



Charles Gates Dawes Elementary School (/school-plans/115) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
01/14/2016	Math ILT Team	SEF: Culture of & Structure for Continuous Improvement
01/21/2016	Literacy ILT	SEF: Culture of & Structure for Continuous Improvement
01/26/2016	CARE Team	SEF: Expectations for depth & breadth of Quality Teaching

01/20/2016	Restorative Practice Team	SEF: Expectations for depth & breadth of Quality Teaching
02/04/2016	Community Schools/PAC/BAC/Student Leader Meeting	SEF: Expectations for Quality & Character of School Life
01/27/2016	SPED Teacher Meeting	SEF: Expectations for depth & breadth of Quality Teaching
01/28/2016	Bilingual Team Meeting	SEF: Expectations for depth & breadth of Quality Teaching
03/29/2016	LSC Team Meeting	Review of SEF Evidence and Scores
03/18/2016	Grade level and or Content Area 3 Hour Plan	SEF: Expectations for depth & breadth of Student Learning
03/21/2016	Grade level and or Content Area 3 Hour Plan	SEF: Expectations for depth & breadth of Student Learning
03/22/2016	Grade level and or Content Area 3 Hour Plan	SEF: Expectations for depth & breadth of Student Learning
03/23/2016	Grade level and or Content Area 3 Hour Plan	SEF: Expectations for depth & breadth of Student Learning
03/24/2016	Grade level and or Content Area 3 Hour Plan	SEF: Expectations for depth & breadth of Student Learning
04/07/2016	Math ILT Team	Framework Priorities, Goals, Strategies
04/08/2016	Literacy ILT	Framework Priorities, Goals, Strategies
04/06/2016	CARE Team	Framework Priorities, Goals, Strategies
04/12/2016	Restorative Practice Team	Framework Priorities, Goals, Strategies
04/07/2016	Community Schools/PAC/BAC/Student Leader Meeting	Framework Priorities, Goals, Strategies, Fund Compliance, Parent Plan
04/08/2016	SPED Teacher Meeting	Framework Priorities, Goals, Strategies
04/08/2016	Bilingual Team Meeting	Framework Priorities, Goals, Strategies
05/03/2016	LSC Team Meeting	Framework Priorities, Goals, Strategies, Fund Compliance, Parent Plan, Approval
07/21/2016	CIWP and Budget Approval Meeting	Approve Budget and CIWP

School Excellence Framework

Leadership & Collective Responsibility:

Score

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.

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After completing a comprehensive assessment of Dawes School's strengths and weaknesses including an assessment of school practices and student learning outcomes, the staff, students, and parents worked together to develop an exemplary Theory of Action (TOA) plan and Continuous Improvement Work Plan (CIWP). Both plans were combined to provide a more targeted focus on continuous improvement. The CIWP Action Plan is made up of measurable goals and is updated on a monthly basis. Goals that were set for completion during this school year were completed and on-going goals are on-track for completion. The SQRP and CIWP are presented at monthly Parent Advisory Council (PAC), Bilingual Advisory Council (BAC) and Local School Council (LSC) meetings. Student representatives attend monthly PAC and BAC officers meetings to provide feedback and make suggestions. 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
 - o Program Coherence: 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. Very 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.

The CIWP, SQRP and monthly minutes from the LSC meetings are posted on the Dawes Website and can be accessed by parents and community members. Please refer to the SQRP and CIWP for the 2015-16 School Year and the Dawes website at www.dawes.cps.edu.

Guide for Leadership & Collective Responsibility

- o **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.
- o **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- o **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.
- o **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.
- o **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- o **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.
- o **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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	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:

Score

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.

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Our Instructional Leadership Teams (ILT) include a Math ILT, an English Language Arts (ELA) ILT and two Multiple Tiers Systems of Support (MTSS) teams. The Math and ELA teams focus on the academic progress of our students. The MTSS Behavioral Health Team follows the progress of identified Tier 3 off track students while the MTSS PBIS team monitors the progress of our Tier 1 and tier 2 school-wide CHAMPs program.

The teams meet on a regular basis (once every two weeks for one hour) and focus on the following five goals:

- Building and sustaining the Dawes School vision
- Sharing leadership among staff leaders and students
- Leading a learning community
- Using academic, behavioral and attendance data to make instructional decisions
- Monitoring curriculum and instruction at all grade levels

Minutes and data used during the meetings are sent out each week via email within 48 hours of each team meeting and are also available in hard copy in the main school office.

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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	✓ 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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

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

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The ELA PD focus for the 2015-2016 School Year was Balanced Literacy in the Classroom.

Kindergarten through grade four staff learning was supported by Grace Educational. 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. Diverse Learner staff met with the consultant ten times throughout the school year to learn how to administer the BAS assessment, use data from the assessment to plan for instruction implement and the Fountas and Pinnell Leveled Literacy Intervention program.

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.

The onsite coaching for grade levels kindergarten through eighth included:

- Grade level meetings to introduce new instructional techniques
- Observation and feedback of implementation of balanced literacy
- Modeling and discussion of implementation of balanced literacy
- Focus topics included: whole group mini-lessons, guided reading implementation, literacy stations implementation, text selection, writing about reading, discussion about literacy, phonics and word study, and independent reading
- 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 2015 – 2016 School Year was Math Fluency.

Kindergarten through fifth grade staff were supported by the Math ILT and middle school math students. Staff members learned how to implement and use data from two online student programs, Xtra Math and Mathletics. Staff members developed a school wide math fluency assessment and data collection schedule.

Coaching included:

- Grade level meetings to introduce new instructional techniques.
- Modeling and discussion of implementation of the math fluency programs.
- Focus topics included: whole group mini-lessons, guided math implementation, math stations implementation, the role of the diverse learner teacher in inclusion math classrooms and one to one guided implementation by middle school students with kindergarten through second grade students.

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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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
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"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

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

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The 2014 – 2015 My Voice My School survey describes Dawes School as well organized. Although Dawes School is a large school with over 1040 students enrolled in grade levels pre-k through 8, planning and organization ensures 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. A "Walking MTSS" period allows students the opportunity to be instructed at their targeted goals. Tier 2 students in grades kindergarten through fifth, 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.

