CIWP

2012-2014 Continuous Improvement Work Plan

Charles Gates Dawes Elementary School

Midway Elementary Network

3810 W 81st Pl Chicago, IL 60652

ISBE ID: 150162990252150

School ID: 609879

Oracle ID: 22901

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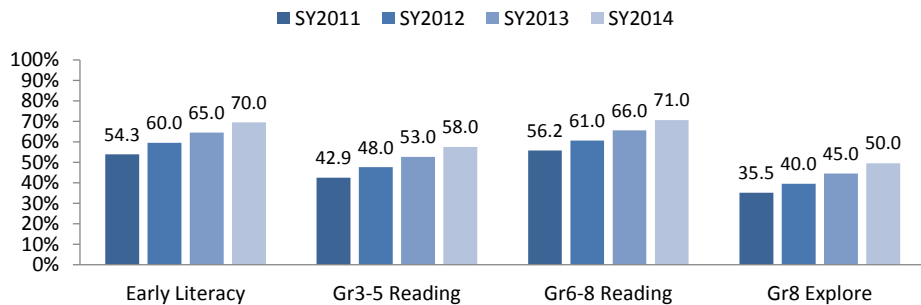
Mission Statement

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, and technology. Students, staff, families, and community members will work together to ensure that all students are college and career ready.
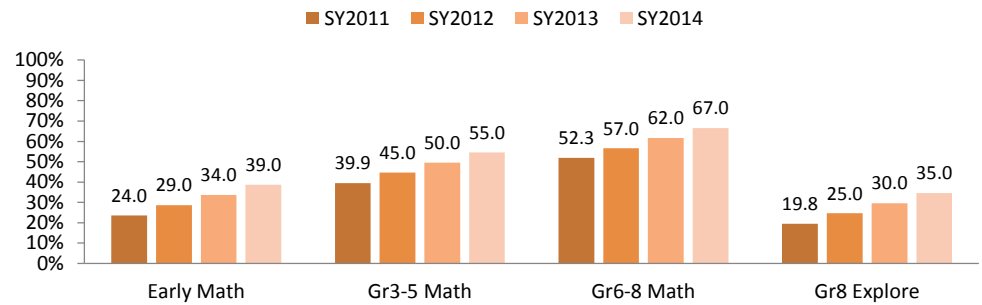
Strategic Priorities

1. Develop and implement a coherent, rigorous set of common core standards in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics.

2. Implement a scientific, research-based Response to Intervention (RTI) model, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions in order to increase achievement for all students.

3. Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.

4. Empower and motivate families and community to become engaged and active participants in the education of our students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	54.3	60.0	65.0	70.0
Gr3-5 Reading	42.9	48.0	53.0	58.0
Gr6-8 Reading	56.2	61.0	66.0	71.0
Gr8 Explore	35.5	40.0	45.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	24.0	29.0	34.0	39.0
Gr3-5 Math	39.9	45.0	50.0	55.0
Gr6-8 Math	52.3	57.0	62.0	67.0
Gr8 Explore	19.8	25.0	30.0	35.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Charles Gates Dawes Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Mary Dixon	Principal
Jeannine Gorny	Assistant Principal
Anne Chibe	LSC Member
Alma Rosillo	Parent/ Guardian
Dorado Evans	Parent/ Guardian
Antoinette Janisch	Community Member
Susan Klima	Classroom Teacher
Ed Leal	Classroom Teacher
Sharon Thomas	Classroom Teacher
Julie Fitzpatrick	Special Education Faculty
Nancy Finn	Assessment/Data Faculty
Cesar Garcia	ELL Teacher

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	54.3	60.0	65.0	70.0		**Early Math** % of students at Benchmark on mClass	24.0	29.0	34.0	39.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.9	48.0	53.0	58.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	39.9	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.9	70.0	75.0	80.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	76.5	81.0	85.0	88.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	56.2	61.0	66.0	71.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	52.3	57.0	62.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.3	70.0	75.0	80.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	70.1	75.0	80.0	83.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.5	40.0	45.0	50.0		**Explore - Math** % of students at college readiness benchmark	19.8	25.0	30.0	35.0

