



Charles Gates Dawes Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/18/2018	Grade Level Teams	Instruction Planning
01/25/2018	Grade Level Teams	Instruction Planning
02/01/2018	Grade Level Teams	Instruction Planning
03/08/2018	Grade Level Teams	Instruction Planning
02/15/2018	Grade Level Teams	Instruction Planning
02/22/2018	Grade Level Teams	Instruction Planning
03/01/2018	Grade Level Teams	Instruction Planning
03/08/2018	Grade Level Team	Instruction Planning

02/26/2018	Behavioral Health Team	Social Emotional Learning Planning
02/12/2018	Behavioral Health Team	Social Emotional Learning Planning
01/29/2018	Behavioral Health Team	Social Emotional Learning Planning
12/15/2017	LSC/PAC/BAC members	Budget, Instruction, Parent, Community Planning
02/02/2018	LSC/PAC/BAC members	Budget, Instruction, Parent, Community Planning
03/09/2018	Network ISL's, Math Department Summit Lead, Erickson Community Partner, Dawes Math Team	Instruction Planning
04/10/2018	LSC/PAC/BAC members	Budget, Instruction, Parent, Community Planning
03/16/2018	Grade Level Team	Instruction Planning
04/12/2018	Grade Level Team	Instruction Planning
04/26/2018	Grade Level Team	Instruction Planning
04/09/2018	Behavioral Health Team	Social Emotional Learning Planning
04/23/2018	Behavioral Health Team	Social Emotional Learning Planning
09/26/2018	Network Summit Meeting CIWP Alignment to Mindsets Across All Content Areas	Math Summit Meeting

School Excellence Framework

Culture of & Structure for Continuous Improvement (4 of 4 complete) Expand all

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 3 **4**

Dawes School vision is posted in the main lobby of the school, on the Dawes website, in each child's agenda book, and shared at every staff, parent and community meeting.

Over 98% of Dawes teachers and students responded to the Charles Gates Dawes 2017 5Essentials Performance survey. The survey data reports Program Coherence to be well-organized for improvement at Dawes School. Three of the components, Effective Leaders, Supportive Environment and Involved Families were found to be Strong, while two components, Ambitious Instruction and Collaborative Teachers were found to be Very Strong at Dawes.

97% of Dawes teachers received the highest rating of Distinguished in the CPS Framework for Teaching areas 4d. Growing and Developing Professionally and 4e. Demonstrating Professionalism on their most recent REACH evaluations. The school principal and assistant received the highest rating of Distinguished in all areas on their most recent CPS Performance Standards for School Leaders.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 4

All Dawes core subject area teachers work in one or more Professional Learning Communities (PLC). These communities meet weekly and or bi-weekly with administration and members of leadership teams for data reviews, designing curriculum, unit planning, professional development and coaching. In addition, staff members participate in PLC's within Network 10, across networks and outside of CPS. PLC agendas provide evidence of productive collaboration within teams while school data shows positive outcomes for students.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

The ELA PD focus for the past three school years has been the implementation of Balanced Literacy in the Classroom.

Kindergarten through grade four staff learning was supported by an outside literacy consultant. General education teachers met with a consultant ten times throughout the school year to learn how to administer the BAS assessment, use data from the assessment to plan for instruction and implement guided reading as part of a balanced literacy block during the 2015 2016 school year.

This school year, in addition to the reading portions of balanced literacy, teachers rolled out the writing portion. Teachers in grades kindergarten through fifth participated in a cycle of learning around Writers Workshop. Teachers participated in quarterly workshops at an off-site facility and also received professional development from both our onsite literacy coach and our literacy consultant. The principal participated in a professional learning community focused on Writers Workshop as well.

ELA teachers in grades third through fifth participated in a PLC focused on the structure and implementation of book clubs.

Diverse Learner and English Learner (EL) staff participated in off-site professional development with a focus on word study.

Fifth through eighth grade ELA, Science and Social Studies staff learning was supported by ThinkCERCA. The staff met with a consultant eight times throughout the school year to learn how to implement standards-aligned close reading and argumentative writing lessons for ELA, science, and social studies. Three of our teachers participated in the summer lead teacher professional development.

The onsite coaching for grade levels kindergarten through eighth included:

- Grade level meetings to introduce new instructional techniques
- Observation and feedback on the implementation of their balanced literacy program

Safe Practice

Peer observation: Dawes Staff and teachers from across the network.

- Modelling and discussion of the implementation of their balanced literacy program
- Focus topics included: writers workshop, the structure and implementation of book clubs, providing feedback.
- Regular email and/or phone support for leadership
- Debrief meeting and/or coaching summary and email follow-up after each onsite session

The Math PD focus for the 2017-2018 School Year was small group instruction

Pre-Kindergarten through second grade teachers participated in professional development led by a trainer from the Erikson Institute. Pre-kindergarten and kindergarten participated in a year-long PLC with Erikson Institute.

Coaching included:

- Grade level meetings to introduce new instructional techniques.
- Modeling and discussion of the implementation of the math fluency programs.

Safe Practice and Peer Observation at Network School

- Focus topics included: whole group mini-lessons, guided math implementation, and math stations implementation
- The results of the 2017 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
- Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
- Involved Families: The Entire Staff Builds Strong External Relationships. Strong
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong

According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:

- improve student learning and attendance year after year;
- keep their teachers.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.

- Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

The 2016-2017 My Voice My School survey describes Dawes School as well organized. Although Dawes School is a large school with over 1000 students enrolled in grade levels pre-k through 8, planning and organization ensure student and staff needs are met on a daily basis.

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.

Five part-time retired teachers provide ELA MTSS to our tier 2 and tier 3 students four days per week. Partnerships with organizations such as Mindful Practices provide SEL support to a targeted group of diverse learner students.

The daily schedule has been adjusted to provide 25 minutes of preparation time in the morning for teachers, a thirty-minute lunch for teachers and students and a teacher supervised twenty-minute recess each day.

A middle school schedule for 7th and 8th grade students allows for student choice of Arts, Physical Education, STEM, and Foreign Language courses.

Teachers at all grades have common planning times and lunch/recess periods. Additional funding provides for additional planning time for staff members throughout the school year both during school hours and after school hours.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**

- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Depth & Breadth of Student Learning (4 of 4 complete) Expand all

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 **3** 4

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 expectations across the curriculum. Unit plans have been completed at each grade level in the area of Mathematics and in grades 6th through 8th in the area of English Language Arts (ELA) for all students including ELL students and diverse learners. A year-long ELA curriculum map has been written by teachers in grades kindergarten through fifth. The plan is reviewed and adjusted every ten weeks. Middle School 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.

According to NWEA and BASS literacy scores, more students are making attainment since implementing a Balanced Literacy approach in ELA.

The math curriculum is a concern. Whole group instruction, lack of common assessments, and gaps in the curriculum need attention. The math committee is currently reviewing instructional strategies and curriculum supports. A PLC which may include additional schools from the network and support from Erickson Institute will be established for all pre-school through second grade staff members.

Although Student Code of Conduct infractions are low, there is a need for intervention with some of our diverse learners. A sensory room will be created with the support of grants to provide a safe calm space for some of our high risk behavior students.

Guide for Curriculum

- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 **3** 4

Kindergarten through Technology: Students in grades 4th through 8th each have their own Chromebooks. Each classroom in grades kindergarten through 3rd including resource classrooms have at least eight Chromebooks with microphoned headphones.

All classrooms have a teacher laptop, projector and document camera.

Two technology labs have a class set of computers with microphoned headphones.

Literacy: A fully stocked literacy room is available to literacy teachers at all grade levels and includes all components of Balanced Literacy. Teachers are currently writing grants for additional resources specific to their students such as the Foundations and Wilson Reading programs.

Fountas and Pinnell Leveled Literacy Intervention and Headsprout on-line literacy intervention have been used with Diverse

Learners and Academic MTSS. BAS assessments show students are making good progress with these programs. Moby Max, an online program, with a built-in progress monitoring tool, is currently being used by several middle school and diverse learner teachers.

The following curriculum has been used during the 2017 -2018 school year.

Literacy

Pre-Kindergarten through Fifth Grade

Professional Development: Teachers participated in two year-long cycles of learning professional development on an implementation of Guided Reading as part of a Balanced Literacy Program from 2015 until 2017. This school year the cycle was expanded to include the "Writers Workshop" portion of a Balanced Literacy Program in grades kindergarten through fifth and "Book Clubs".