Gender based recess and lunch periods in grades third through eighth, promote more physical activity for both boys and girls in grades third through eighth. Twelve part-time parent workers under the guidance of a full time teacher assistant provide supervision of students during both recess and lunch. The 7th and 8th grade had common prep and lunch/recess schedules to allow for middle school planning. Our diverse learner (DL) students and their teachers meet once a week for 30 minutes with a Social Emotional Learning consultant for instruction in Mindful Practices.

Teachers at all grades have common planning times and lunch/recess periods. An additional three hour plan time is allocated to staff each month. During this plan period, teachers meet at grade levels in grades kindergarten through fourth and by content area in grades fifth through eighth.

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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	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ 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	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
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

Expectations for depth & breadth of Student Learning

4 of 4 complete

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

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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 5th through 8th in the area of English Language Arts (ELA) for all students including ELL students and diverse learners. The ELA unit plans expose all students to their grade-appropriate level of complexity and informational texts at the CCSS recommended levels by grade band. 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 literacy scores, the primary grades have made less attainment than the intermediate and middle school grades. To address this attainment issue, the ELA ILT made the decision to drop the Basal (Reading Street) program and implement a Balanced Literacy program. Grades kindergarten through fourth grade implemented the Guided Reading portion of Balanced Literacy with the support of a consultant and a lead literacy teacher. Additional support will be needed next school

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

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"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
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

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

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Fountas and Pinnell Leveled Literacy Intervention and Headsprout on-line literacy intervention have been used with Diverse Learners and Academic MTSS students in grade levels kindergarten through fourth grade. BAS assessments show students are making good progress with these programs. Currently there is no set curriculum for Diverse Learners or Academic MTSS in grades fifth through eighth. We plan to extend the Fountas and Pinnell Leveled literacy to include all grade levels in the 2016 – 2017 school year. The Green, Red, Gold, Purple and Teal LLI Systems will need to be purchased. Moby Max, an online program, with a built in progress monitoring tool, is currently being used by several middle school and diverse learner teachers. A grant was written and earned for a school-wide Moby Max license for the 2016- 2017 school year.

The following curriculum has been used, piloted or reviewed during the 2015 -2016 school year.

Literacy

Pre-Kindergarten through Fourth Grade

Professional Development: Teachers participated in year-long cycle of learning professional development on implementation of Guided Reading as part of a Balanced Literacy Program. We will expand the cycle of learning next school year to include full implementation of a Balanced Literacy Program. Additional professional development support will be provided for this cycle of learning. Vocabulary development continues to be a school-wide focus and is used to support all learners specifically targeting our EL students, diverse learners and gifted students.

Creative Curriculum: is currently used in our blended pre-kindergarten classrooms. We will continue to use this curriculum. No additional components need to be purchased.

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 2016-2017 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 addition components.

Words Their Way Phonics Program: We piloted this program in kindergarten and first grade during the 2015-2016 school year. We will discontinue this program next year. This program was too difficult to fully implement within the Literacy Block time.

Sadlier Phonics and Modern Curriculum Press Phonics series were reviewed by teachers in grades kindergarten through fourth. The Sadlier Phonics program was selected for the 2016-2017 school year in grades kindergarten through third. The modern curriculum press curriculum was selected for fourth grade. Teachers are writing DonorsChoose grants to provide this curriculum for their students.

Sadlier Vocabulary was reviewed and chosen by the first through fourth grade staff. Teachers are writing grants to provide this curriculum for their students.

Headsprout This on-line program was implemented with Academic MTSS students in January. This program will be continued. We plan to offer Headsprout to all students in grades kindergarten through fourth. Six additional Chromebooks and sets of headphones with microphones will need to be purchased for each classroom in grades kindergarten through fourth to implement this program.

Fifth through Eighth Grade

Professional Development: Teachers participated in year-long cycle of learning professional development on implementation of the on-line 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.

Fountas and Pinnell BAS Assessment: The current NWEA benchmark assessment program may be discontinued in CPS. We will use the BAS assessment for our literacy benchmark assessment during the 2016-2017 school year. Seven additional kits will need to be purchased.

Fountas and Pinnell Leveled literacy Intervention Guided Reading will be implemented in fifth through eighth grade with below level students during the 2016-2017 school year. Additional LLI systems will need to be purchased.

Novel sets used in grades fifth through eighth will need to be replenished.

ThinkCerca will be used by all fifth through eighth grade students for reading and writing. This program was fully funded by teacher written grants for the 2015-2016 school year. Teachers are currently writing grants to fund the program for the 2016 – 2017 school year.

Sadlier Vocabulary was reviewed and chosen by the fifth through eighth grade staff. The on-line 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 (This on-line program has been used by teachers this school year. It provides access to a wide variety of online- leveled texts. This program will be purchased for students in grades second through sixth.

STRIDE Academy (This on-line program will be discontinued due to cost and decreased usage by students).

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. Teachers are writing grants to fund the books for the 2016 – 2017 school year.

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 on-line 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 2016 – 2017 School year.

Additional On-Line Progress monitoring On-Line Program

Moby Max: An adaptive on-line 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 2016 – 2017 school year through a teacher written grant.

Additional Resources for EL classrooms. OLCCE has provided additional classroom library books in Spanish for our EL classrooms. The books should arrive by April 2016. Additional Guided Reading Texts will need to be purchased and a Spanish literacy benchmark/progress monitoring tool needs to be selected.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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 Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

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

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This school year a Comprehensive Gifted Program (CGP) was implemented at Dawes School in grades first through fourth. The program will continue to expand over the next four 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.

In addition to the CGP, Dawes School has implemented a one – to one ChromeBook program in grades 5th through eight. Each pre-kindergarten through fourth grade classroom has a dedicated technology center with at least six i-pads. Additional Chromebooks have been leased this school year and should arrive this spring. The leased Chromebooks will provide each classroom in grades first through fourth with an additional six Chromebooks for their technology centers.

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 an additional three hour block 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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction 1d. Designing Coherent Instruction
CPS Framework for Teaching	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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

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. 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. Last summer students participated in the "Step up to Kindergarten" program and the "Step up to First Grade" program. Plans for additional summer programs are currently on hold due to the CPS budget crisis. 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 100% 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. A field trip to North Eastern University has been arranged for our seventh and eighth grade students and is scheduled for April 28, 2016. In addition, a group of twenty 7th grade students will attend Saturday Algebra Boot Camp at Loyola University this spring.

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. Very 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, 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 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.
 - **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.

