

# Dewey Elementary Academy of Fine Arts 2020-2022 plan summary

## Team

Name	Role	Email	Access
Rosa Rodriguez	Instructional Coach	rrodriguez176@cps.edu	Has access
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Harrison Baker	Resident Principal	hbaker6@cps.edu	No Access

## Team Meetings

Date	Participants	Topic

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.

- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make safe practice an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Our mission and vision are constantly communicated to our staff, students and families. We have them in our Dewey handbook, have posters in every classroom and school hallways. As a staff we always try to highlight small wins during our monthly PLCs, and monthly staff huddles. We analyze whole school data and classroom data together and find the victories in our data and celebrate them. Teachers who are contributors to our whole school goals have been recognized in the past with certificates in staff meetings.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** At Dewey we partner with the following organizations: After School All Stars (after school program for PreK-8th grade students), SPARK (internship

program for 7th graders), Academy Group (student mentoring- 3rd grade), Purple Asparagus (healthy food education- 2nd grade), Pilot Light (food integrated units of study- 7th& 8th grade), Museum of Contemporary Art, City Year, Museum of Mexican Art (art residency- 2nd grade).

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**  
[https://docs.google.com/spreadsheets/d/12eRHm5vLmeKKz\\_DslsRMa3BICpa8adq7t7Lpt02H0IQ/edit?usp=drive\\_web&oid=100197866113097713567](https://docs.google.com/spreadsheets/d/12eRHm5vLmeKKz_DslsRMa3BICpa8adq7t7Lpt02H0IQ/edit?usp=drive_web&oid=100197866113097713567) As an ILT we create a Semester long PD plan for each grade band and PD type. We hold bi-weekly cluster meetings and monthly PLCs for all of our staff. Teachers are divided into cluster bands to ensure that they can get learning that is appropriate for their grade and content, i.e., PreK, K, 1-2 Math, 1-2 ELA, 3-6 Math, 3-6 ELA, 7-8 and Specials.
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** As an admin team (Principal, AP, Head teacher and Instructional coach) we participate in learning walks and use our walk through tools to gather data on teacher practice and student learning. The feedback is shared with teachers and used to help push their practice.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 3 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
- 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**  
[https://docs.google.com/spreadsheets/d/12eRHm5vLmeKKz\\_DslsRMa3BICpa8adq7t7Lpt02H0IQ/edit#gid=446438047](https://docs.google.com/spreadsheets/d/12eRHm5vLmeKKz_DslsRMa3BICpa8adq7t7Lpt02H0IQ/edit#gid=446438047) . Our assessment calendar is made in the BOY to ensure we are following the CPS windows. This assessment calendar is shared with teachers so that they are in the know. We closely monitor our teacher's grading policies and share best practices during PD. Our current On-Track Data is at 60%.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Our MTSS committee is lead by our 3rd grade math teacher and is directly supported by our principal. They meet monthly, their latest meeting was on 1/28/20.

- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 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
  - **Evidence:** On Saturday, December 17 our school counselor and other staff were able to take qualifying 8th graders to take the selective enrollment test. Our school counselor conducted one on one meetings with each 8th grade and their families in order to complete the HS application process.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**  
[https://schoolreports.cps.edu/SchoolProgressReport\\_2019/English/ElementaryProgressReport2019/SPR19\\_ES\\_609885.pdf](https://schoolreports.cps.edu/SchoolProgressReport_2019/English/ElementaryProgressReport2019/SPR19_ES_609885.pdf) Results of the 2019 5E Survey shows that our school culture & climate is Well Organized.
- 1 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:**  
[https://docs.google.com/document/d/1ypn6xtsCI2eMhGD2xUWU\\_neeE9XoUzE8tbzL39CzxJU/edit](https://docs.google.com/document/d/1ypn6xtsCI2eMhGD2xUWU_neeE9XoUzE8tbzL39CzxJU/edit) Our 8th grade students love to advocate for changes in the school as well as organize events. The flier attached above is one of their most recent projects, they planned a spirit week for our school and created the advertisement for it. They then presented it to the principal for approval.
- 3 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence:** Per the 2019 5E results our school supportive environment was rated as strong.  
[https://schoolreports.cps.edu/SchoolProgressReport\\_2019/English/ElementaryProgressReport2019/SPR19\\_ES\\_609885.pdf](https://schoolreports.cps.edu/SchoolProgressReport_2019/English/ElementaryProgressReport2019/SPR19_ES_609885.pdf)
  - 3 - Supportive and Equitable Approaches to Discipline
    - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence:**  
[https://schoolreports.cps.edu/SchoolProgressReport\\_2019/English/ElementaryProgressReport2019/SPR19\\_ES\\_609885.pdf](https://schoolreports.cps.edu/SchoolProgressReport_2019/English/ElementaryProgressReport2019/SPR19_ES_609885.pdf) Per the 2019 5E results our school supportive environment was rated as strong.
  - 3 - Family & Community Engagement
    - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 3 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).
    - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
    - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 3 Partner equitably with parents speaking languages other than English
    - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
    - **Evidence:**  
<https://drive.google.com/drive/folders/15UGIGoD3uaju8QciVRNhhPNmnNygQrvx>  
As a school we make it a priority to be in constant communication with our students and their families. We send home 'Thursday folders' weekly which contain important handouts that parents need. Those handouts include fliers and invitations to school events. We recently had our Family Literacy Night on January 23rd and communicated this event via fliers sent home in 'Thursday Folders', phone blasts, word of mouth and on our social media pages.
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# School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Attendance for students with IEPs.
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Root Cause 1	Connection between attendance and educational success is not apparent to students or their families and furthermore has not always been messaged or reinforced by all of the students' teachers.
Area of Critical Need 2	Literacy attainment among 2nd grade male students.
Root Cause 2	Lack of quality professional development and coaching for teacher around data analysis.
Area of Critical Need 3	Math attainment among 2nd grade female students.
Root Cause 3	The coaching priority was focused on teaching strategies and curriculum implementation and did not provide room for building the teacher's knowledge of the standards and how to plan strong rigorous instruction.

**Vision metrics**

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: Attendance Rate  This metric was selected because we feel that attendance has such an impact on academic success. In order for students to succeed in their academics they must be present in school everyday to receive high quality education.	Students with IEPs		95.00	96.00
Vision: NWEA Attainment G2 (Math)  This metric was selected because we want to help get more of our 2nd grade female students on grade level.	Female		20.00	30.00
Vision: NWEA Attainment G2-8 (Math)  This metric was selected because we want to help get more of our male students in grades 2-8 on grade level.	Male		40.50	45.00
(Blank)				
(Blank)				

### Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

### Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

## Strategies

### Strategy 1

If we do...	prioritize developing primary teachers around the science of teaching kids how to read through research-based professional development and provide PD around deep standards (analyzing text) studies that will translate to effective instruction for all tiers
Then we see...	teachers building their instructional capacity
which leads to...	stronger core and small group instruction being planned and delivered to students that will allow us to achieve 75% attainment among 2nd grade male students.
Budget Description	We would need to have extensive PD for the teacher around the 2 strands of ELA, teaching students how to read and teaching students how to analyze text through the common core state standards which can be provided by their instructional support/admin. Professional Development Consultants/vendors might be an option and something that we will look into. Textbooks- on best practices for a balance primary literacy block.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Researching PD providers that focus on primary literacy.</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> <li>(Not started) Planning the Summer SY20-21 PD Scope &amp; Sequence and communicating it to teachers.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> <li>• (Not started) Create PD plan for SY 20-21. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Weekly informal observation cycle for Primary Team. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>• (Not started) Create observational tool used for data collection Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> <li>• (Not started) Re-evaluate PD Plan for Semester 2 of SY 20-21 based on data collected through the walk-through tool. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps</li> </ul>
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**Strategy 2**

If we do...	target diverse learners' attendance by identifying tiered attendance structures based on percentages
Then we see...	targeted conversations with diverse learners regarding their success and their attendance
which leads to...	increasing their sub-category's attendance percentage from 93.68% to 96.06%
Budget Description	
Tags	OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create a system to identify groups of students within the 3 tiers of attendance. Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) Targeted attendance conversations with DL students and their families during the first few weeks of school. Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) Q1 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance Tags:OSSE: Attendance &amp; Truancy</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Q2 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) Q3 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) Q4 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) End of Q1 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) End of Q2 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) End of Q3 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve  Tags:OSSE: Attendance &amp; Truancy</li> <li>• (Not started) End of Q4 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve  Tags:OSSE: Attendance &amp; Truancy</li> </ul>
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**Strategy 3**