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Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.7	95.8	95.9	96.0		**Misconducts** Rate of Misconducts (any) per 100	35.6	30.0	25.0	20.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	73.4	78.0	81.0	84.0		**ISAT - Reading** % of students exceeding state standards	13.6	16.0	18.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.7	87.0	90.0	91.0		**ISAT - Mathematics** % of students exceeding state standards	23.1	25.0	27.0	29.0
ISAT - Science % of students meeting or exceeding state standards	78.4	81.0	84.0	87.0		**ISAT - Science** % of students exceeding state standards	10.8	13.0	15.0	17.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	--->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Focus and coherence in instruction and assessment is improving school-wide. English Language Arts Common Core State Standards (ELA CCSS) that must be met for students to be prepared to enter college and workforce training programs ready to succeed have been introduced across all grade levels. Common Core State Standards, understanding and using DIBELS and NWEA MAP student growth assessments to inform instruction, implementing RTI through differentiating instruction and progress monitoring are the current professional development focal points at Dawes School. Our focus on Differentiating instruction began in the 2009-2010 school year. We piloted the NWEA Map assessment in the 2009- 2010 school year	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional learning plays a critical role in the engagement and development of faculty. Dawes School has a well coordinated staff development program. This fall intermediate and upper grade staff members worked with NWEA MAP consultants to enhance understanding of the assessment and the instructional components. All students are aware of their target goals, lexile reading scores, their areas of strengths and their areas which need improvement. Labels have been placed in each child's student agenda book for their reference. NWEA MAP reports are shared with parents at report card pick-up. Lesson plans, observations, grade level meetings and meeting minutes all reflect the use of data to inform instruction. An educational consultant has met quarterly with the primary teachers to review DIBELS data and plan for instruction. Pearson Reading Street was introduced as our new reading curriculum in grades kindergarten through three. Teachers have received support throughout the school year on implementing the series with fidelity. The support has resulted in a well harmonized primary English	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	ILT facilitated bi- monthly grade level meetings allow teachers to share ideas and concerns in a more trusting and personalized setting. This has resulted in better communication between the staff at their grade levels and across grade levels. Minutes from the weekly grade level meetings are shared by e-mail, school-wide, each week. This has increased staff awareness of events and strategies being used by other grade levels in the school. Teachers have given positive feedback about the new structure within the school and have said that they are more aware of school-wide trends. The leadership team members review the minutes each week as part of the internal review process. In addition to building strong relationships within the immediate Dawes community, many staff members have fostered strong partnerships outside as well. These partnerships play a huge role in the Dawes School community and bring both financial benefits and services to our children and their families. Some of these include: • Donors Choose: Over $20, 000 dollars in grants written by and awarded to staff members so far this year. Dawes School was featured on FOX 32 news for our involvement in this program. • The i-pad grant (100 i-pads and three i-pad carts) written by a team	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Dawes School's ability to remain a high performing neighborhood Chicago Public School despite rapid growth in enrollment and increasing poverty and mobility rates is a result of good instruction and careful data analysis. Our Instructional Leadership Team was selected to review this data and bring back current instructional strategies in a systematic and effective manner. The ILT team does not just look at test data. In order to capture a complete and accurate picture of student achievement, the team utilizes a variety of measures when determining the effectiveness of educational interventions and educational programs. Basic school statistics and student demographics are also analyzed and used to predict future performance. As our poverty rate increased, we purchased a full time nurse position. The nurse helps monitor student wellness as well as provides glasses etc. We also participate in the Universal Breakfast Program. As our Hispanic student population began to increase, we concentrated on hiring more bi-lingual teachers and educational support staff. We offered an ESL/Bilingual certification cohort through Governors State University at Dawes School resulting in ESL endorsements and or Bi-lingual endorsements for all of our	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Instructional practices are driven by data received from both formal and informal observations including classroom performance evaluations, DIBELS, NWEA, ISAT, ACCESS, and classroom assessments. Grade levels meet weekly to asses students growth and progress based off of the formal and informal evaluations. Instruction is then planned for the next week based on those outcomes.