Creative Curriculum: is currently used in our blended pre-kindergarten classrooms. We plan to introduce the Fountas and Pinnell Continuum for Learning for pre-school next school year.

Fountas and Pinnell BAS Assessment: We will continue to use the BAS assessment for students in grades kindergarten through fourth. We have enough kits for the assessment for next year, however, we will need to purchase 30 renewal online teacher licenses for the 2018-2019 school year.

Fountas and Pinnell Guided Reading: We will continue to use this program next year. We have enough leveled readers in both fiction and non-fiction to fully support the program next year.

Heggerty Phonemic Awareness Program: This program will be continued next school year in grades pre-kindergarten through second. We do not need to purchase anything additional components.

Foundations, Just Words and Wilson Reading System: We piloted these programs with some of our diverse learning and bilingual students second semester of the 2017 - 2018 school year. We will expand the use of these programs next school year.

Sadlier Phonics and Sadlier Grammar were used across grade levels this school year. Teachers are considering other options for next school year.

Fifth through Eighth Grade

Professional Development: Teachers participated in year-long cycle of learning professional development on implementation of the online program ThinkCerca, a Close Reading and Argumentative Writing program. We will expand the cycle of learning next school year to include full implementation across all content areas. Additional professional development support will be provided to support this cycle of learning.

ThinkCerca will be used by all fifth through eighth grade students for reading and writing. Teachers are currently writing grants to fund the program for the 2017 – 2018 school year.

Sadlier Vocabulary was used by fifth through eighth grade students this school year. The online version was selected. This version can be adjusted to meet the needs of both advanced level and below level students. Vocabulary development continues to be a school-wide focus and is used to support all learners specifically targeting our EL students, diverse learner students and gifted students. Teachers are writing grants to provide this curriculum for their students.

Additional On-Line Literacy Programs

Raz Kids, Learning A-Z and the ELL Package (This online program has been used by teachers this school year. It provides access to a wide variety of online- levelled texts. This program will be purchased for students in grades second through sixth.

Math

Kindergarten through Eighth

Go Math, an approved CPS math curriculum, with continue to be the core math program at all grade levels. The books are available in Spanish for our EL's.

Pre-kindergarten and kindergarten have worked closely with a consultant from Erickson Institute this school year using The Big Idea book. This PLC will expand to include 1st and 2nd grade. Additional materials may need to be purchased to implement small group math instruction.

X-tra Math: The school-wide math focus for the 2015 – 2016 school year was Math Fluency. We will continue this focus for next year. Students are using the free online X-tra Math program to practice their fluency in basic addition, subtraction, multiplication and division.

Mathletics is an online program used in grades kindergarten through eighth. Courses consist of topics based on domains, clusters, and standards. Activities within each topic provide adaptive practice and each topic has pre and post-assessment. Mathletics contains an extensive library of eBooks—for use on screen or as a printable resource—eBooks are also mapped to the requirements of the Common Core. Dawes middle school teachers are most familiar with Mathletics. Additional PD support for integrating Mathletics in the primary and intermediate grades is needed. We will continue to use Mathletics during the 2018 – 2019 School year.

Additional On-Line Progress monitoring On-Line Program

Moby Max: An adaptive online curriculum for both ELA and Math will be available grades kindergarten through eighth. This program was piloted by several diverse learner teachers this school year. A school-wide license has been secured for the 2018 – 2019 school year.

SEL: We continue to implement Mindful Practices school-wide. Our goal for the 2018-2019 school year is to build a sensory room to meet the SEL needs of our students. Several grants have been written and one has been funded.

Arts: Both the music and art teacher have written and received multiple grants this school year. Both classrooms are well stocked with instruments and materials. Currently, the Music teacher is writing the VH1 Save the Music Grant. This grant will provide instruments for either a Mariachi Band or a Marching Band. The art teacher would like a kiln. We may possibly receive one from another school but will need to consider installation costs.

STEM: Multiple STEM grants were granted through DonorsChoose this school year. Additional grants will be written for next school year.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGQR Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 **3** 4

A Comprehensive Gifted Program (CGP) is implemented at Dawes School in grades first through sixth. The program will continue to expand over the next two years until a comprehensive gifted class is offered at each grade level from first grade through eighth grade. The Comprehensive Gifted Program at Dawes School has been designed to provide students who possess advanced intellectual, academic and/or creative capabilities with an educational opportunity that reflects interdisciplinary studies, academic rigor, and critical/creative thinking.

Approximately 30 percent of our eighth-grade students are enrolled in Algebra. Our Algebra program has a 99% pass rate on the Algebra exit exam.

Students tasks across grade levels are aligned to common core state standards to ensure cognitive demand.

Dawes School has implemented a one – to one Chromebook program in grades 4th through eight. Each pre-kindergarten through third grade classroom has a dedicated technology center with at least ten Chromebooks.

Two technology teachers provide instruction for one week each month to kindergarten through eighth grade classrooms. Some of the rigorous technology topics covered are “Learning to Code” and “Digital Art”.

Adaptive on-line programs such as Mathletics and ThinkCerca provide students the opportunity to go beyond grade level instruction in the areas mathematics and literacy.

Teachers have additional blocks of time each month to collaborate with their peers, review student data and samples of student work and plan for instruction.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Anticipation Reflection Today's Higher Standards?
✓	Student Work Protocol (EQIP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Registration for kindergarten and new students occurs 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. Additional screening dates are set up for kindergarten students in August. 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.

High School Fairs and visits begin in the fall for 7th and 8th graders and continue until spring each year. Ten parent/student workshops were held at Dawes School for seventh and eighth grade students and their parents. Workshop topics included "Understanding Your Child's GPA, Parent Portal and Selecting a High School for your Child. Last year 99% of our 8th grade algebra students passed the CPS Algebra Exit Exam. GEAR UP provides additional support to our students who attend Bogan and Sarah E. Goode High Schools.

Our school counselor together with the middle school staff work with our students to complete Naviance. Middle school student participates in four quarters of coursework of their choice in the area of STEM, Arts, Physical Education and Foreign Language.

Community Schools provides before school and after school opportunities for all students in grade kindergarten through grade eight as well as parent workshops and family activities each quarter.

An additional full-time school social worker, part-time school nurse and partnerships with organizations such as Mindful Practices, May I Have This Dance and Advocate Hope Hospital all support student and family success.

The results of the 2017 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
 - Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
 - Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
 - Involved Families: The Entire Staff Builds Strong External Relationships. Strong
 - Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong
- According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:
- improve student learning and attendance year after year;
 - keep their teachers.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Ambition plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Enriching College ✓ CPS Ambition Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Identifying Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Depth & Breadth of Quality Teaching (3 of 3 complete) [Expand all](#)

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Dawes School has been a school in Good Standing with a School Quality Rating of Level 1 to 1+ for the past four school years. Dawes School primary general education, diverse learner, and English Learner teachers have participated in three years of professional development in the area of Balanced Literacy. Teachers from across our network visit our classrooms on a regular basis to observe our teachers engage with their students during literacy blocks. Saint Xavier University places students each school year in our classrooms to learn from our teachers as their students study to become future teachers. Our middle school literacy, social studies and science teachers have participated three years of professional development in the area of personalized close reading and argumentative writing. ThinkCerca often visits our classrooms with teachers and administrators interested in this style of online personalized learning. Teacher leaders within Dawes School have lead workshops for their peers at Dawes School as well as teachers in our network schools.

Our students rate their classrooms as challenging, engaging and supportive. In addition to the positive results on the 5Essentials survey over the past three years, most Dawes teachers receive distinguished ratings in the instructional areas of the REACH teacher rating tool.

The results of the 2017 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
- Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
- Involved Families: The Entire Staff Builds Strong External Relationships. Strong
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong

According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:

- improve student learning and attendance year after year;
- keep their teachers.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - ◊ Guide students to articulate the relevance of the objective(s) to learning.
 - ◊ Anticipate possible student misunderstanding.
 - ◊ Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - ◊ Enable students to contribute to extending the content by explaining concepts to their classmates.
 - ◊ Build on students' language development and understanding of content.
 - ◊ Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - ◊ Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - ◊ Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - ◊ Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - ◊ Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - ◊ Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - ◊ Provide targeted supports to individual students or groups of students based on their identified needs.
 - ◊ Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - ◊ Monitor progress and check for understanding for individual students.
 - ◊ Change instructional practice based on analysis of current data.
 - ◊ Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - ◊ Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - ◊ Intervene in a timely and effective way to help students who are struggling.
 - ◊ When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - ◊ Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)
Evidence	✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Unit plans and curriculum maps include multiple measures of assessments. However, individual teacher grade books do not always reflect these assessments. Balanced assessments and grading are evident in primary grade levels, but are not evident in all intermediate and middle school grade levels.