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 ✓ Artifacts, 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	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

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

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Dawes School is in Good Standing with a School Quality Rating of Level 1+. Overall Growth in Math (88th percentile) and Reading (75th percentile) indicate that the instruction is effective. A closer look at attainment in Math (Grades 3-8 at the 79th percentile and Grade 2 at the 73rd percentile) confirms current math instructional strategies are effective. Reading attainment results (Grades 3-8 at 62 percentile and Grade 2 41st percentile) indicate supports in literacy instructional strategies are needed. This school year, Dawes teachers at the primary levels received intensive support from both the lead literacy teacher and an outside literacy consultant in the areas of "Guided Reading" instructional strategies, "Leveled Literacy Interventions" and "Assessment" of student growth and attainment. Teachers will need additional support during the 2016 - 2017 school year to fully implement a high quality "Balanced Literacy" program in grades kindergarten through 5th grade. Middle school ELA teachers receive support in the areas of "Leveled Literacy Interventions" and "Assessment" during the 2016 - 2017 school year. Additional support in the area of full implementation of a Balanced Literacy instruction in the middle school grades will be provided during the 2017 - 2018 school year.

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- 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. Very 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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
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

Multi-Tiered System of Support:

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

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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" period allows students the opportunity to be instructed at their targeted goals. Tier 2 students in grades kindergarten through fifth, 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.

MTSS members meet one hour every other week to monitor and track achievement of identified students and subgroups. Information is shared with all stake holders on a bi-weekly schedule. Two MTSS teams collaborate and align with internal and external strategic resources and provide professional development to staff and families. Workshops inform and model implementation of scientific, research based academic and SEL supports for all students as well as targeted groups of students. Dawes School has create 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. This year, restorative practices such as community service, peace circles and peer jury have increased while suspensions have decreased.

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) 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	<ul style="list-style-type: none"> ✓ 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
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

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

According to 2014 - 2015 NWEA literacy scores, the primary grades have made less attainment than the intermediate and middle school grades. To address this attainment issue, the ELA ILT made the decision to drop the Basal (Reading Street) program and implement a Balanced Literacy program. Grades kindergarten through fourth implemented the Guided Reading portion of Balanced Literacy with the support of a consultant and a lead literacy teacher. Additional support will be needed next school year to meet the goal of full implementation of Balanced Literacy in grades kindergarten through fourth. Dates have been set aside in June to write the scope and sequence for 2016 - 2017 ELA.

Standards Based Grading in Gradebook was introduced to the teachers this school year. Teachers need more support in this area. To fully implement Standards Based Grading, school-wide grade level/content area scope and sequences and grade level/content area assessments need to be developed and aligned. We anticipate full implementation in the 2017-2018 school year.

Fountas and Pinnell Leveled Literacy and Headsprout on-line literacy interventions have been used with Diverse Learners and Academic MTSS students in grade levels kindergarten through fourth. BAS assessments show students are making good progress with these programs. Currently there is no set curriculum for Diverse Learners or Academic MTSS in grades fifth through eighth. We plan to extend the Fountas and Pinnell Leveled literacy to include all grade levels in the 2016 – 2017 school year. The Green, Red, Gold, Purple and Teal LLI Systems will need to be purchased. Moby Max, an online program with a built in progress monitoring tool, is currently being used by several middle school and diverse learner teachers. A grant was written and earned for a school-wide Moby Max license for the 2016- 2017 school year.

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

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- 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. Very 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 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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/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
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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.

Teacher mobility rate at Dawes School is low. Over the past four years, one teacher left Dawes School to teach special education in the Hinsdale district. 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 23 years and has served in the roles of classroom teacher, assistant principal and principal. A stable and invested staff provides a well-developed culture for learning for students.

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 2015 – 2016 school year. NWEA data shows a steady increase of 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 this school year and will expand to reach an additional 50 students next school year. Three Dawes students were recognized at the City CPS Science Fair for their achievements while additional students were recognized as participants in the CPS You Be The Chemist and the CPS Invention Convention. Dawes student art work is displayed throughout the school and the local Starbucks. All seventh and eighth grade students take a semester of dance. Two of our students will participate in a city dance competition this spring.

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 5th 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. Parent Advisory Council funds were used to create a Parent ChromeBook lending program and technology workshops.

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. Very 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 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	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

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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
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

Student Voice, Engagement, & Civic Life:

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.

Score

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, You Be the Chemist, 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, 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 2016 CPS Community Schools Initiative Report, Dawes School has exceeded our year to date target of number of students participating in the CSI programs.

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Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.

- Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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 three 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. Twelve parents are employed as part-time workers to provide additional supervision of students during lunch and recess periods. 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. Free dental exams and teeth cleaning for our children are provided each school year. Yearly eye exams 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, Immigration Support and Preparing Your Child for Common Core State Standards and the PARCC exam. School administration visit homes throughout the school year if parents are unable to come to school. 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

One area which needs support is traffic control during student arrivals in the morning. Recruitment of parents for a morning Parent Patrol have been unsuccessful. The administration is working with the alderman to address this issue. The alderman has provided the school with wooden horses to redirect traffic. The school would like to have a crossing guard assigned to the corner of 81st Place and Hamlin. If a crossing guard is not assigned for the 2016 – 2017 school year, the LSC will consider hiring a part time worker with discretionary funds to cross children safely on this corner.

The play lot is old and outdated. The surface tiles are loose and many are missing. A new play lot has been promised by CPS however has not been constructed as of yet.

The black top the students use for recess needs to be resurfaced.

Communication between the eight mobile classrooms and the main school building is a problem. The office must make eight individual phone calls to alert mobile staff and students of ELSA emergencies. The mobile classrooms are not linked to the school-wide intercom system. Over 100 kindergarten students must walk from the mobile classrooms to the main building for lunch and prep periods each day. The mobile classrooms' heat and air conditioning units often break and result in kindergarten children doubling up with students in the main building.

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.

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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.
- **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
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

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

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 2014-2015 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 2015-2016 school year. The Dashboard Data from taken from March 2016 shows that attendance is up and misconducts are down for our diverse learner population compared to data from the 2014 – 2015 school year.