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Dawes School is moving towards the goal of full implementation of the Common Core State Standards. Grade levels are becoming more familiar with the expectations and implementation across the curriculum. A detailed common core materials inventory has been completed at each grade level. English Language Arts units are in the beginning stage of development. The learning plans for English Language Learners and Students with Disabilities goals are currently being reviewed. Staff has been selected to attend the District 4 Day Summer Institute surrounding the development of common core unit plans. Funding has been set aside in the budget to bring in select staff members this summer to develop unit plans and order common core supplemental materials for Dawes School. During the month of August, teachers at each grade level will develop lessons and assessments for each of the units of study.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	The primary grades and intermediate grades, pre-kindergarten through fifth, have a set of English Language Arts instructional materials that are aligned with the CCSS and include much of the recommended balance of literary and informational text. Differentiated materials are available at all grade levels. Curriculum for ELL students is available across all grade levels. The middle grade curriculum will require supplemental materials in the area of recommended informational text. Currently, Dawes School is using SAXON Math in grades kindergarten through fifth. This curriculum	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	DIBEL data and NWEA MAP data are both available immediately. Teachers have the ability to pull up web based individual student historical data from their classroom and home computers. CIM also provides staff members with current and historical data for the students they serve. Students have been identified for RTI, after school tutoring, after school homework help and accelerated work based on a comprehensive set of data. English Language Learners and Student with Disabilities have accommodations and modifications which are progress monitored on a regular basis. Teachers have examined student work using Blooms Taxonomy at grade level and across grade levels.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Objectives are clearly communicated. This is evident in questioning of students and in student reflection which is part of units taught at various grade levels. High and low level questioning and differentiated vocabulary are evident in most classroom instruction. Instruction is leveled and differentiated in most classrooms. Standards are mastered as indicated on the increasing level of students meeting and exceeding growth targets. Formative Assessments are used throughout the school year to monitor student progress and check for student understanding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		--->	**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Dawes School began using the RtI model during the 2010-2011 school year. Dawes School staff members use differentiated instructional strategies for learners in most classrooms, providing most learners with scientific, research-based interventions, while continuously measuring student performance using scientifically research-based progress monitoring instruments for learners and making educational decisions based on a student's response to interventions. This is accomplished through a variety of support models. Push-in support, pull-out support and a 40 minute "Daily Skills Walk" is used in the primary grades. Intermediate and middle school grade levels use push-in support, pull-out support and walking math and reading.	
Whole staff professional development		--->	**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Focus and coherence in instruction and assessment is improving school-wide. English Language Arts Common Core State Standards (ELA CCSS) that must be met for students to be prepared to enter college and workforce training programs ready to succeed have been introduced across all grade levels. Common Core State Standards, understanding and using DIBELS and NWEA MAP student growth assessments to inform instruction, implementing RTI through differentiating instruction and progress monitoring are the current professional development focal points at Dawes School. Our focus on Differentiating instruction began in the 2009-2010 school year. We piloted the NWEA Map assessment in the 2009- 2010 school year	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	***Grade-level and/or course teams***	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate in regular cycles: Weekly with grade level, bi-monthly with entire faculty for school wide initiatives, and monthly with grade or cycle level for professional development. Teachers and specialists meet every six weeks for progress monitoring. Administrators meet with teachers every other week to discuss school business and initiatives. Teams are supported by grade level coordinators, specialists, RtI and ILT team members. All meeting minutes are shared on the First Class Staff Site keeping the entire faculty informed. Cycle planning and professional development are recorded through CPS University.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers are supported with coaches from the new teacher center and have mentors on staff. Teachers do have individual professional development plans tailored to meet their needs. Administrators and other teachers or coordinators act as coaches on these plans as we do not have official coaches in place. Classroom visitation occurs across the school throughout the school year. Pre-conference forms are completed prior to observations and post observation conferences occur after observations. Teachers and administration have expressed interest in visiting classrooms in other schools. This has occurred on a very limited basis (kindergarten teachers observed the full day kindergarten program at Dore School). Teachers have watched Teach Channel videotaped lessons as a group and have reported that they have found this to be a valuable resource for instruction.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Our mission statement begins with "Education is Everyone's Responsibility at Dawes School". Each member of the Dawes School family helped to create our mission statement. Our staff members, community members, students and their families all have high expectations for our children. Several of our Dawes staff members attended Dawes School as students. Some of the staff members are teachers, while others are educational support personnel who are currently pursuing their college degrees. Our graduates return to Dawes School each year to complete community service hours as well as college practicum hours. Academic achievements are	