Balanced Assessment and Grading was a focus during the 2016-2017 school year however current data suggests additional support will be needed for targeted staff during the 2018-2019 school year.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

In addition to the core curriculum provided by the general education teacher, careful planning has allowed for a student schedule which is based on student needs that reach beyond universal instruction. 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 MTSS" model allows students the opportunity to be instructed at their targeted goals. Tier 2 students in grades kindergarten through sixth, receive an additional 30 minutes of instruction Monday through Thursday each week in a researched based literacy program. Targeted English Learners (EL) received an additional 2 hours of literacy instruction per week for 20 weeks beginning in December and ending in May.

All staff members have attended professional development where they learned strategies to 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.

Behavioral Health Team members meet one hour every other week to monitor and track achievement, attendance, and infractions of identified students and subgroups. Information is shared with all stakeholders on a bi-weekly schedule. The MTSS Team and Behavioral Health Team collaborate and align with internal and external strategic resources and provide professional development to staff and families. Dawes School has created a process through which children develop awareness and management of their emotions and set and achieve important personal and academic goals. The process includes whole group, targeted groups and individual instruction.

Over the past three years, restorative practices such as community service, peace circles and peer jury have increased while suspensions have decreased.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as**

described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Quality & Character of School Life (6 of 6 complete) Expand all

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

Teacher mobility rate at Dawes School is low. Over the past three years, two teachers left Dawes School to teach at a school closer to their northside homes. One of those teachers returned at the semester. New staff members have been hired due to increased positions and positions vacated by retired staff. Five staff members are retired Dawes teachers who provide such services as substitute teaching, MTSS tutoring and health services. Two of our current teachers are former Dawes students. The principal has been at Dawes School for 26 years and has served in the roles of a classroom teacher, assistant principal and principal. A stable and invested staff provides a well-developed culture for learning for students. Dawes School teachers have written and been awarded the most DonorsChoose grants in the United States. Classrooms are filled with state of the art technology, an abundance of curriculum materials, flexible seating/furniture, and more as a result of teacher grant writing.

Our arts program was recognized as one of the best in the city of Chicago by the Tribune this school year. Students have an art room where they learn a variety of techniques and styles. Our music room is filled with instruments (more to come after VH1 grant). Students take yoga and dance classes. Students have built life-size robots in their STEM class and have programmed them to talk and walk. Partnerships with Bogan Park and Community Schools provide ample opportunities for student and family engagement throughout the school year.

Community partnerships such as Sprout Social and our student/staff gardeners provide both vegetable and flower gardens engaging students in outdoor learning experiences.

Dawes School was recognized for the past five years as a 95% attendance rate school. Our school is currently on track to attain a 96% attendance rate for the 2017 – 2018 school year. NWEA data over the past three years show a steady increase in student growth in both reading and math while Dashboard Data shows a steady decline in misconducts.

Challenging programs such as the Comprehensive Gifted program and the National Junior Honor Society were implemented at Dawes School and will expand to reach an additional 50 students next school year.

Diverse Learners participate in multiple events at Special Olympics. This year all of our pre-kindergarten and kindergarten students will participate in Young Athletes.

The focus on building our technology program has increased access to technology for both students and parents. The “one to one” ChromeBook program was expanded to include all 4th through 8th grade students this school year. Students are allowed to take their Chromebooks home each night to allow better access to online program learning each night and during the weekend/school breaks.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, “Good job, that must have taken a lot of effort” instead of, “Good job. You must be really smart.”

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

Currently, our students and staff are participating in a Kindness Challenge. The goal is to give five genuine compliments a day to another person in the building with a focus on people you normally do not interact with. Teachers are teaching specific lessons about kindness each week.

Our above 95% attendance rate indicates most of our students attend school everyday.

Students volunteer their time each morning to tutor and or supervise younger students during morning breakfast, Students, parents and staff work together on such events as planting day, health fair day, fun-fair day, and report card pick-p days.

Our Behavioral Health Team BHT, meets twice a month to review and meet the needs of individual students. Students participate in activities such as "check-n check-out", peer counseling groups, attendance incentive group and after-school tutoring groups.

Our additional part-time nurse and full time bilingual social worker work to ensure our students and their families are supported both emotionally and physically.

Our additional CPD security officers serve as mentors to our male middle school students.

Events such as our "staff-student" basketball, volleyball and soccer games in addition to our year round Community School programs offer students the opportunity to connect positively with a large number of staff members in a variety of settings.

The results of 5Essentials Performance Surveys over the past three years indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
- Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
- Involved Families: The Entire Staff Builds Strong External Relationships. Strong
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong

According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:

- improve student learning and attendance year after year;
- keep their teachers.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

Dawes School offers extracurricular and enrichment opportunities to all students in grades kindergarten through eighth. Some of these opportunities include:

Academic Enrichment Programs such as: Mom/Dads and Tots Classes, Step up to Kindergarten, Comprehensive Gifted Programs and National Honor Society. Sports programs such as: Black Hawk Hockey Clinics, Chicago Fire Clinics, Girls on the Run and Taekwondo. Arts Enrichment Programs such as Cooking with Class, Dance Classes for all Middle School Students, Drum Line, Guitar, Glee Club and Arts and Crafts. Civic opportunities such as Student Council, Student Service Clubs, Junior Achievement, Student Representative Members of PAC and BAC.

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. 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. According to the February 2017 CPS Community Schools Initiative Report, Dawes School has exceeded our year to date target of number of students participating in the CSI programs.

The results of the 2017 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
- Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
- Involved Families: The Entire Staff Builds Strong External Relationships. Strong
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong

According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:

- improve student learning and attendance year after year;
- keep their teachers.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform

and impact school policy and decisions.

- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • IVCMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA, NET Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

School discretionary funds provide two additional off-duty Chicago Police Officers. These officers' hours are staggered to ensure a police officer is in the building at all times to assist our security guard and provide additional safety support to our students and staff. Two parents are employed as part-time workers to provide additional support in the main office while a third parent worker supervises the school parking lot and middle school student entrance each morning. Four staff members and four parent volunteers direct traffic during morning drop-off. In addition, school discretionary funds are used to provide increased nursing services. Our additional nurse monitors our students with diabetes and other health issues on a weekly basis. A full time bilingual social worker meets with students and provides parent workshops on topics such as Bullying Prevention. Free dental exams and teeth cleaning for our children are provided each school year. Yearly eye exams eye and free prescription glasses are provided to qualifying students. Our additional nurse coordinates a school and community health fair each spring on report card pick up day. To assist families in need, CEDA visits our school and provides support to 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, and Immigration Support. School administration visit homes throughout the school year if parents are unable to come to school. Dawes School is recognized as a Certified Healthy School. 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. Partnerships with local hospitals provide our families with free physicals and immunizations.

Areas of Need

The school has no elevator, nor is the main entrance ADA accessible.

The school lunchroom is located in the school basement and cannot accommodate large numbers of students. As a result, the school must have six lunch periods with groups of students passing through one narrow staircase and basement hallway. The lunchroom is not ADA accessible.

A building addition with an above ground cafeteria which is large enough to accommodate our student population and is ADA accessible is needed to provide a safe learning environment for our students.

The results of the 2015 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
- Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
- Involved Families: The Entire Staff Builds Strong External Relationships. Strong
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong

According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out of 5 Essentials indicate that Dawes School is more likely to:

- improve student learning and attendance year after year;
- keep their teachers.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Over the past three years, Dawes staff members have participated in professional development to 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.

Students are in year 3 of restorative justice practices training. Peer Juries, Peace Circles and Restorative Practices are now in place at Dawes School. Data from the 2017-2018 Dashboard showed a decline in misconducts and steady above average attendance for Dawes students. A closer look at the data showed our diverse learner population with a higher number of Student Code of Conduct violations when compared to the general education population. Working with a consultant from Mindful Practices, both the diverse learner staff and students participated in a weekly 20 minute session of Mindful Practices during the 2017-2018 school year. The Dashboard Data from taken from March 2018 shows that attendance is up and misconducts are down for our diverse learner population compared to data from the 2016 – 2017 school year.

The results of the 2015 5Essentials Performance Survey indicate that Dawes School is “Well-Organized” for improvement.