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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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors

- using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

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

Mom's and Tot's Program

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:

Community Garden

Installing a walking path

New Uniform Colors

Student ID cards

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 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
Five Essentials	Involved Families
	CPS Framework for Teaching 2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

3 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School 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 the intermediate and middle school grade levels will lead to an increase in National School Reading Growth Percentile.	69.00	75.00	(Blank)	(Blank)
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.	52.00	88.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
Enrollment of 25% of the students at the first through fourth grade level in the Comprehensive Gifted Program and increasing the program to reach an additional grade level, fifth grade, next school year will lead to a greater % of students meeting/exceeding National Ave Growth Norms.	56.30	(Blank)	(Blank)	(Blank)
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.	52.00	64.00	(Blank)	(Blank)
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.	75.00	77.00	(Blank)	(Blank)
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.	(Blank)	40.00	(Blank)	(Blank)
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.	4.00	31.00	(Blank)	(Blank)
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.

39.00

85.00

(Blank)

(Blank)

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.

55.00

90.00

(Blank)

(Blank)

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.

(Blank)

50.00

(Blank)

(Blank)

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.

11.00

53.00

(Blank)

(Blank)

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.

56.00

62.00

(Blank)

(Blank)

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.

61.00

79.00

(Blank)

(Blank)

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.

51.00

41.00

(Blank)

(Blank)

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.

57.00

73.00

(Blank)

(Blank)

% 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.

45.50

53.50

60.00

65.00

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.

96.30

96.00

96.00

96.00

My Voice, My School 5 Essentials Survey

Continue to earn the rating of Well-Organized. Schools earning Well-Organized are more likely to increase student growth and attainment.

(Blank)

(Blank)

(Blank)

(Blank)

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we provide staff and parents with high quality professional development, sufficient time, support, and 'safe practice' space to internalize new knowledge and improve practice in the areas of literacy and mathematics,

then we will see staff and parents persevere in collaboration with their colleagues to innovate and improve implementation of new practices in the areas of literacy and mathematics,

which leads to increased student attainment and growth in the areas of literacy and mathematics.

Tags:

Math, Academic, Professional development, Literacy, Parent engagement

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Kindergarten through fifth grade teachers will participate in literacy professional development provided by:
 ELA ILT members
 CPS
 Rachel Dahl of Grace Educational Learner (Fountas and Pinnell) with a focus on:
 Balanced Literacy
 Scope and Sequence Planning
 Common Assessments
 Standards Based Grading
 Gradebook
 Using Student Data to Personalize Growth
 In-Class Observations and Coaching
 Gifted Learner Strategies (as appropriate)
 English Learner Strategies (as appropriate)
 Diverse Learner Strategies (as appropriate)

ELA ILT, Lead
 Literacy Teacher
 and Administration

Jul 1, 2016 to
 Jun 30, 2018

Rachel Dahl: Literacy Consultant for 2016 2017 School Year. Liz DiMarco: Dawes Literacy Coach, 2016-2017 School Year. Literacy Professional Development is progressing as planned. See PD Agendas found in Dawes PD binder located in main school office.

On-Track

Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Cycles of professional learning, Balanced literacy, EI learners

ELA, Social Science and Science teachers in grades sixth through eighth will participate literacy professional development provided by:
ELA ILT Members
CPS
ThinkCerca
with a focus on:
Thematic Scope and Sequence
Planning Across the Curriculum
Blended Learning for Personalized Learning
Common Assessments
Using Student Data to Personalize Growth
In-Class Observations and Coaching
Gifted Learner Strategies (as appropriate)
English Learner Strategies (as appropriate)
Diverse Learner Strategies (as appropriate)

ELA ILT, Lead Literacy Teacher and Administration

Jul 1, 2016 to Jun 30, 2018

Laura Holmes Guska Literacy Consultant for 2016 - 2017 School Year. Literacy Professional Development is progressing as planned. See PD Agendas found in Dawes PD binder located in main school office.

On-Track

Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Cycles of professional learning, Balanced literacy, EI learners

Kindergarten through eighth grade teachers will participate in professional development provided by:
Math ILT members
CPS
Mathletics Vendor Representatives
With a focus on:
Scope and Sequence Planning
Implementation of Blended Learning Mathletics and Xtra Math
On-Line Learning Programs
Using Students Data from on-line programs and student work to Personalize Learning
Common Assessments
Growth
In-Class Observations and Coaching
Gifted Learner Strategies (as appropriate)
English Learner Strategies (as appropriate)
Diverse Learner Strategies (as appropriate)

Math ILT, Lead Math Teachers and Administration

Sep 6, 2016 to Jun 30, 2018

PD for the Mathletics Program is progressing as planned. See PD Agendas found in Dawes PD binder located in main school office.

On-Track

Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Data analysis, EI learners

ELA and Math ILT members meet every other month. The focus areas of these ILT teams are :
Monitoring CIWP Priorities related to improving instruction and student outcomes.
Using timely and relevant data and evidence to inform decisions that improve instruction.
Creating action items focused on improvements of the instructional core which are within the ILT's sphere of influence (such as professional development and peer observations)
Tracking the success of those action items.

ELA ILT, Math ILT, and Administration

Aug 1, 2016 to Jun 30, 2018

An ILT meeting calendar for the 2016 - 2017 school year has been established.

On-Track

Core Instruction, ILT, Cycles of professional learning, Accountability, Data tracking

Grade Level and Content Level Teachers Teams meet once a month for a three hour block of time. The purpose of these meetings are to:
Use timely and relevant data and evidence, such as student work, to inform decisions that improve instruction.
To participate in high quality professional development.
To provide release time for peer observations within the building and in other CPS schools.

ELA ILT, Math ILT, Lead Literacy Teacher, Lead Math Teachers, and Administration

Aug 30, 2016 to Jun 30, 2018

A three hour block PD calendar has been established for the 2016-2017 school year. See PD Agendas found in Dawes PD binder located in main school office.

Not started

Cycles of professional learning, Data analysis, Peer observation, High quality instruction/professional development

Principal/Assistant Principal expertise in observing and analyzing instruction to support teacher growth will continue to be developed. Teachers will be provided with information and guidance to inform their development. Teachers will engage in reflection and self-assessment regarding their own performance. Teachers will receive differentiated support based on their experience and/or impact on student learning provided by ELA and Math school based coaches.

Administration, Lead Literacy Teacher

Sep 30, 2016 to Jun 20, 2018

An observation and coaching calendar has been established.