If we do...	prioritize high-quality and consistent professional learning with an emphasis on deepening teacher content knowledge by focusing on the mathematical shifts, standards and curriculum internalization
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Then we see...	an improvement in teacher practice and the effectiveness of mathematics instruction (school-wide)
which leads to...	improved student outcomes and ultimately, increased student attainment.
Budget Description	Teachers will need professional development, we are looking to conduct some in house but might also need to allocate funds to Professional Development Consultants/vendors. In the study of the standards and curriculum internalization we might also want to purchase digital resources for teachers (Eureka's Digital Suite).
Tags	Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop PD plan (topics &amp; scope) Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) New Teachers will attend New Teachers Math PD provided by our network. Tags:Teacher Leader Development &amp; Innovation: New Teachers</li> <li>• (Not started) Begin implementation of PD plan with PLCs Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Collect qualitative data around Q1, Q2, Q3 &amp; Q4's learning. Tags:</li> <li>• (Not started) Commit to a T&amp;L cycle using an assessment aligned to the standards for Q1, Q2, Q3 &amp; Q4. Tags:</li> <li>• (Not started) Continue implementation of PD Plan with PLCs for Q2, Q3 &amp; Q4. Tags:</li> </ul>

# Action Plan

## Strategy 1

Researching PD providers that focus on primary literacy.

May 11, 2020 to Jun 30, 2020 - Miggins, Reynolds & Rodriguez

Planning the Summer SY20-21 PD Scope & Sequence and communicating it to teachers.

May 01, 2020 to May 29, 2020 - Miggins, Reynolds & Rodriguez

Create PD plan for SY 20-21.

Jun 29, 2020 to Aug 14, 2020 - Miggins, Reynolds & Rodriguez

Weekly informal observation cycle for Primary Team.

Sep 14, 2020 to Dec 18, 2020 - Reynolds

Create observational tool used for data collection

Jun 29, 2020 to Aug 21, 2020 - Miggins, Reynolds & Rodriguez

Re-evaluate PD Plan for Semester 2 of SY 20-21 based on data collected through the walk-through tool.

Nov 16, 2020 to Dec 01, 2020 - Miggins, Reynolds & Rodriguez

## **Strategy 2**

Create a system to identify groups of students within the 3 tiers of attendance.

Sep 30, 2020 to Oct 02, 2020 - Attendance team, Reynolds, Lewis, Hayes

Targeted attendance conversations with DL students and their families during the first few weeks of school.

Sep 07, 2020 to Oct 23, 2020 - DL teachers, homeroom teachers, Hayes, Reynolds, Lewis

Q1 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance

Oct 09, 2020 to Oct 16, 2020 - Hayes, Reynolds, Lewis, DL teachers, HR teachers

Q2 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance

Jan 04, 2021 to Jan 08, 2021 - Hayes, Reynolds, Lewis, DL teachers, HR teachers

Q3 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance

Mar 15, 2021 to Mar 19, 2021 - Hayes, Reynolds, Lewis, DL teachers, HR teachers

Q4 Progress report conversation about attendance with stakeholders and the student and implement targeted support for those off-track with attendance

May 31, 2021 to Jun 04, 2021 - Hayes, Reynolds, Lewis, DL teachers, HR teachers

End of Q1 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve

Nov 18, 2020 to Nov 18, 2020 - DL teacher, HR teacher, Lewis, Reynolds

End of Q2 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve

Feb 08, 2021 to Feb 12, 2021 - DL teacher, HR teacher, Lewis, Reynolds

End of Q3 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve

Apr 21, 2021 to Apr 21, 2021 - DL teacher, HR teacher, Lewis, Reynolds

End of Q4 conversation with stakeholders and the student to compare and contrast to celebrate improvement or troubleshoot ideas to improve

Jun 14, 2021 to Jun 22, 2021 - DL teacher, HR teacher, Lewis, Reynolds

### **Strategy 3**

Develop PD plan (topics & scope)

Jun 29, 2020 to Jul 31, 2020 - Connaghan, Watkins, Koker

New Teachers will attend New Teachers Math PD provided by our network.