- Ambitious Instruction: Classes are challenging and engaging. Very Strong
 - Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong
 - Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Very Strong
 - Involved Families: The Entire Staff Builds Strong External Relationships. Strong
 - Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong
- According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 5 out 5 Essentials indicate that Dawes School is more likely to:
- improve student learning and attendance year after year;
 - keep their teachers.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family’s needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 3 4

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.

• 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

Parent Technology Lending Program

Class Field Trips Chaperone Opportunities

Dawes Fun Fair Volunteer Opportunities

Dawes Parent Patrol Volunteer Opportunities

Dawes Pre-School and Kindergarten Parent Volunteer Program

Parent Field Trips

Parent Worker Positions

Parent Technology Classes

Parent Zumba Classes

Family Cooking Classes

Family Field Trips

• Dawes Website provides up-to-date information about up-coming student events, parents involvement opportunities, staff information and family friendly websites.

• Parent Portal information is distributed at Open House and also on Report Card Pick-up days.

• Parent Portal Training (parent on-line student progress report site) is provided in the Dawes computer labs during Open House and also on Report Card Pick-up days.

• A Principal's Report is shared at all monthly Dawes Parent Advisory Council and Local School Council meetings which outlines important issues including: budget information, curriculum, and building projects. Parent input is encouraged at parent meetings and also through surveys. Suggestions are implemented regularly. Some suggestions that have been implemented recently include:

Summer Programs for Students

Parent selected topics and guest speakers at monthly parent meetings

A full time Chicago Public Schools security guard is present at the front door to welcome parents.

The Dawes School lobby includes a fish tank and seating for parents and guests.

The Principal has an "Open Door Policy" and meets with parents on a daily basis.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Depth & Breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Depth & Breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Depth & Breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Depth & Breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Depth & Breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Depth & Breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
4	Depth & Breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
4	Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
4	Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
4	Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
4	Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
4	Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Additional professional learning by staff in the area Leveled Literacy Interventions, Balanced Literacy and Balanced Assessments across the primary and intermediate grade levels along with BAS data and winter NWEA data indicate an increase in National School Reading Growth Percentile	90.00	68.00	70.00	75.00	80.00
National School Growth Percentile - Math					
Additional professional learning by staff in the area of Common Core Math, using Technology to increase student math fluency and Balanced Assessments across the intermediate and middle school grade levels will lead to an increase in National School Math Growth Percentile.	88.00	89.00	90.00	91.00	92.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Enrollment of 25% of the students at the first through sixth grade level in the Comprehensive Gifted Program and increasing the program to reach an additional grade level, seventh grade, next school year along with full implementation of Balanced Literacy in grades kindergarten through fifth will lead to a greater % of students meeting/exceeding National Ave Growth Norms	67.00	65.40	67.70	68.00	72.00
African-American Growth Percentile - Reading					
Additional professional learning by staff in the area of a Focused Vocabulary Curriculum, Leveled Literacy Interventions, Balanced Literacy and Balanced Assessments across all grade levels will lead to an increase in African-American Reading Growth Percentile.	87.00	25.00	50.00	58.00	60.00
Hispanic Growth Percentile - Reading					
Additional professional learning by staff in the area of a Focused Vocabulary Curriculum, Leveled Literacy Interventions, Balanced Literacy and Balanced Assessments across all grade levels will lead to an increase in Hispanic Reading Growth Percentile.	91.00	75.00	77.00	79.00	82.00
English Learner Growth Percentile - Reading					
Additional professional learning by staff in the area of a focused vocabulary curriculum, Leveled Literacy Interventions, Balanced Literacy and Balanced Assessments across all grade levels will lead to an increase in English Learner Reading Growth Percentile.	70.00	64.00	68.00	70.00	72.00
Diverse Learner Growth Percentile - Reading					
Additional professional learning by staff in the area of Leveled Literacy Interventions, Balanced Literacy and Balanced Assessments across the intermediate and middle school grade levels will lead to an increase in Diverse Learner Reading Growth Percentile.	97.00	27.00	50.00	58.00	60.00
African-American Growth Percentile - Math					
Additional professional learning by staff in the area of Common Core Math, using technology to increase student math fluency and Balanced Assessments across all grade levels will lead to an increase in African-America Math Growth Percentile.	89.00	66.00	70.00	72.00	74.00
Hispanic Growth Percentile - Math					

Additional professional learning by staff in the area of Common Core Math, using Technology to increase student math fluency and Balanced Assessments across all grade levels will lead to an increase in Hispanic Math Growth Percentile.	88.00	93.00	93.50	94.00	94.50
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English Learner Growth Percentile - Math

Additional professional learning by staff in the area of Common Core Math, using Technology to increase student math fluency and Balanced Assessments across all grade levels will lead to an increase in English Learner Math Growth Percentile.	82.00	77.00	79.00	80.00	82.00
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Diverse Learner Growth Percentile - Math

Additional professional learning by staff in the area of Common Core Math, using Technology to increase student math fluency and Balanced Assessments across the intermediate and middle school grade levels will lead to an increase Diverse Learner Math Growth Percentile.	99.00	28.00	50.00	58.00	60.00
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National School Attainment Percentile - Reading (Grades 3-8)

Additional professional learning by staff in the area of Balanced Literacy and Balanced Assessments across the intermediate and middle school grade levels will lead and increase in National School Reading Attainment for students in grades 3rd through 8th.	69.00	67.00	69.00	71.00	73.00
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National School Attainment Percentile - Math (Grades 3-8)

Additional professional learning by staff in the area of Common Core Math, using Technology to increase student math fluency and Balanced Assessments across the intermediate and middle school grade levels will lead to an increase in National School Math Attainment for students in grades 3rd through 8th.	72.00	79.00	81.00	82.00	83.00
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National School Attainment Percentile - Reading (Grade 2)

Additional professional learning by staff in the area of Balanced Literacy and Balanced Assessments across the primary grade levels will lead to an increase in National School Reading Attainment for student in the 2nd grade.	33.00	47.00	65.00	70.00	75.00
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National School Attainment Percentile - Math (Grade 2)

Additional professional learning by staff in the area of Common Core Math, using technology to increase student math fluency and Balanced Assessments across the primary grade level will lead to an increase in National School Math Attainment for student in the 2nd grade.	67.00	56.00	60.00	65.00	70.00
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% of Students Making Sufficient Annual Progress on ACCESS

Increased focus on hiring highly qualified Bilingual/ESL endorsed teachers and providing additional professional development in the area of EL instruction will lead to an increase students making sufficient progress on Access.	29.30	(Blank)	65.00	67.00	69.00
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Average Daily Attendance Rate

Continue to exceed the district 95% attendance expectation. Schools with excellent attendance are more likely to increase student growth and attainment.	96.20	95.90	96.00	96.20	96.40
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My Voice, My School 5 Essentials Survey

Maintain areas of very strong and move areas from strong to very strong.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

If we form Professional Learning Communities (PLCs) which are data-driven and results-oriented

...then we see...

then we see professionals involved in a collaborative effort who plan together, follow through with the plans, hold each other accountable, and reflect upon results

...which leads to...

which leads to increased growth and attainment results in math and literacy as measured by BAS, NWEA, and ACCESS, that affect our students and facilitate systemic changes in a our school's processes and culture.

Tags:

Cycles of professional learning, Growth mindset, Collective responsibility, Collaborative learning, Data driven culture

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Pre-kindergarten through second grade classroom teachers and the EL and DL teachers who support these grades will participate in an early math PLC in partnership with Erikson Institute

The Erikson Early Math Collaborative will work with pre-k through second grade teachers at Dawes School to provide job-embedded professional development around the big ideas of early mathematics.

An Erikson Early Math coach will visit Dawes School site for 16 full days to meet with teachers, observe teachers and give specific feedback to teachers. In addition, the consultant would build the capacity of the administrators to provide ongoing math coaching in the classroom. The dates for these visits are still to be scheduled.

The total cost for sixteen (16) days of coaching during the 2018-2019 school year is \$22,000

Principal and Lead Math Instructor

Jul 1, 2018 to Jun 30, 2020

On-Track

Curriculum resources, Ccss aligned math materials, Early math, Common core math, Substitute teachers

Dawes School Administrator, Lead Math Teacher and Pre-kindergarten through second grade teachers will participate in a Network based PLC supported by Erickson Institute:

The Erikson Early Math Collaborative will work with pre-k, kindergarten, 1st grade, and 2nd grade teachers at Dawes School and its partner schools to provide professional development around the big ideas of early mathematics.