On-Track

Observations, Coaching, Accountable talk

Parents will be actively recruited to attend the following Parent Training Workshops: "Signing up for Parent Portal", "What is a GPA", "Applying For High School", "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". In addition, Social Emotional Learning workshops for families with diverse learners will be provided by Mindful Practices, a partner agency, each quarter and will include supports for family wellness.

Administration, ELA
ILT, Lead Literacy
Teacher, Math ILT,
Lead Math Teacher,
PAC, and BAC

Jul 1, 2016 to
Jun 30, 2017

Parent Meetings have been
scheduled.

On-Track

Parent engagement

Staff members will provide student workshops on understanding independent Fountas and Pinnell reading levels and XtraMath Fluency Levels as appropriate for students in grade levels kindergarten through eighth. Students will read 20 minutes each day after school and practice math fluency for 15 minutes each day after school.

(Blank)

select

Workshops are progressing as
planned.

On-Track

Student growth, Student accountability

Strategy 2

If we do...

If we implement a scientific, research-based Multi- Tiered System of Support (MTSS) Social Emotional Learning (SEL) model, matching general education, bilingual education, and diverse learners' needs to instruction and interventions,

...then we see...

then we see adults supporting student needs using an informed, ongoing approach for planning, implementation, and evaluation,

...which leads to...

which leads to a process through which children:
Develop awareness and management of their emotions, set and achieve important personal and academic goals.
Use social-awareness and interpersonal skills to establish and maintain positive relationships.
Demonstrate decision making and responsible behaviors to achieve school and life success.

Tags:
Climate and Culture

Area(s) of focus:
3

Action step

Responsible

Timeframe

Evidence for status

Status

School Based MTSS Teams and outside providers, including Mindful Practices and Community Schools, will collaborate and align with internal and external strategic resources and provide professional development to staff and families. Training will inform and model implementation of scientific, research based academic and SEL supports for all students as well as targeted groups of students.

MTSS Team,
Administration

Aug 1, 2016 to
Jun 30, 2018

A quote for Mindful Practices, a Social Emotional Learning Provider, has been received for the 2016 - 2017 school year. Beginning mid October 2016 Mindful Practices will provide targeted support to staff members, diverse learners and parents of diverse learners.

On-Track

SEL, Professional development, Restorative justice

A common school-wide process, CHAMPS, through which children develop awareness and management of their emotions, set and achieve important personal and academic goals will be implemented. The process will include whole group, targeted groups and individual instruction and family supports.

MTSS Team,
Administration

Sep 1, 2016 to
Jun 30, 2018

CHAMPS will continue during the 2016-2017 school year. Targeted groups for additional social emotional learning supports have been identified.

On-Track

MTSS

A MTSS Care Team and an additional MTSS Restorative Practices Team will meet one hour every two weeks to monitor and track achievement/behavior/attendance of identified students and subgroups and restorative practices such as Peace Circles.

MTSS Team,
Administration

Sep 27, 2016 to
Jun 30, 2018

A meeting schedule for the 2016 - 2017 school year has been set.

On-Track

Data analysis, Data tracking

Community Partners including Community Schools, will provide enrichment, SEL and academic supports in both the English language and Spanish language to targeted subgroups in addition to general education students and their families.

Community Schools
Resource
Coordinator,
Administration

Jul 1, 2016 to
Jun 30, 2018

2016 - 2017 will be year four of the four year Community Schools Grant.

On-Track

Family and Community Engagement, Community schools

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 and Restorative Justice Programs.

PAC, BAC, LSC, Administration

Jul 1, 2016 to Jun 30, 2018

The Dawes Student Handbook has been updated and include student expectations for the 2016 - 2017 school year. Our school website is updated on a regular basis.

On-Track

Student success

Strategy 3

If we do...

If we have a balanced assessment system which includes multiple measures (common curriculum assessments, common benchmark assessments, student work reviews) and is responsive to the needs of all students, including gifted learners, diverse learners and English learners.

...then we see...

then we will have actionable data to inform planning for instruction, academic supports, and resource allocation.

...which leads to...

which leads to a school-wide balanced assessment system which effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness.

Tags:

Balanced assessment, Common core alignment

Area(s) of focus:

2

Action step

Grade Level Literacy and Math Curriculum Maps which clearly articulate what skills students are expected to demonstrate at each grade level and tightly align those skills to the content that is presented will be developed by grade level teams during the summer of 2016. Balanced assessments will be built into the Literacy and Math Curriculum Maps and Standards Based Grading will be reflected in Gradebook.

Responsible

ELA ILT, Math ILT, and Administration

Timeframe

Jul 1, 2016 to Jun 30, 2018

Evidence for status

An application for curriculum team members was developed. Teacher applicants were selected. Consultants have been booked and dates have been selected for Literacy team.

Status

On-Track

Balanced grading and assessment, Balanced assessment, Standards based grading, Curriculum mapping

A Common Curriculum will be used at all grade levels. Grades kindergarten through third will use the following curriculum for literacy:
 Fountas and Pinnell Continuum of Literacy Learning Reading Program
 Heggerty Phonemic Awareness Program
 Sadlier Phonics
 Sadlier Vocabulary (grades 1st and 2nd only)
 Headsprout Kids Reading On-Line Program
 and the following curriculum for mathematics:
 Go Math
 Mathletics On-Line Program
 Xtra Math On – Line Program (grades 1st and 2nd only)

Each classroom will have a technology center with at least six Chromebooks available for student use.

ELA ILT, Math ILT, and Administration

Jul 1, 2016 to Jun 30, 2018

Curriculum materials in the building:
 Chromebooks for technology centers
 Fountas and Pinnell Continuum of Literacy Learning Reading Program and Guided Reading Sets, Heggerty Phonemic Awareness Program.
 XtraMath
 Headsprout Kids Reading On-Line Program
 Mathletics On-Line Program
 Sadlier Vocabulary and Phonics programs.

On-Track

Curriculum alignment

A Common Curriculum will be used at all grade levels. Grades Fourth and Fifth will use the following curriculum for literacy:
 Fountas and Pinnell Continuum of Literacy Learning Reading Program
 Modern Curriculum Press Phonics (fourth grade only)
 Sadlier Vocabulary
 Raz-Kids On-Line Program
 ThinkCerca On-Line Program (gifted fourth and fifth grade only)
 And the following programs for mathematics:
 Go Math
 Mathletics On-Line Program
 XtraMath On-Line Program

All fourth grade classrooms will have a technology center with at least six Chromebooks available for student use. All fifth grade students and gifted fourth grade students will have participate in the loaner Chromebook (1 to 1 program).