Aug 10, 2020 to Aug 21, 2020 - new math teachers, Koker

Begin implementation of PD plan with PLCs

Sep 07, 2020 to Nov 06, 2020 - Math teachers, Connaghan, Watkins, Koker

Collect qualitative data around Q1, Q2, Q3 & Q4's learning.

Sep 07, 2020 to Jun 04, 2021 - Connaghan, Watkins, Koker

Commit to a T&L cycle using an assessment aligned to the standards for Q1, Q2, Q3 & Q4.

Sep 07, 2020 to Jun 04, 2021 - math teachers, Koker, Connaghan, Watkins,

Continue implementation of PD Plan with PLCs for Q2, Q3 & Q4.

Nov 09, 2020 to Jun 11, 2021 - math teachers, Koker, Connaghan, Watkins,

### **Fund Compliance**

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

Dewey will review data from various internal assessments, as well as, state and national assessments to determine student needs.

**Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Dewey has established instructional support programs, to include partnerships with the Achievement Network and City Year, to provide targeted support and interventions specific to each individual student's learning needs.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Dewey will implement research based interventions during small group instruction, in which students will be grouped according to their instructional reading level and/or math readiness level. All students will have access to small-group instruction during the W.I.N. blocks which are held daily for 45 minutes. Students will be assessed using a reading assessment to determine instructional and independent reading levels. This will assist in maximizing the effectiveness of guided reading and independent reading times for students.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

All grade levels have intervention minutes incorporated into their schedules, which equates to 45-min daily in reading and math respectively. Additionally, all students below grade level will have access to



tutoring through after-school homework help, targeted intervention supports and social emotional supports through SGA interns.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

Dewey posts our vacancies on multiple platforms and also utilize our social media platform to further market our school. Dewey has a hiring process that requires a submission of a resume, cover letter and professional resumes. Then, the candidates are invited to participate in an interview with Dewey's hiring team. Following the interview, the candidate conducts a demo lesson and references are contacted. Upon official extension of the offer, resumes, cover letters and credentials are reviewed, including highly qualified status.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Throughout the year, Dewey will provide PD to staff on various topics including Common Core Core Standards, the use of formative assessments and data analysis related to students' learning progress and other topics as relevant.

**Strategies to increase parent involvement, such as family literacy services.**

Dewey will coordinate parent involvement opportunities, such as Family Literacy Nights, Family Math Nights and other events throughout the school year to increase parental involvement.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Dewey will develop a transition plan for preschool students and their families to help with their preparation for Kindergarten. Within the transition plan, it will include specific timelines, tasks and activities to prepare students and their families.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Teacher input will be gathered frequently throughout the year via grade level cluster meetings, PLCs and surveys.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

The bi-weekly grade level cluster meetings will provide an opportunity for teachers to identify students in need of additional support. Additionally, these meetings will be used to determine the appropriate strategies that will be implemented within a timely manner to effectively assist the students.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing**

**programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

These programs are coordinated and integrated by the administrative team through regular meetings.

## **ESSA Targeted Assistance Program**

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### **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

Parents will be involved in plans and policies by way of inviting parents to the meeting in which those decisions are made, where parents can collaborate with teacher teams to help make the appropriate revisions.

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

Dewey will organize and communicate all parent meetings and parent engagement events that will be held monthly. Families will be notified in advance via monthly calendar and Thursday folders to encourage their attendance and participation.

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

**to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

All suggestions, comments and concerns will be reviewed by the School Culture Committee. The committee will effectively collaborate on rather the suggestions are applicable for the current school year or not and create ways in which they can be implemented. Implementations suggestions will be then brought to the admin team for final approval.

**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.**

During quarterly report card parent-teacher conferences, teachers will provide parents with a data folder including data from all State assessments as well as any other additional assessments that are being given. If any testing performance reports do not align to report card pick up windows (such as MOY) communication will be sent home reporting students' progress and performance.

**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.**

Parents will be provided with a list of teachers with the status of their child's teachers.

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

The Child Parent Centers' Parent Resource Teacher will lead workshops to inform and educate parents around the content, standards and how to support their child's progress.