Erikson Early Math facilitators would lead a 3-hour learning lab at the start of the school year; the date for this session is still to be determined.

Erikson Early Math facilitators would lead six 90-minute learning labs during the school; the dates for these sessions are still to be determined.

Learning Labs provide hands-on/minds-on exploration of important mathematical ideas, children's learning progressions for concepts, and how adults can scaffold children's developing thinking and communication skills. Participants build their own understanding through investigations, video analysis, children's literature, and discussion with colleagues.

The total cost for one (1) 3-hour Learning Lab and six (6) 90-minute Learning Labs is \$11,000 for the 2018-2019 school year. The cost will be divided between the participating schools.

Principals fo Participating PLC Schools

Jul 1, 2018 to Jun 30, 2020

On-Track

Curriculum resources, Math instruction, Substitute teachers, Math professional development

ELA Teachers in grades fourth through sixth will participate in a PLC supported by consultant Rachel Dahl and our lead literacy teacher where they will explore Reader and Writing Workshops and learn how to support student choice during independent reading and writing as well as explore how to have authentic and meaningful conversations with students that will move them forward. PLC Participants will study Readers Workshop: and ways to launch and teach book clubs.

In addition, PLC participants will study Writing Workshop and the Units of Study in Opinion/Argument, Information, and Narrative Writing: Supporting all learners: using data to drive instruction, and supporting EL and DL students. The total cost for 10 days of coaching will be \$12,000 for the 2018-2019 school year.

Teachers will also be offered the opportunity to attend additional off site literacy workshops offered through the Chicago Literacy Group. Workshop cost average \$250 per day plus the cost of substitute teacher coverage \$150

Two teachers will take courses to become language based practitioners in WRS during the 2018-2019 school year with certification expected by June of 2019.

Principal and Lead Literacy Teacher

Jul 1, 2018 to Jun 30, 2020

On-Track

Literacy/Reading, Readers workshop, Professional development, Curriculum resources, Substitute teachers

Eight Teachers at a variety of grade levels will participate in a PLC earn English as a Second Language (ESL) and or Bilingual certification. Professional development coursework is reflective of participating teachers' students' cultural, economic, and linguistic backgrounds. ESL teachers will learn to navigate the complexities involved with teaching students from different cultures and backgrounds. They will apply learned strategies that address the barriers to meaningful instruction that our student learners of a second language often encounter. Each course costs approximately \$350. In addition, Bilingual teachers at all grade levels are encouraged to attend an annual Bilingual Conference. Cost of the conference is \$250 plus the cost of substitute teacher coverage \$150.

Principal and Lead Bilingual Teacher

Jul 1, 2018 to Jun 30, 2020

On-Track

Professional development, EI learners, Curriculum resources, Substitute teachers

Math teachers in grades 3rd through 6th together with the DL and EL teachers who service students in these grades will participate in a guided math PLC. The Guided Math PLC will deepen mathematical understanding and computational fluency of the participants. Collaboration between DL, EL and general education math teachers will result in differentiating instruction to meet the diverse needs of all students. With this framework, teachers will identify the instructional needs of their students through a wide range of assessments—formative and summative, formal and informal—and prescriptively address those needs through a combination of whole-class instruction, small-group sessions, Math Workshop, and individual conferences within a classroom environment supportive of mathematical literacy.

Full implementation of Guided Math is expected to take three years. This year the PLC will focus on:

1. Classroom Environment of Numeracy (2018-2019)
2. Math Warm-Ups and Calendar Board Activities (2018-2019)
3. Whole-Class Instruction (2018-2020)
4. Guided Math Instruction with Small Groups (Summer of 2019 -Summer 2020)
5. Math Workshop (2020 -2021)
6. Individual Conferences (2020-2021)
7. An Ongoing System of Assessment (2020 2021)

The PLC will use resource materials from Laney Sammons, author of Strategies for Implementing Guided Math. Debbie Dillard, author of Math Five Guided Math Classroom Tables will need to be purchased.

Principal, Lead Math Teachers

Sep 26, 2018 to Jun 30, 2020

On-Track

Professional development plan, Guided math

Strategy 2

If we do...

If we provide a Multi-Tiered System of Supports framework for delivering high-quality, differentiated instruction and targeted support for all students' academic, social and emotional, and health/wellness needs in all school and classroom settings

...then we see...

then we see staff and parents who are engaged in the Problem Solving Process (PSP) to plan effective, high quality first instruction and Social Emotional Learning (SEL) supports for ALL students (Tier I) and targeted students (Tier II & III) early and effectively. Students feel welcome, supported and respected in school by both peers and adults.

...which leads to...

Students who have the social and emotional skills, to manage frustration, build relationships and make responsible decisions. These skills allow students to persist with rigorous work, work collaboratively, and to set goals for college and career as measured by the number of students accepted to select enrollment high schools, number of students successfully receiving "pass and high pass" on the algebra exit exam, NWEA, ACCESS, BAS and 5Essentials survey.

Tags:

Professional Learning, Sel mtss, Academic mtss, Curriculum resources

Area(s) of focus:

2

Action step

Identified below level students in the area of reading will participate in a pull-out Leveled Literacy Intervention program implemented by part-time, DL and or general education teachers. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Responsible

Principal, Lead Literacy Teacher, MTSS Academic Team

Timeframe

Jul 1, 2018 to Jun 30, 2020

Status

On-Track

Curriculum resources, Bucket position, Substitute teachers, Mtss reading

EL students in grades kindergarten through third grade who are enrolled in the grade level bilingual classroom will use the Wilson Foundations program as a Tier 1 prevention support. Students will receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

El Students in grades 4th through 8th who are enrolled in the bilingual program with an access level of 4 points or below will receive Tier II instruction, Just Words by Wilson. Just Words® is a highly explicit, multi-sensory decoding and spelling program for students in grades 4–12.

Both programs will be implemented by staff members who have been trained in Foundations and Just Words teaching strategies.

Principal, Bilingual Lead Teacher, MTSS Academic Team

Jul 1, 2018 to Jun 30, 2020

On-Track

Literacy/Reading, EI learners, Literacy curriculum resources, Academic mtss

Students who do not progress in the area of literacy using LLI, Foundations, and or Just Words will be recommended of Tier 3 Wilson Reading System (WRS). WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Two Dawes teachers will be certified language based therapists in WRS by June of 2018. A third teacher will be certified by the 2018 - 2019 school year.

Principal, MTSS
Academic Team

Jul 1, 2018 to
Jul 30, 2020

On-Track

Literacy/Reading, Literacy curriculum resources, Academic mtss

Mindful Practices, a Tier II SEL MTSS support, will continue to support off track behavior students including our DL students as Tier 2 SEL MTSS. In addition Calm Classroom will be introduced as a school-wide Tier I SEL support. Dawes School will join other schools in Network 10 free of cost through a grant. The Calm Classroom curriculum is composed of 3 minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by school staff. Calm Classroom is easy for teachers and staff to learn. Each technique is mastered within just a few minutes of practice, and integrates seamlessly into classroom transitions without interfering with academic instruction. The brief techniques can be taught 1-3 times each day in the classroom, during one-on-one counseling sessions, before testing, after classroom disruptions and at the beginning of weekly staff meetings. All staff members and students will participate. Two facilitators, from our school, have been identified. They will attend a full day train the trainer session and three 2 hour follow up sessions throughout the year. Each teacher in our building will receive training from these facilitators and a manual for their classroom.

Principal, Behavioral
Health Team

Jul 1, 2018 to
Jun 30, 2020

On-Track

Sel mtss, Consultant, Sel curriculums

A part time nurse and a full time social worker will continue to be funded to reduce the number of students who are off track due to attendance and social emotional issues. Both staff members will be members of the Dawes Behavioral Health Team (BHT) and will work to improve SEL with students, staff and parents.

Principal, Behavioral
Health Team

Jul 1, 2018 to
Jun 30, 2020

On-Track

Sel mtss, Bucket position

Calm Corners will be established in each classroom as a Tier I SEL support to help students regulate emotions. Staff will receive training on implementation first semester of the 2018 school year. In addition, Room 111 will become a multi-sensory environment room and will be used for Tier I, Tier II and Tier III interventions with general education, diverse learners, occupational therapy, physical therapy, speech therapy students and staff members. A team of staff members including our social workers, special education teachers, occupational therapists, counselor and administrator have begun the planning process. Several grants for materials have been written and site visits of existing CPS multi-sensory rooms have been scheduled. This will be an on-going project which we hope to open second semester during the 2018-2019 school year.