ELA ILT, Math ILT, and Administration

Jul 1, 2016 to Jun 30, 2018

Curriculum materials in the building:
 Chromebooks for technology centers in fourth grade and loaner Chromebooks for fifth grade and gifted fourth grade students.
 Fountas and Pinnell Continuum of Literacy Learning Reading Program and Guided Reading Sets,
 XtraMath
 Raz-Kids On-line Program
 Mathletics On-Line Program
 Modern Curriculum Press Phonics (4th Grade)
 Sadlier On-Line Vocabulary and ThinkCerca On-Line Program

On-Track

Curriculum alignment

A Common Curriculum will be used at all grade levels. Grade Sixth through Eighth will use the following curriculum for literacy Fountas and Pinnell Continuum of Literacy Learning Reading Program
 Sadlier Phonics
 Raz-Kids On-Line Program
 ThinkCerca On-Line Program
 And the following programs for mathematics:
 Go Math
 Mathletics On-Line Program
 XtraMath On-Line Program
 All sixth through eighth grade students participate in the loaner Chromebook (1 to 1 program)

ELA ILT, Math ILT, and Administration

Jul 1, 2016 to Jun 30, 2018

Curriculum materials in the building:
 Loaner Chromebooks for sixth, seventh and eighth grade students.
 Fountas and Pinnell Continuum of Literacy Learning Reading Program and Classroom Novel Sets
 XtraMath
 Curriculum needed:
 Guided Reading Sets
 Raz-Kidz
 Mathletics
 Sadlier On-Line Vocabulary and ThinkCerca On-Line Program

On-Track

Curriculum alignment

In addition to the core curriculum, Diverse Learners, Tier 2 Learners and Tier 3 Learners will access the following curriculum supports as appropriate for their academic levels:
 Fountas and Pinnel Leveled Literacy Intervention Program
 Moby Max Accelerated Personalized Learning On-Line Program.

Administration, Case Manager, Diverse Learner Staff

Jul 1, 2016 to Jun 30, 2018

Curriculum materials in the building:
 Fountas and Pinnell Leveled Literacy Intervention Program
 Curriculum needed:
 Six additional sets of Fountas and Pinnell Leveled Literacy Intervention Program.
 Teachers have written DonorsChoose Grants for:
 Moby Max Accelerated Personalized Learning On-Line Program (grant was funded by DonorsChoose)

On-Track

MTSS, Diverse Learners, Curriculum alignment

In addition to the grade level curriculum, English Learners will use the following curriculum supports as appropriate for their English proficiency levels:
 Guided Readers (Spanish Version)
 ThinkCerca (Spanish Version)
 Classroom Libraries (Spanish Version)
 Go Math (Spanish Version)

Administration, Bilingual Lead Teacher, English Learner Staff

Jul 1, 2016 to Jun 30, 2018

Curriculum materials in the building:
 Guided Readers (Spanish Version)
 Classroom Libraries (Spanish)
 Go Math (Spanish Version)
 Teachers have written DonorsChoose Grants for ThinkCera (Spanish Version)

On-Track

EI learners, Curriculum alignment

Common Benchmark Assessments will be used in grade levels kindergarten through eighth for both literacy and mathematics.
 The common literacy benchmark, Fountas and Pinnell BAS, will be given to all students in grades kindergarten through eighth at the end of each quarter during the school year.
 The common mathematics benchmark assessment, Mathletics, will be given at the end of each math unit and will assess the standards covered in the unit.

ELA ILT, Math ILT, and Administration

Jul 1, 2016 to Jun 30, 2018

Benchmark Assessments in the Building:
 Fountas and Pinnell BAS Professional Development needed for literacy teachers in fifth through eighth grade on BAS. Benchmark assessments is needed.
 Mathletics On-Line Program Professional Development for math teachers in grades kindergarten through fifth grade on Mathletic benchmark assessments is needed.

On-Track

Benchmark progress monitoring

<p>Diverse Learner, Tier 2 students and Tier 3 students will be assessed weekly or every ten days as appropriate using a common assessment for both literacy and mathematics. The common literacy assessment, Fountas and Pinnel Leveled Literacy Intervention Program and or HeadSprout will be given weekly or every ten days as appropriate. The common mathematics assessment, Mathletics and or Moby Max, will be given weekly or every ten days as appropriate.</p>	<p>Administration, Case Manager, Diverse Learner Staff</p>	<p>Jul 1, 2016 to Jun 30, 2018</p>	<p>Progress monitoring assessments in the building: Fountas and Pinnel Leveled Literacy Intervention Program. Professional development for Diverse Learner Staff in grades sixth, seventh and eighth is progressing as planned. Moby Max was funded through a teacher written DonorsChoose Grant. MTSS Professional Development for all Staff is progressing as planned.</p>	<p>On-Track</p>
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MTSS, Diverse Learners, Progress monitoring

<p>The EL Program curriculum and assessments will be aligned to all applicable Illinois Standards, including Spanish Language Arts (SLA) and WIDA English Language Development (ELD)/Early Language Development (E-ELD) consistently throughout preK-8th grade.</p>	<p>Administration, Bilingual Lead Teacher, English Learner Staff</p>	<p>Jul 1, 2016 to Jun 30, 2018</p>	<p>Professional development is needed for staff members who are new to the EL program and or seeking bilingual ESL certificates and or endorsements.</p>	<p>On-Track</p>
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Progress monitoring, EI learners

<p>Parent Portal and Student Portal: Staff will provide workshops for both parents and students on how to access the portals and the importance of tracking student progress on a weekly basis.</p>	<p>Administration, PAC, BAC, Classroom Teachers, Parents and Students</p>	<p>select</p>	<p>Parent Portal Work Shops have been Scheduled.</p>	<p>On-Track</p>
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Progress monitoring, Parent engagement, Student accountability

