School. Our mission is to implement a rigorous curriculum aligned with the common core state standards, supported by professional development, with an emphasis on literacy, math, science, the arts and technology. Students, staff, families and community members will work together to ensure that all students are prepared emotionally, physically and academically for college and careers.

Charles Gates Dawes Elementary School

School ID: 609879

Network: Network 10

Oracle ID: 22901

ISBE ID: 150162990252150

Instructions: If receiving NCLB Title I funds, the Parent Involvement Policy and Parent Compact form must be completed and approved by your Parent Advisory Council on an annual basis. Sections included: Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Date of Completion (mm/dd/yyyy):

5/13/2015

<p>2. The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.</p>	<p>Open House will be held on Thursday, September 3, 2015 and Friday, September 5th. Students agenda books will be distributed to parents and goals and objectives will be discussed. Teachers will discuss student progress with parents on Wednesday, November 18, 2015 and on Wednesday, April 14, 2015, report card pick-up days. Additional conferences will be scheduled at parent and or teacher request throughout the school year.</p>
<p>3. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.</p>	<p>The school will provide student progress reports every six weeks during the school year. Progress reports will be sent home with students and report cards will be picked up by parents twice during the school year (November and April) and will also be sent home twice during the school year (January and June). Parent Portal provides parent access to their child's progress on a daily basis. Parent Portal workshops will be held the first week of school, and on report card pick-up days. Progress report distribution days will be posted on the Dawes Website, on monthly calendars and in Dawes Student Agenda Books.</p>
<p>4. The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.</p>	<p>Parents may make an appointment to meet with staff members during the school day. If a parent calls during instructional hours, a message will be taken and the staff member will return the call. Staff e-mail addresses are posted on the Dawes Website.</p>
<p>5. The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.</p>	<p>Parents are encouraged to volunteer for special school events including Dawes Planting Day, Dawes Pre-School For All Winter Festival and Dawes Character Education Celebration Fun Fair. Parents are also recruited as classroom volunteers. Parents are asked to chaperone student field trips and also assist with classroom projects throughout the school year at all grade levels. Parents are invited to attend monthly student performances.</p>

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5/13/2015

6. The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will check agenda books each day and review progress and homework assignments with their children. Parents will read to or listen to their children read for 20 minutes a day. Parents will provide a quiet workspace for their child and schedule a "homework time" for their child. Parents will provide supplies for their children at the beginning of the school year and replenish those supplies as needed throughout the school year. Parents will review the Dawes Handbook and the CPS Student Code of Conduct with their children. Parents will send their children to school each day, on time and in uniform. If a child is absent, parents will send a note to the teacher to explain why their child was absent. Parents will take their children on vacation only during school holidays.

Charles Gates Dawes Elementary School

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Date of Completion (mm/dd/yyyy):

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5/13/2015

7. The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents will have the opportunity to consult with the school in decisions relating to the education of their children at: monthly Parent Advisory Council Meetings, Monthly Bilingual Parent Meetings, Monthly Local School Council Meetings, Parent Teacher Conferences, and Special Education Staffings (Annual Reviews, and Initial Evaluations).

8. The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will come to school on time, in uniform, and with the supplies needed to be successful each school day. Students will put forth their best effort each and every day. Students will record and track their progress in their Dawes Student Agenda Books. Students will access the student portal on a weekly basis. Students will be aware of their NWEA growth targets. Students will promote a safe and respectful school climate by following the rules and guidelines in the Dawes Student Handbook and the CPS Student Code of Conduct. Students will actively engage in the Dawes CHAMPS and Restorative Justice Programs.