Principal, Behavioral
Health Team

Jul 1, 2018 to
Jun 30, 2020

On-Track

Grants, Sel mtss, Social and emotional learning

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 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, Calm Classroom and Restorative Justice Programs.

Principal, Behavioral Health Team

Jul 1, 2018 to Jun 30, 2020

On-Track

Student accountability

Strategy 3

If we do...

If we create a climate and culture that supports partnerships with parents and community organizations

...then we see...

engaged families who have the skills to support their children's learning, both at home and at school.

...which leads to...

students with more positive attitudes toward school, increased attendance better grades, and enrollment in higher-level programs.

Tags:

Community schools, Parent engagement, Community partnerships

Area(s) of focus:

3

Action step

A classroom, room 102 has been identified as a space for a parent room. Parent Advisory Council officers, Bilingual Advisory Committee officers, our Community Schools resource coordinator and our full time social worker are the members of an action team tasked with developing and implementing many programs, including:

- Workshops and related outreach activities for parents on topics such as monitoring student progress through accessing Parent Portal, improving their child's reading techniques and math skills.
- A monthly school activity calendar and school newsletter for families that includes parent tips, homework and study habit skills posted on the Dawes School website.
- A Welcome Packet for new families that includes a friendly introduction to the school, information on school programs, community resources, and specific actions parents can take to help their student succeed in school.
- A "Learning At Home" component that includes interactive homework and other curriculum-linked or enrichment activities.
- A Parent Skills Interest Survey to find out how parents would like to participate in our school.

Responsible

Principal, Community Schools Resource Coordinator.

Timeframe

Jul 1, 2018 to Jun 30, 2020

Status

On-Track

Community schools, Parent engagement

School Administration will continue to maintain partnerships with our current partners including: DonorsChoose, Community Schools, Advocate Christ Medical Center and Advocate Children's Hospital, Mobile Care Chicago Asthma Van, Vision For Chicago Eye Glass Program, Common Threads/Small Bites, Saint Xavier University, Ford City Mall, and the 18th Ward Office. School Administration will increase partnerships by adding at least two partners per year during this plan who will support the academic and social emotional needs of our students.

Principal

Jul 1, 2018 to Jun 30, 2020

On-Track

Staff will continue to seek out and write grants to support the academic and social emotional needs of our students.

Principal

Jul 1, 2018 to
Jun 30, 2020

On-Track

Action Plan

Strategy 1

ON-TRACK

Pre-kindergarten through second grade classroom teachers and the EL and DL teachers who support these grades will participate in an early math PLC in partnership with Erikson Institute. The Erikson Early Math Collaborative will work with pre-k through second grade teachers at Dawes School to provide job-embedded professional development around the big ideas of early mathematics. An Erikson Early Math coach will visit Dawes School site for 16 full days to meet with teachers, observe teachers and give specific feedback to teachers. In addition, the consultant would build the capacity of the administrators to provide ongoing math coaching in the classroom. The dates for these visits are still to be scheduled. The total cost for sixteen (16) days of coaching during the 2018-2019 school year is \$22,000"

Jul 01, 2018 to Jun 30, 2020 - Principal and Lead Math Instructor

Status history



ON-TRACK

Oct 15, 2018

Evidence

2nd Grade Erikson Coaching Meeting Notes

Hello everyone!

Attached are the notes from our Erikson Math grade level meeting for September/October. Please let me know if there are any changes, comments, or questions.

I'm working on uploading some resources into our shared folders, so please continue to check those out!

Something else to put on your radar - math journals. Students need many opportunities to write in mathematics. Is there a time in your day where implementing a math journal would make sense? Journaling can be done as a warmup, independent work, closing, or homework activity. They could become part of math centers - whether you are doing them now or plan on rolling them out this year. If students are regularly writing as part of your literacy block, could the prompts sometimes be math-related? We can talk more about what this could look like, but it is a great way to get kids writing, and "talking" about math in a sustained way that provides some insight into their thinking.

Erikson Coach 2nd Grade October Session Notes

ON-TRACK

Oct 05, 2018

Evidence

Hello everyone,

I had a wonderful time visiting everyone's classrooms the past week. Thank you to you and your students for being so welcoming. I'm feeling very enthusiastic about the great thinking and math work I saw from the students as a result of their teachers taking the plunge and diving into Quick Looks! I answered a lot of questions from the four grade levels regarding Quick Looks, so I compiled them all into a document for everyone. I also included links to a couple of demo videos. Keep the questions coming - I'm happy to come in again and model/observe more. We can also work together to think about what cards to use with your level of students as they grow throughout the year.

Liz will be sending out a list of dates for our meetings through March, but please feel free to contact me anytime in between our meetings.

Quick Looks Summary

Transition Activity format (similar to the teacher in the sample video from the August PD)

http://cdc0c3aa13c9fef4738b-375316392e11a35f7d30ddc77251b6ba.r94.cf1.rackcdn.com/Dot%20Card%20Transition%205-16-18_edited.mp4

- Students are in a whole group setting preparing to dismiss to another activity. Teacher calls on students one at a time, quickly flashes a card and says, "Show me how many you see." Students construct the quantity on their fingers to show. (It is okay if they do not verbally say the amount. It is also okay if they do, but in concert with holding up their fingers – constructing the quantity on their fingers accesses additional learning pathways vs. just verbally saying the number). Teacher responds, "Three fingers for three dots" and proceeds to the next student.
- This format allows for individualized differentiation among students, and is a quick way to mathematize routine transitions.

Number Talk format (similar to how the adult learning activity during the August PD)

<https://www.youtube.com/watch?v=8D-qejdIIIFg>

- Students are in a whole group setting engaged in math congress. Teacher quickly flashes card and asks students to put up a silent thumb when they know how many they saw. Teacher calls on a handful of students and asks, "How many dots did you see?" Students answer, but do not give an explanation. Teacher may ask, "Did anyone see a different quantity?" unless there is obvious agreement in the group. Teacher reveals card and calls on a handful of students, asking: "How did you know how many?, How did you know that was _?, How did you see it?, Did anyone see it a different way?"
- This format allows for students to learn from each other, as well as have practice with the many ways to make quantities (8 can be 4+4 and 3+5 and 6+2 and 7+1 and 8+0!) as they listen to each other share their thinking.
- Number talk format also allows the teacher to craft planned number strings, which support students in making connections between number relationships.
- The number talk format can also be adapted to level-based small groups.

Both are high-impact ways to give students repeated practice with subitizing and number sense. Both formats support students in composing and decomposing numbers in flexible ways, and in developing strategies for addition facts. The structure of both formats can stay the same throughout the year, with teachers gradually changing the cards and/or prompts to keep students working in their ZPD (challenging but doable).

Cornerstones of the activity

- Showing the quantity quickly – holding the card up for too long allows students to count by ones and does encourage them to construct a visual image of quantity. Continue to give them opportunities to count with one-to-one correspondence in other activities – but not this one ☹
- The students are doing the thinking

Some possibilities to consider for differentiating cards and/or prompts:

- Cards with dots – dice arrangements
- Cards with dots – non-dice arrangements
- Cards with dots – two colors
- Cards with ten frames
- Cards with two ten frames
- Cards with rekenrek arrangements
- Show me 1 or 2 more/ 1 or 2 less
- Show/tell me a double (2nd grade)
- Show/tell me doubles +1/-1 (2nd grade)
- Show two cards and have them add the cards together
- Show two cards (one with multiple ten full ten frames) and the other with one ten frame (2nd grade)

NOTE: The Minilessons book in the Context for Learning package has some quick looks and numbers strings planned around quick looks.

What to do when students says an incorrect amount?

- Number talk format – accept all answers without comment
- Transition activity format – acknowledge their answer and verbalize the correct amount ("You held up two fingers, and I have three dots")

What to do when students don't know?

Teachers' individual knowledge of students is important here ...

- If you think you may have gone completely over a student's head, offer them an easier card
- If you think they know but may need a nudge, offer to quickly show them the card again
- Keep track of where students get stuck – offer them a card in an arrangement they know for a few days, then offer them a card with that same arrangement plus one to support them in making connections to number relationships

Absolutely use your quick looks cards in other areas of the classroom (hello centers!). The more students work and engage with them, the more they will be constructing and embedding those quantities in their minds.