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Kindergarten through fifth grade teachers will participate in literacy professional development provided by: ELA ILT members CPS Rachel Dahl of Grace Educational Learner (Fountas and Pinnell) with a focus on: Balanced Literacy Scope and Sequence Planning Common Assessments Standards Based Grading Gradebook Using Student Data to Personalize Growth In-Class Observations and Coaching Gifted Learner Strategies (as appropriate) English Learner Strategies (as appropriate) Diverse Learner Strategies (as appropriate) Tags: Math, Academic, Professional development, Literacy, Parent engagement, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Cycles of professional learning, Balanced literacy, EI learners</p>	<p>ELA ILT, Lead Literacy Teacher and Administration</p>	<p>Jul 1, 2016</p>	<p>Jun 30, 2018</p>	<p>On-Track</p>

District priority and action step	Responsible	Start	End	Status
<p>✦ ELA, Social Science and Science teachers in grades sixth through eighth will participate literacy professional development provided by: ELA ILT Members CPS ThinkCerca with a focus on: Thematic Scope and Sequence Planning Across the Curriculum Blended Learning for Personalized Learning Common Assessments Using Student Data to Personalize Growth In-Class Observations and Coaching Gifted Learner Strategies (as appropriate) English Learner Strategies (as appropriate) Diverse Learner Strategies (as appropriate)</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Cycles of professional learning, Balanced literacy, EI learners</p>	ELA ILT, Lead Literacy Teacher and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Kindergarten through eighth grade teachers will participate in professional development provided by: Math ILT members CPS Mathletics Vendor Representatives With a focus on: Scope and Sequence Planning Implementation of Blended Learning Mathletics and Xtra Math On-Line Learning Programs Using Students Data from on-line programs and student work to Personalize Learning Common Assessments Growth In-Class Observations and Coaching Gifted Learner Strategies (as appropriate) English Learner Strategies (as appropriate) Diverse Learner Strategies (as appropriate)</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Math, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Data anaysis, EI learners</p>	Math ILT, Lead Math Teachers and Administration	Sep 6, 2016	Jun 30, 2018	On-Track
<p>✦ ELA and Math ILT members meet every other month. The focus areas of these ILT teams are : Monitoring CIWP Priorities related to improving instruction and student outcomes. Using timely and relevant data and evidence to inform decisions that improve instruction. Creating action items focused on improvements of the instructional core which are within the ILT's sphere of influence (such as professional development and peer observations) Tracking the success of those action items.</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Core Instruction, ILT, Cycles of professional learning, Accountability, Data tracking</p>	ELA ILT, Math ILT, and Administration	Aug 1, 2016	Jun 30, 2018	On-Track
<p>✦ Grade Level and Content Level Teachers Teams meet once a month for a three hour block of time. The purpose of these meetings are to: Use timely and relevant data and evidence, such as student work, to inform decisions that improve instruction. To participate in high quality professional development. To provide release time for peer observations within the building and in other CPS schools.</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Cycles of professional learning, Data analysis, Peer observation, High quality instruction/professional development</p>	ELA ILT, Math ILT, Lead Teacher, Lead Math Teachers, and Administration	Aug 30, 2016	Jun 30, 2018	Not started
<p>✦ Principal/Assistant Principal expertise in observing and analyzing instruction to support teacher growth will continue to be developed. Teachers will be provided with information and guidance to inform their development. Teachers will engage in reflection and self-assessment regarding their own performance. Teachers will receive differentiated support based on their experience and/or impact on student learning provided by ELA and Math school based coaches.</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Observations, Coaching, Accountable talk</p>	Administration, Lead Literacy Teacher	Sep 30, 2016	Jun 20, 2018	On-Track
<p>✦ Parents will be actively recruited to attend the following Parent Training Workshops: "Signing up for Parent Portal", "What is a GPA", "Applying For High School", "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". In addition, Social Emotional Learning workshops for families with diverse learners will be provided by Mindful Practices, a partner agency, each quarter and will include supports for family wellness.</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Parent engagement</p>	Administration, ELA ILT, Lead Literacy Teacher, Math ILT, Lead Math Teacher, PAC, and BAC	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Staff members will provide student workshops on understanding independent Fountas and Pinnell reading levels and XtraMath Fluency Levels as appropriate for students in grade levels kindergarten through eighth. Students will read 20 minutes each day after school and practice math fluency for 15 minutes each day after school.</p> <p>Tags: Math, Academic, Professional development, Literacy, Parent engagement, Student growth, Student accountability</p>				On-Track
<p>✦ School Based MTSS Teams and outside providers, including Mindful Practices and Community Schools, will collaborate and align with internal and external strategic resources and provide professional development to staff and families. Training will inform and model implementation of scientific, research based academic and SEL supports for all students as well as targeted groups of students.</p> <p>Tags: Climate and Culture, SEL, Professional development, Restorative justice</p>	MTSS Team, Administration	Aug 1, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ A common school-wide process, CHAMPS, through which children develop awareness and management of their emotions, set and achieve important personal and academic goals will be implemented. The process will include whole group, targeted groups and individual instruction and family supports.</p> <p>Tags: Climate and Culture, MTSS</p>	MTSS Team, Administration	Sep 1, 2016	Jun 30, 2018	On-Track
<p>✦ A MTSS Care Team and an additional MTSS Restorative Practices Team will meet one hour every two weeks to monitor and track achievement/behavior/attendance of identified students and subgroups and restorative practices such as Peace Circles.</p> <p>Tags: Climate and Culture, Data analysis, Data tracking</p>	MTSS Team, Administration	Sep 27, 2016	Jun 30, 2018	On-Track
<p>✦ Community Partners including Community Schools, will provide enrichment, SEL and academic supports in both the English language and Spanish language to targeted subgroups in addition to general education students and their families.</p> <p>Tags: Climate and Culture, Family and Community Engagement, Community schools</p>	Community Schools Resource Coordinator, Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Students will come to school on time, in uniform, and with the supplies needed to be successful each school day. Students will put forth their best effort each and every day. Students will record and track their progress in their Dawes Student Agenda Books. Students will access the student portal on a weekly basis. Students will promote a safe and respectful school climate by following the rules and guidelines in the Dawes Student Handbook and the CPS Student Code of Conduct. Students will actively engage in the Dawes CHAMPS and Restorative Justice Programs.</p> <p>Tags: Climate and Culture, Student success</p>	PAC, BAC, LSC, Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Grade Level Literacy and Math Curriculum Maps which clearly articulate what skills students are expected to demonstrate at each grade level and tightly align those skills to the content that is presented will be developed by grade level teams during the summer of 2016. Balanced assessments will be built into the Literacy and Math Curriculum Maps and Standards Based Grading will be reflected in Gradebook.