	Relationships --->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Dawes School is a multi-cultural school where different cultures are respected and celebrated. All students have an adult advocate. Students are identified using the CPS Performance Management Early Warning Indicator in the beginning of the school year and throughout the school year for additional support. A group of our most at risk students participates in an anger management group led by our counselor and our school psychologist. Students have additional adult contact through participation in such programs as academic and behavioral RtI, After School Tutoring, After School All Stars, and You Be the Chemist. English Language Learners and students with disabilities are included in all programs.	
	Behavior& Safety --->			**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The entire Dawes School staff attended a two day positive behavior CHAMPS workshop during the summer of 2011. The CHAMPS program was implemented school-wide during the 2011-2012 school year. The program consists of school-wide expectations, classroom expectations and individual expectations. Dawes School was provided with positive and supportive feedback on program implementation and completed a mid-year evaluation in December. Data shows a decrease in the number of misconducts this school	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**4**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The Dawes School website provides information to parents on variety of academic initiatives and supports. The student agenda book includes a comprehensive handbook written in both English and Spanish. Monthly newsletters and calendars, written in English and Spanish, as well as explanations of test data are sent home to parents. New initiatives such as The Full School Day Plan, Recess, and Common Core Curriculum are discussed at monthly LSC, PAC and BAC meetings. Promotion criteria and testing information are explained at our Dawes Open House, and also during parent conferences. The Student Code of Conduct is reviewed and distributed at open house by our teachers. Teachers regularly communicate with parents through classroom newsletters, telephone conversations, parent portal and also in person during	
Ongoing communication	-->		**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Teachers are available to meet with parents before school each morning and also during the school day on their preparation periods. • Teachers meet with all parents during Open House and two report card pick-up days. Progress reports are provided in the student agenda books and additional conferences are scheduled as needed to communicate student progress throughout the school year. • Student agenda books are used as a communication tool between	
Bonding	-->		**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• Monthly parent letters, meeting reminders and calendars are sent home informing parents of upcoming parent involvement opportunities such as: o Open House o 7th and 8th Grade High School Information Parent Meeting o New South West High School Information Meeting o Monthly Parent Advisory and Bilingual Council Meetings o Local School Council Meetings (which are scheduled in the morning and the evenings to accommodate the schedules of working parents) o Two Report Card Pick-up days o Family Learning Night	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School discretionary funds are used to provide a full time nurse at Dawes 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. The Ronald McDonald Van provides free medicals and shots for our students. Our nurse	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The Dawes School pre-kindergarten through eighth grade academic program strives to make connections to real life on a daily basis enabling students see the relationship between what they are learning now and how it will pertain to their field of study later in life. Walking community field trips to our local bakery, post office	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Dawes School is using technology to support student planning, preparation, participation and performance in the areas of college and career readiness. In addition to two technology labs and classroom computers, over one hundred i-Pads are in use by students each and every day. Staff members have participated in focused professional development provided by Apple through the i-Pad ISBE Grant. The train the trainer method has been used to disseminate i-Pad training to additional staff members. The students are experiencing education at a whole new level. Dawes Staff members wrote and submitted the CPS Full School Day Grant for	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Dawes School offers extracurricular and enrichment opportunities to all students, including SWD and ELL, in grades three through eight. Some of these opportunities include: Sports, Academic Enrichment, Arts, and Service Clubs.	