Quick Looks Summary

Transition Activity format (similar to the teacher in the sample video from the August PD)

http://cdc0c3aa13c9fef4738b-375316392e11a35f7d30ddc77251b6ba.r94.cf1.rackcdn.com/Dot%20Card%20Transition%205-16-18_edited.mp4

- Students are in a whole group setting preparing to dismiss to another activity. Teacher calls on students one at a time, quickly flashes a card and says, "Show me how many you see." Students construct the quantity on their fingers to show. (It is okay if they do not verbally say the amount. It is also okay if they do, but in concert with holding up their fingers – constructing the quantity on their fingers accesses additional learning pathways vs. just verbally saying the number). Teacher responds, "Three fingers for three dots" and proceeds to the next student.
- This format allows for individualized differentiation among students, and is a quick way to mathematize routine transitions.

Number Talk format (similar to how the adult learning activity during the August PD)

<https://www.youtube.com/watch?v=8D-qejdlIFg>

- Students are in a whole group setting engaged in math congress. Teacher quickly flashes card and asks students to put up a silent thumb when they know how many they saw. Teacher calls on a handful of students and asks, "How many dots did you see?" Students answer, but do not give an explanation. Teacher may ask, "Did anyone see a different quantity?" unless there is obvious agreement in the group. Teacher reveals card and calls on a handful of students, asking: "How did you know how many?, How did you know that was __?, How did you see it?, Did anyone see it a different way?"
- This format allows for students to learn from each other, as well as have practice with the many ways to make quantities (8 can be 4+4 and 3+5 and 6+2 and 7+1 and 8+0!) as they listen to each other share their thinking.
- Number talk format also allows the teacher to craft planned number strings, which support students in making connections between number relationships.
- The number talk format can also be adapted to level-based small groups.

Both are high-impact ways to give students repeated practice with subitizing and number sense. Both formats support students in composing and decomposing numbers in flexible ways, and in developing strategies for addition facts. The structure of both formats can stay the same throughout the year, with teachers gradually changing the cards and/or prompts to keep students working in their ZPD (challenging but doable).

Cornerstones of the activity

- Showing the quantity quickly – holding the card up for too long allows students to count by ones and does encourage them to construct a visual image of quantity. Continue to give them opportunities to count with one-to-one correspondence in other activities – but not this one ☺
- The students are doing the thinking

Some possibilities to consider for differentiating cards and/or prompts:

- Cards with dots – dice arrangements
- Cards with dots – non-dice arrangements
- Cards with dots – two colors
- Cards with ten frames
- Cards with two ten frames
- Cards with rekenrek arrangements
- Show me 1 or 2 more/ 1 or 2 less
- Show/tell me a double (2nd grade)
- Show/tell me doubles +1/-1 (2nd grade)
- Show two cards and have them add the cards together
- Show two cards (one with multiple ten full ten frames) and the other with one ten frame (2nd grade)

NOTE: The Minilessons book in the Context for Learning package has some quick looks and numbers strings planned around quick looks.

What to do when students says an incorrect amount?

- Number talk format – accept all answers without comment
- Transition activity format – acknowledge their answer and verbalize the correct amount (“You held up two fingers, and I have three dots”)

What to do when students don't know?

Teachers' individual knowledge of students is important here ...

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ON-TRACK

Sep 26, 2018

Evidence

Friday, September 28th

8:30 meet with K

10:45 meet with PK

1:00-2:10 observe in PK and K classrooms and coach around the quick looks activity *

Friday, October 5th

* 8:30-9:50 alternate observation time for PK and K

10:30 meet with 2nd

12:00 meet with 1st

1:00-2:00 observe in 1st and 2nd classrooms and coach around the quick looks activity

Please let me know if you have any questions around the Quick Looks activity. It's okay if it's not perfect when I observe - that's what coaching is for!

During our meeting we will:

1. Reflect on the the new school year (challenges and successes)
2. Look over curriculum and supplements resources
3. Troubleshoot the curriculum maps (1st and 2nd)
4. Set goals for our work this year

Bring your questions, your resources, and ideas! I'm looking forward to this year.

Best;

Renee Miller

Erikson Math Collaborative

ON-TRACK

Aug 22, 2018

Evidence

ON-TRACK

Dawes School Administrator, Lead Math Teacher and Pre-kindergarten through second grade teachers will participate in a Network based PLC supported by Erikson Institute: The Erikson Early Math Collaborative will work with pre-k, kindergarten, 1st grade, and 2nd grade teachers at Dawes School and its partner schools to provide professional development around the big ideas of early mathematics. Erikson Early Math facilitators would lead a 3-hour learning lab at the start of the school year; the date for this session is still to be determined. Erikson Early Math facilitators would lead six 90-minute learning labs during the school; the dates for these sessions are still to be determined. Learning Labs provide hands-on/minds-on exploration of important mathematical ideas, children's learning progressions for concepts, and how adults can scaffold children's developing thinking and communication skills. Participants build their own understanding through investigations, video analysis, children's literature, and discussion with colleagues. The total cost for one (1) 3-hour Learning Lab and six (6) 90-minute Learning Labs is \$11,000 for the 2018-2019 school year. The cost will be divided between the participating schools."

Jul 01, 2018 to Jun 30, 2020 - Principals fo Participating PLC Schools

Status history



ON-TRACK

Nov 02, 2018

Evidence

Erikson Institute Agenda for November 3, 2018

ON-TRACK

Aug 29, 2018

Evidence

Agenda for August 29 2018 Erikson PLC

ON-TRACK

Aug 22, 2018

Evidence

ON-TRACK

ELA Teachers in grades fourth through sixth will participate in a PLC supported by consultant Rachel Dahl and our lead literacy teacher where they will explore Reader and Writing Workshops and learn how to support student choice during independent reading and writing as well as explore how to have authentic and meaningful conversations with students that will move them forward. PLC Participants will study Readers Workshop: and ways to launch and teach book clubs. In addition, PLC participants will study Writing Workshop and the Units of Study in Opinion/Argument, Information, and Narrative Writing: Supporting all learners: using data to drive instruction, and supporting EL and DL students. The total cost for 10 days of coaching will be \$12,000 for the 2018-2019 school year. Teachers will also be offered the opportunity to attend additional off site literacy workshops offered through the Chicago Literacy Group. Workshop cost average \$250 per day plus the cost of substitute teacher coverage \$150 Two teachers will take courses to become language based practitioners in WRS during the 2018-2019 school year with certification expected by June of 2019."

Jul 01, 2018 to Jun 30, 2020 - Principal and Lead Literacy Teacher

Status history



ON-TRACK

Aug 22, 2018

Evidence

ON-TRACK

Eight Teachers at a variety of grade levels will participate in a PLC earn English as a Second Language (ESL) and or Bilingual certification. Professional

development coursework is reflective of participating teachers' students' cultural, economic, and linguistic backgrounds. ESL teachers will learn to navigate the complexities involved with teaching students from different cultures and backgrounds. They will apply learned strategies that address the barriers to meaningful instruction that our student learners of a second language often encounter. Each course costs approximately \$350. In addition, Bilingual teachers at all grade levels are encouraged to attend an annual Bilingual Conference. Cost of the conference is \$250 plus the cost of substitute teacher coverage \$150."

Jul 01, 2018 to Jun 30, 2020 - Principal and Lead Bilingual Teacher

Status history

Aug 22

ON-TRACK Aug 22, 2018
Evidence

ON-TRACK

Math teachers in grades 3rd through 6th together with the DL and EL teachers who service students in these grades will participate in a guided math PLC. The Guided Math PLC will deepen mathematical understanding and computational fluency of the participants. Collaboration between DL, EL and general education math teachers will result in differentiating instruction to meet the diverse needs of all students. With this framework, teachers will identify the instructional needs of their students through a wide range of assessments—formative and summative, formal and informal—and prescriptively address those needs through a combination of whole-class instruction, small-group sessions, Math Workshop, and individual conferences within a classroom environment supportive of mathematical literacy. Full implementation of Guided Math is expected to take three years. This year the PLC will focus on: 1. Classroom Environment of Numeracy (2018-2019) 2. Math Warm-Ups and Calendar Board Activities (2018-2019) 3. Whole-Class Instruction (2018-2020) 4. Guided Math Instruction with Small Groups (Summer of 2019 -Summer 2020) 5. Math Workshop (2020 -2021) 6. Individual Conferences (2020-2021) 7. An Ongoing System of Assessment (2020 2021) The PLC will use resource materials from Laney Sammons, author of Strategies for Implementing Guided Math. Debbie Dillard, author of Math Five Guided Math Classroom Tables will need to be purchased."