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

The Child Parent Centers' Parent Resource Teacher will lead workshops to inform and educate parents around technology and ways to support their child's academic achievement. This will also be accomplished through family engagement events such literacy, math and/or science nights.

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

During the beginning of the year professional development, the scope will include opportunities to support teachers in their understanding of a classroom communication system (ie Dojo, Google Classroom, etc). Teachers will also be able to collaborate with parents during beginning of year regularly scheduled events, such as the Back to School Picnic and Open House.

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

Dewey's Child Parent Center Parent Resource Teacher is responsible for ensuring that all parents are participating and actively involved in their child's education. The Parent Resource Teacher conducts weekly parent workshops to train parents on how to be involved in their child's learning process. We are prioritizing for this involvement and engagement to be widespread across both buildings. We are going to make volunteer opportunities within the school more visible through designated locations in the buildings and through the monthly newsletter. There are also opportunities for the parents to attend school data nights, school assemblies and various activities that are planned for parent participation.

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

We will utilize our Thursday flyer system to ensure that all communications are consistent and visible at all times and in all places that are accessible for parents including the school website, marquee, newsletter, robo calls and weekly Thursday folders. All information will also be communicated in both English and Spanish for our ELL families.

### Policy Implementation Activities

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

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

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

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

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

N/A

### School-Parent Compact (Complete)

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

At Dewey School of Excellence, we are committed to always operating in excellence. We will develop all scholars into college bound graduates, and model citizens through rigorous, engaging instruction, a strong and diverse enrichment program, and a strong school, community, and family partnership. We will lean heavily on these systems to ensure we are meeting the needs of all our scholars in their journey through high school and college graduation. By establishing an inclusive Dewey School community, we will build trust, develop leaders, and promote life-long learning and success for all scholars, families, and staff.

**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.**

Parent-teacher conferences will be held on report card pick up dates in which parents and grade level teachers meet to discuss student academic progress in both reading and math, rit scores, attainment, attendance and current interventions being provided by grade level teachers. This year we will begin working on having scheduled appointments for PTC. \*Tentative dates:(Q1) November 18th, (Q2) Feb 10/12, (Q3)April 21st and (Q4) June 21/22.

If remote learning happens in the Fall, parent teacher conferences will be held virtually upon guidance from the district.

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

When?

Attendance report - monthly  
NWEA report - 3 times (BOY, winter and spring)  
On track report - every 5 weeks  
Progress reports - every 5 weeks  
Report cards - every 5 weeks  
IEP report cards - quarterly

How?

This year we will begin to create a system that will make our report dissemination as clear as possible. We will work to create a clear protocol that will be explained to teachers, students and families and will remain consist for the remaining school year. We would also like to hold a parent university to educate parents on the various reports being sent home. We want our parents to be able to fully understand and speak to the reports being shared with them.

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

Plan A: Teachers will provide us with their preferred dates/times for office hours.  
Plan B: In the case of remote learning appointments will be scheduled per CPS guidelines.

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

We will establish Eagle Parent University to collect a pool of parents for volunteering opportunities. Volunteering opportunities will be posted at the school and shared digitally with parents. We aim to provide at least 2x/year for parents to visit and observe classroom activities.

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

Parents will register for parent portal and also have access to the school's communication tool (ie. Dojo, Google Classroom, etc) - based on grade level. The school will provide study guides (when appropriate/applicable) for end of unit assessments that are coming up 2-3 weeks before the exam. Implement ?curriculum night? as open house focus to outline key learnings from each grade level and accompanying parent resources.

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

The LSC and PAC will include key agenda items around important decisions for the school. These meetings will be conducted monthly and publicized using the school calendar. There will be a LSC/PAC as a section on the website to centralize communication.

**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).**

Develop student council with each student council member on an ILT committee. Require students to come to conferences with their parents. Collaboration with Leader In Me.

## Parent Budget (Complete)

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

Dewey will focus on engaging more parents and families through monthly parent events aligned to classroom work and quarterly conferences. As a result of this heightened engagement, we intend to garner improved student outcomes evidenced by 96% attendance, 50th percentile attainment in reading and math on NWEA MAP. Training topics will include CCSS, our school curriculums (Creative Curriculum, CKLA, Eureka Math), setting daily/night time routines at home, and financial literacy.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$900.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> 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)	\$428.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00