Left vertical label: **N 6: College and Career Readiness Supports**

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments	-->		**3**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in multiple assessments throughout the school year. Backwards planning has been used in preparation for the 8th grade EXPLORE test. Each grade level has shared with the grade levels below the expectations for assessments at the grade levels above. NWEA MAP Descartes are used at each grade level to focus	
College & Career Admissions and Affordability	-->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Does Not Apply	
Transitions	-->		**3**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Registration for pre-kindergarten, 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. 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.	

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Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	-->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary money is used to align with identified needs and strategic priorities as evidenced in our school budget. The budget is reviewed each month throughout the school year and amendments are made with LSC approval as needed. Dawes teachers have written grants each school year (over $100,000 worth of grants were awarded this school year) providing our students with up-to-date materials that are not provided by Chicago Public Schools budget: The Ben Carson Reading Room Grant (new furniture, books, fireplace	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Students from local universities student teach and complete practicum hours at Dawes School each semester and over the summer. This creates a pool of candidates who have taken positions as substitutes, assistants, and tutors upon completion of their teaching credentials. Hiring is a multistep process which does include lesson demonstration when possible but also includes intensive interviews that are used to select the best candidates. Teams are assembled to include the needed strengths and endorsements. Unfortunately, due to budget and enrollment position cuts spanning over the past four years, Dawes School has only been able to hire a very limited number of new staff members.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. Date Stamp November 22, 2012	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 at the request of our SSA. "Walking Skills", "Walking Reading" and "Walking Math" allows all students the opportunity to be instructed at their targeted goals. Teachers in grades three	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

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, and technology. Students, staff, families, and community members will work together to ensure that all students are college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop and implement a coherent, rigorous set of common core standards in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics.	If we develop a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics, then we will be able to implement: • Effective unit and lesson planning protocols that are aligned with data-driven practices • Rigorous lessons and units across all grade levels and content areas aligned to CCSS • Formative assessments aligned to CCSS that provide an accurate assessment of student learning.
2	Implement a scientific, research-based Response to Intervention (RTI) model, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions in order to increase achievement for all students.	If we implement scientific, research-based Response to Intervention (RTI) models, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions then we will be able to: • Support student needs using an informed, ongoing approach for planning, implementation, and evaluation increasing achievement for all students

3	Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.	If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to: • Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning • Provide professional development based on instructional observations and student learning data, allowing teachers to reflect on their practice, apply their learning during the activity and improve practice in the classroom. • Focus the Instructional Leadership Team (ILT) on learning and applying practices that improve student achievement, allowing the ILTs to provide coaching supports for teacher teams to ensure students are progressing toward college and career readiness benchmarks
4	Empower and motivate families and community to become engaged and active participants in the education of our students.	If we empower and motivate families and community to become engaged and active participants in the education of our students then we will be able to: • Build on family and community resources to continually improve student learning and provide targeted support that ensures student growth • Connect, develop, and maintain relationships between each student, their family, and a school based advocate for the purpose of achieving college and career readiness • Transparently share Dawes School's quarterly college and career readiness data and school action plans with Local School Council, parents, and community • Build relationships with key community members and use these relationships to support the Dawes School vision
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Develop and implement a coherent, rigorous set of common core standards in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics.	If we develop a coherent, rigorous set of Common Core State Standards (CCSS) in the areas of English Language Arts & Literacy in History/Social Studies, Science, Technology and Mathematics, then we will be able to implement: • Effective unit and lesson planning protocols that are aligned with data-driven practices

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will attend 4 day District Summer Summit and begin the coherent development of rigorous district wide CCSS Units.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012	On-Track	
ILT and select teachers from across grade levels and resource teachers (Summer Unit Planning Team) will meet for two weeks in July to develop effective unit and lesson planning protocols that are aligned with data-driven practices.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012	On-Track	
The Summer Unit Planning Team will order materials to support CCSS units at each grade level.	Instructional Materials	All	Summer Unit Planning Team	Summer 2012	Summer 2012	On-Track	
Grade level teams will meet in bands, Pre-k through second grade, third grade through fifth grade and sixth grade through eighth grade with the Summer Unit Planning Team to review CCSS units during the month of August.	Professional Development	All	Summer Unit Planning Team	Summer 2012	On-going	On-Track	
Grade level teams will work in their grade level bands to create rigorous lessons across all grade levels in all content areas aligned to CCSS.	Instruction	All	ILT	Summer 2012	On-going	On-Track	
Grade level teams will work in their grade level bands to develop formative assessments aligned to CCSS that provide an accurate assessment of student learning.	Instruction	All	ILT	Summer 2012	On-going	On-Track	
Teachers from across grade levels and resource teachers will share unit plans that are aligned with data-driven practices with parents.	Parental Involvement	All	Staff Members	Quarter 1	On-going	On-Track	
Teachers and staff members will implement rigorous lessons across all grade levels in all content areas aligned to CCSS.	Instruction	All	Staff Members	Quarter 1	On-going	On-Track	