Sep 26, 2018 to Jun 30, 2020 - Principal, Lead Math Teachers

Status history

Nov 27 Nov 28 Nov 29 Nov 30 Dec 1 Dec 2 Dec 3 Dec 4 Dec 5 Dec 6

ON-TRACK Dec 06, 2018
Evidence
Met with 5th

ON-TRACK Dec 05, 2018
Evidence
Discussed how to implement standards protocol.

ON-TRACK Nov 27, 2018
Evidence
PLC resource materials were ordered

Strategy 2

ON-TRACK

Identified below level students in the area of reading will participate in a pull-out Leveled Literacy Intervention program implemented by part-time, DL and or general education teachers. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to: Advance the literacy learning of students not meeting grade-level expectations in reading Deepen and expand comprehension with close reading Elevate the expertise of teachers Increase reading volume by engaging students in large amounts of successful daily reading Increase student engagement with books that build knowledge Intervene with small groups of struggling readers to maximize growth Meet the needs of struggling readers Monitor student progress."

Jul 01, 2018 to Jun 30, 2020 - Principal, Lead Literacy Teacher, MTSS Academic Team

Status history

Aug 22

ON-TRACK Aug 22, 2018
Evidence

ON-TRACK

EL students in grades kindergarten through third grade who are enrolled in the grade level bilingual classroom will use the Wilson Foundations program as a Tier 1 prevention support. Students will receive a systematic program in critical foundational skills, emphasizing: Phonemic awareness Phonics/ word study High frequency word study Reading fluency Vocabulary Comprehension strategies Handwriting Spelling EI Students in grades 4th through 8th who are enrolled in the bilingual program with an access level of 4 points or below will receive Tier II instruction, Just Words by Wilson. Just Words® is a highly explicit, multi-sensory decoding and spelling program for students in grades 4–12. Both programs will be implemented by staff members who have been trained in Foundations and Just Words teaching strategies."

Jul 01, 2018 to Jun 30, 2020 - Principal, Bilingual Lead Teacher, MTSS Academic Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

Students who do not progress in the area of literacy using LLI, Foundations, and or Just Words will be recommended of Tier 3 Wilson Reading System (WRS). WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Two Dawes teachers will be certified language based therapists in WRS by June of 2018. A third teacher will be certified by the 2018 - 2019 school year."

Jul 01, 2018 to Jul 30, 2020 - Principal, MTSS Academic Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

Mindful Practices, a Tier II SEL MTSS support, will continue to support off track behavior students including our DL students as Tier 2 SEL MTSS. In addition Calm Classroom will be introduced as a school -wide Tier I SEL support. Dawes School will join other schools in Network 10 free of cost through a grant. The Calm Classroom curriculum is composed of 3 minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by school staff. Calm Classroom is easy for teachers and staff to learn. Each technique is mastered within just a few minutes of practice, and integrates seamlessly into classroom transitions without interfering with academic instruction. The brief techniques can be taught 1-3 times each day in the classroom, during one-on-one counseling sessions, before testing, after classroom disruptions and at the beginning of weekly staff meetings. All staff members and students will participate. Two facilitators, from our school, have been identified. They will attend a full day train the trainer session and three 2 hour follow up sessions throughout the year. Each teacher in our building will receive training from these facilitators and a manual for their classroom."

Jul 01, 2018 to Jun 30, 2020 - Principal, Behavioral Health Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

A part time nurse and a full time social worker will continue to be funded to reduce the number of students who are off track due to attendance and social emotional issues. Both staff members will be members of the Dawes Behavioral Health Team (BHT) and will work to improve SEL with students, staff and parents."

Jul 01, 2018 to Jun 30, 2020 - Principal, Behavioral Health Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

Calming Corners will be established in each classroom as a Tier I SEL support to help students regulate emotions. Staff will receive training on implementation first semester of the 2018 school year. In addition, Room 111 will become a multi-sensory environment room and will be used for Tier I, Tier II and Tier III interventions with general education, diverse learners, occupational therapy, physical therapy, speech therapy students and staff members. A team of staff members including our social workers, special education teachers, occupational therapists, counselor and administrator have begun the planning process. Several grants for materials have been written and site visits of existing CPS multi-sensory rooms have been scheduled. This will be an on-going project which we hope to open second semester during the 2018-2019 school year."

Jul 01, 2018 to Jun 30, 2020 - Principal, Behavioral Health Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

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 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, Calm Classroom and Restorative Justice Programs."

Jul 01, 2018 to Jun 30, 2020 - Principal, Behavioral Health Team

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

Strategy 3

ON-TRACK

A classroom, room 102 has been identified as a space for a parent room. Parent Advisory Council officers, Bilingual Advisory Committee officers, our Community Schools resource coordinator and our full time social worker are the members of an action team tasked with developing and implementing many programs, including: • Workshops and related outreach activities for parents on topics such as monitoring student progress through accessing Parent Portal, improving their child's reading techniques and math skills. • A monthly school activity calendar and school newsletter for families that includes parent tips, homework and study habit skills posted on the Dawes School website. • A Welcome Packet for new families that includes a friendly introduction to the school, information on school programs, community resources, and specific actions parents can take to help their student succeed in school. • A "Learning At Home" component that includes interactive homework and other curriculum-linked or enrichment activities. • A Parent Skills Interest Survey to find out how parents would like to participate in our school."

Jul 01, 2018 to Jun 30, 2020 - Principal, Community Schools Resource Coordinator.

Status history



Aug 22

ON-TRACK

Aug 22, 2018
Evidence

ON-TRACK

School Administration will continue to maintain partnerships with our current partners including: DonorsChoose, Community Schools, Advocate Christ Medical Center and Advocate Children's Hospital, Mobile Care Chicago Asthma Van, Vision For Chicago Eye Glass Program, Common Threads/Small Bites, Saint Xavier University, Ford City Mall, and the 18th Ward Office. School Administration will increase partnerships by adding at least two partners per year during this plan who will support the academic and social emotional needs of our students."

Jul 01, 2018 to Jun 30, 2020 - Principal

Status history



Aug 22

ON-TRACK Aug 22, 2018
Evidence

ON-TRACK Staff will continue to seek out and write grants to support the academic and social emotional needs of our students."
Jul 01, 2018 to Jun 30, 2020 - Principal

Status history



ON-TRACK Jan 08, 2019
Evidence
https://docs.google.com/spreadsheets/d/1w5_A2b2DtQWZscl9eJj_VmdkmTgr9neHSza4kRc94Xk/edit?usp=sharing

ON-TRACK Aug 22, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying 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 an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
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.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. 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.

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement 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.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 Title I programs. The Annual Title I Informational Meeting will be held on September 11, 2018. The Annual Title I Organizational Meeting will on October 9, 2018. 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.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

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.

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.

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, Title I Informational Meeting and Annual Organizational Meeting, 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.

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.

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.

Schools will assist parents of participating ESSA 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.

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.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

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.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families 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.

Schools will ensure that information related to the school and parent and family 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. A virtual Brown Envelop is posted on the Dawes Web Page. 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.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

NA

School-Parent Compact

Complete

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.

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.

Open House will be held on Thursday, August 30, 2018. 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 14, 2018 and on Wednesday, April 10, 2019, report card pick-up days. Additional conferences will be scheduled at parent and or teacher request throughout the school year. 8th Grade Parent Go CPS High School Application meetings will be held on October 3, 2018 and October 4, 2018. Seventh grade parent meeting onGo CPS High School Application information will be held on October, 2, 2018.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

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.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

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.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parent Volunteers are recruited through out the school year. In addition, 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 and classroom tutors. Parents are asked to chaperon 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.

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 work-space 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.

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).

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 (if applicable), and or BAS Reading Levels. 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.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Increase student achievement in both literacy and mathematics through a focus on continuous improvement including family workshops and professional development activities and high quality parent leadership teams so that they may support their children in the areas of literacy and mathematics. Workshops will include: "Increase your child's stamina for Reading for longer periods of time", "Reading Aloud to Your Child", "Understanding your Child's Fountas and Pinnell Reading Level, What Does the Letter Mean?" "What is Your Child Learning in Math this Year?" What are the Mathematical Grade Level Fluency Expectations for My Child" and "How Our Family Can Think Like Mathematicians". Social Emotional Learning workshops for families with diverse learners will be provided by an outside agency each quarter and will include supports for family wellness.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00

54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	500	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	2000	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	500	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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