</p> <p>Tags: Balanced assessment, Common core alignment, Balanced grading and assessment, Balanced assessment, Standards based grading, Curriculum mapping</p>	ELA ILT, Math ILT, and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ A Common Curriculum will be used at all grade levels. Grades kindergarten through third will use the following curriculum for literacy: Fountas and Pinnell Continuum of Literacy Learning Reading Program Heggerty Phonemic Awareness Program Sadlier Phonics Sadlier Vocabulary (grades 1st and 2nd only) Headsprout Kids Reading On-Line Program and the following curriculum for mathematics: Go Math Mathletics On-Line Program Xtra Math On – Line Program (grades 1st and 2nd only) Each classroom will have a technology center with at least six Chromebooks available for student use.</p> <p>Tags: Balanced assessment, Common core alignment, Curriculum alignment</p>	ELA ILT, Math ILT, and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ A Common Curriculum will be used at all grade levels. Grades Fourth and Fifth will use the following curriculum for literacy: Fountas and Pinnell Continuum of Literacy Learning Reading Program Modern Curriculum Press Phonics (fourth grade only) Sadlier Vocabulary Raz-Kids On-Line Program ThinkCerca On-Line Program (gifted fourth and fifth grade only) And the following programs for mathematics: Go Math Mathletics On-Line Program XtraMath On_Line Program All fourth grade classrooms will have a technology center with at least six Chromebooks available for student use. All fifth grade students and gifted fourth grade students will have participate in the loaner Chromebook (1 to 1 program).</p> <p>Tags: Balanced assessment, Common core alignment, Curriculum alignment</p>	ELA ILT, Math ILT, and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ A Common Curriculum will be used at all grade levels. Grade Sixth through Eighth will use the following curriculum for literacy Fountas and Pinnell Continuum of Literacy Learning Reading Program Sadlier Phonics Raz-Kids On-Line Program ThinkCerca On-Line Program And the following programs for mathematics: Go Math Mathletics On-Line Program XtraMath On_Line Program All sixth through eighth grade students participate in the loaner Chromebook (1 to 1 program)</p> <p>Tags: Balanced assessment, Common core alignment, Curriculum alignment</p>	ELA ILT, Math ILT, and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ In addition to the core curriculum, Diverse Learners, Tier 2 Learners and Tier 3 Learners will access the following curriculum supports as appropriate for their academic levels: Fountas and Pinnel Leveled Literacy Intervention Program Moby Max Accelerated Personalized Learning On-Line Program.</p> <p>Tags: Balanced assessment, Common core alignment, MTSS, Diverse Learners, Curriculum alignment</p>	Administration, Case Manager, Diverse Learner Staff	Jul 1, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ In addition to the grade level curriculum, English Learners will use the following curriculum supports as appropriate for their English proficiency levels: Guided Readers (Spanish Version) ThinkCerca (Spanish Version) Classroom Libraries (Spanish Version) Go Math (Spanish Version)</p> <p>Tags: Balanced assessment, Common core alignment, EL learners, Curriculum alignment</p>	Administration, Bilingual Lead Teacher, English Learner Staff	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Common Benchmark Assessments will be used in grade levels kindergarten through eighth for both literacy and mathematics. The common literacy benchmark, Fountas and Pinnell BAS, will be given to all students in grades kindergarten through eighth at the end of each quarter during the school year. The common mathematics benchmark assessment, Mathletics, will be given at the end of each math unit and will assess the standards covered in the unit.</p> <p>Tags: Balanced assessment, Common core alignment, Benchmark progress monitoring</p>	ELA ILT, Math ILT, and Administration	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Diverse Learner, Tier 2 students and Tier 3 students will be assessed weekly or every ten days as appropriate using a common assessment for both literacy and mathematics. The common literacy assessment, Fountas and Pinnel Leveled Literacy Intervention Program and or HeadSprout will be given weekly or every ten days as appropriate. The common mathematics assessment, Mathletics and or Moby Max, will be given weekly or every ten days as appropriate.</p> <p>Tags: Balanced assessment, Common core alignment, MTSS, Diverse Learners, Progress monitoring</p>	Administration, Case Manager, Diverse Learner Staff	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ The EL Program curriculum and assessments will be aligned to all applicable Illinois Standards, including Spanish Language Arts (SLA) and WIDA English Language Development (ELD)/Early Language Development (E-ELD) consistently throughout preK-8th grade.</p> <p>Tags: Balanced assessment, Common core alignment, Progress monitoring, EL learners</p>	Administration, Bilingual Lead Teacher, English Learner Staff	Jul 1, 2016	Jun 30, 2018	On-Track
<p>✦ Parent Portal and Student Portal: Staff will provide workshops for both parents and students on how to access the portals and the importance of tracking student progress on a weekly basis.</p> <p>Tags: Balanced assessment, Common core alignment, Progress monitoring, Parent engagement, Student accountability</p>	Administration, PAC, BAC, Classroom Teachers, Parents and Students			On-Track

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.

NCLB Program

NCLB 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.

NCLB 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

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

Parent Plan

Parent Involvement Policy

Complete

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

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

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

Each September Dawes School holds a morning Parent Advisory Council, Bilingual Advisory Council Meeting and Local School Council Meeting to inform parents of our school's participation in NCLB, Title I programs. The Annual Title I Informational Meeting will be held on September 13, 2016. The Annual Title I Organizational Meeting will on October 18, 2016. 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.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

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.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

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.

Parents are provided with BAS, NWEA MAP, NWEA MPG, ACCESS, and PARCC assessment results in the form of a written parent report as soon as they are made available to the school. Reports are sent home with students and or distributed during report card pick-up conferences.

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 NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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 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 in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

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

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

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

A weekly "Brown Envelop" is sent home each Thursday with each child in the building. 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 involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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, September 1, 2016 and Friday, September 2, 2016. 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 9, 2016 and on Wednesday, April 19, 2017, report card pick-up days. Additional conferences will be scheduled at parent and or teacher request throughout the school year.

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 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. 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 Stafings (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 with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental 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 Involvement Funds to support your Parent Involvement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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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.	\$	4766	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1700	.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)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	700	.00
54205	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.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
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 be used only by parents.	\$	Amount	.00