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Charles Gates Dawes Elementary School

Strategic Priority 1

Teachers and staff members will implement formative assessments aligned to CCSS that provide an accurate assessment of student learning.	Instruction	All	Staff Members	Quarter 1	On-going	On-Track	
Administration and ILT will track and report progress of development and implementation of CCSS to staff, students, families and community.	ILT/ Teacher Teams	All	Administration & ILT	Quarter 1	On-going	On-Track	
Students, families and community members will provide feedback on progress during monthly meetings and through surveys.	LSC/ PAC/ PTA	All	Administration, LSC, PAC, BAC	Quarter 1	On-going	On-Track	

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Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Implement a scientific, research-based Response to Intervention (RTI) model, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions in order to increase achievement for all students.	If we implement scientific, research-based Response to Intervention (RTI) models, both academic and behavioral, matching general education, bilingual education, and special education students' needs to instruction or interventions then we will be able to: • Support student needs using an informed, ongoing approach for planning, implementation, and evaluation

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The RtI plan is integrated with the other district initiatives (CCSS, Full School Day, and Reach).	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going	On-Track	
Staff members will use a standards based curriculum and research based instruction in all core curriculum areas.	Instructional Materials	All	ILT	Quarter 1	On-going	On-Track	
CHAMPS, a proactive and positive approach to school and classroom management will be implemented school-wide.	Instruction	All	ILT	Quarter 1	On-going	On-Track	
Research based assessment practices will be used school-wide.	Instruction	All	Administration	Quarter 1	On-going	On-Track	
Responsibility for the academic progress of all students is shared among all educators including general education, special education, related service personnel, ELL staff, and parents.	Parental Involvement	All	ILT, Parents	Quarter 1	On-going	On-Track	
Students are aware of school expectations and their academic and behavioral growth targets and are involved in the decision-making across all tiers.	Other	All	Students	Quarter 1	On-going	On-Track	
Progress monitoring data results are analyzed and used to inform instruction.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going	On-Track	
Adequate research-based instructional materials and supports will be available across all tiers.	Instructional Materials	All	Administration	Summer 2012	On-going	On-Track	
Time will be allocated for professional development, collaborative planning and delivery of academic and behavioral interventions.	Professional Development	All	Administration	Summer 2012	On-going	On-Track	

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.	If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to: • Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A common definition and standards for teaching excellence will be established.	Professional Development	Not Applicable	Administration	Summer 2012	On-going	On-Track	
Principal/Assistant Principal expertise in observing and analyzing instruction to support teacher growth will be built.	Professional Development	Not Applicable	Administration	Summer 2012	On-going	On-Track	
Teachers will be provided with information and guidance to inform their development.	Professional Development	Not Applicable	Administration	Summer 2012	On-going	On-Track	
Teachers will engage in reflection and self-assessment regarding their own performance.	Instruction	Not Applicable	ILT	Summer 2012	On-going	On-Track	
Teachers will receive differentiated support based on their experience and/or impact on student learning.	Professional Development	Not Applicable	ILT	Summer 2012	On-going	On-Track	

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Empower and motivate families and community to become engaged and active participants in the education of our students.	If we empower and motivate families and community to become engaged and active participants in the education of our students then we will be able to: • Build on family and community resources to continually improve student learning and provide targeted support that ensures student growth

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Assist staff in understanding families' backgrounds, cultures, and goals for children.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Improve recruitment and training to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students in the school. Provide meaningful work and flexible scheduling.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	

Strategic Priority 4

Include families as participants in school decisions, Local School Council, Bilingual Advisory Council and Parent Advisory Council. Provide a parent suggestion box in the main office.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Coordinate resources and services for families, students and school with community groups, including businesses, hospitals, cultural and civic organizations, and colleges and universities.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Summer 2012	On-going	On-Track	
Complete a school wellness needs assessment with staff, students and families and create an action plan that includes opportunities for healthy eating and physical activity.	Parental Involvement	All	Administration Parent Advisory Council Bilingual Advisory Council Local School Council	Quarter 1	On-going	On-Track	

2012-2014 Continuous Improvement Work Plan

Charles Gates Dawes Elementary School

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Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Date Stamp November 22, 2012