

# Charles Gates Dawes Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/10/2020		CIWP Overview

## 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

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Dawes School vision is posted in the main lobby of the school, on the Dawes website, in each child's agenda book, and shared at every staff, parent and community meeting. Over 98% of Dawes teachers and students responded to the Charles Gates Dawes 2019 5Essentials Performance survey. The survey data reports Program Coherence to be well-organized for improvement at Dawes School. Three of the components, Effective Leaders, Collaborative Teachers and Involved Families were found to be Strong, while one component, Supportive Environment was found to be neutral at Dawes. One component, Ambitious Instruction, was found to be Very Strong. 97% of Dawes teachers received the highest rating of Distinguished in the CPS Framework for Teaching areas 4d. Growing and Developing Professionally and 4e. Demonstrating Professionalism on their most recent REACH evaluations. The school principal and assistant received the highest rating of Distinguished in all areas on their most recent CPS Performance Standards for School Leaders. All Dawes core subject area teachers work in one or more Professional Learning Communities (PLC). These communities meet weekly and or bi-weekly with administration and members of leadership teams for data reviews, designing curriculum, unit planning, professional development and coaching. In addition, staff members participate in PLC's within Network 10, across networks and outside of CPS. PLC agendas provide evidence of productive collaboration within teams while school data shows positive outcomes for students. We continue to partner with Erikson for early childhood math, DePaul University for elementary math, and The Reading Department/ Rachel Dahl for balanced literacy instruction.
- 4 - Structure for Continuous Improvement
  - 4 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
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 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
- 4 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:** The ELA PD focus for the past three school years has been the implementation of Balanced Literacy in the Classroom. Kindergarten through fourth grade staff were supported by an outside literacy consultant for the past 5 years, but starting in 2019 grades 4-8th started working with the literacy consultant. General education teachers in grades 4-8th meet with a consultant ten-twelve times throughout the school year to learn implementation of balanced literacy components. This school year teachers in grades 4-8th started the implementation of strategy groups, independent reading, conferencing and classroom libraries. The onsite coaching for literacy for grade levels fourth through eighth included:
  - Grade level meetings to introduce new instructional techniques
  - Observation and feedback on the implementation of their balanced literacy program
  - Modeling and discussion of the implementation of their balanced literacy program
  - Focus topics included: the structure and implementation of book clubs, strategy group, conferring, classroom libraries, strategy groups.
  - Regular email and/or phone support for leadership
  - Debrief meeting and/or coaching summary and email follow-up after each onsite session.
 In addition to the PD provided, the 4th and 5th grade teachers are participating in a principal directed PLC further reviewing and practicing ELA techniques learned with the literacy consultant. The principal participated in a professional learning community focused on supporting math instruction as well. Diverse Learner and English Learner (EL) staff participated in off-site professional development with a focus on word study. Our bilingual teachers attended PD via the Bilingual Conference to learn about strategies to support our EL students. Our Diverse Learner Instructors and English Language Learner instructors also are provided with additional time to meet regarding instruction planning, conferring and IEP development. Three of our teachers are Wilson Level I certified and attended year-round PD to learn Wilson interventions. Two of those three teachers continued to attend PD for Wilson level II and are currently working towards their Level II certification. The Math PD focus for the 2019-200 School Year was small group instruction, math talks, and number sense. Pre-Kindergarten and Kindergarten teachers participated in professional development led by a trainer from the Erikson Institute. First Grade through Eighth grade teachers and Diverse Learner teachers participated in PD with DePaul University. Coaching included:
  - Grade level meetings to introduce new instructional techniques.
  - Modeling and discussion of the implementation of the math fluency programs.
  - Focus topics included: whole group mini-lessons, guided math implementation, math talks, formative assessment, access and cognitive demand.
 Three members of our staff attended training and were certified in CPR/AED. Our SECA's, teachers and clinicians attended PD at the beginning of the year on strategies to support emotion regulation with an outside consultant from Flaghouse on how to use the

Snoezelen room. Teachers received training during grade level meetings and SECAS were trained during principal directed PD on de-escalation and crisis intervention. Additionally, the SECA's attended the Safety training at the beginning of the year to further support utilization of de-escalation interventions with our diverse learners and general education students. Our teachers received training in the 2018-2019 school year on the use of Calm Classroom and during the 2019-2020 school year have continued the daily implementation of Calm Classroom strategies school wide. The results of the 2019 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, Strong" "Involved Families: The Entire Staff Builds Strong External Relationships, Strong" "Supportive Environment: The School Is Safe, Demanding, And Supportive, Neutral. According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 4 out of 5 Essentials indicate that Dawes School is more likely to: "improve student learning and attendance year after year;" "keep their

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 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:** Dawes School has implemented the Math and English Language Arts Common Core State Standards at each grade level. Staff, students and parents are aware of the expectations across the curriculum. Unit plans have been completed at each grade level in the area of Mathematics and in grades 6th through 8th in the area of English Language Arts (ELA) for all students including ELL students and diverse learners. A year-long ELA curriculum map has been written by teachers in grades kindergarten through eighth. The plan is reviewed and adjusted every ten weeks. Middle School NGSS Science, and Social Studies units have also been developed. In addition, unit plans have been designed for Art, Music, Physical Education and Technology. Units are developed using a team approach and are reviewed by teacher peers. According to NWEA and BASS literacy scores, more students are making attainment since implementing a Balanced Literacy approach in ELA. A year long math curriculum map is being created by each grade level. Whole group instruction, an increase of common assessments, and gaps in the curriculum are evolving. The math committee is currently reviewing instructional strategies and curriculum supports. A PLC has been created with DePaul for teachers in grades first through eighth, which includes additional schools from the network. A PLC with Erickson Institute has been established with pre-school and kindergarten. Although Student Rights and Responsibilities infractions are low, there continues to be a need for intervention

with some of our diverse learners. A sensory room, equipped by Snoezelen, has been created with the support of grants to provide a safe calm space for some of our high risk behavior students. Our diverse learner staff participated in professional development to learn how to use the equipment to enable to students to de-escalate behaviors.

- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 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
  - 4 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 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:** Kindergarten through 8th and Technology: Students in grades 4th through 8th each have their own Chromebooks. Each classroom in grades kindergarten through 3rd including resource classrooms have at least eight Chromebooks with microphoned headphones. All classrooms have a teacher laptop, projector and document camera. Two technology labs have a class set of computers with microphoned headphones. Literacy: A fully stocked literacy room is available to literacy teachers at all grade levels and includes all components of Balanced Literacy. Teachers are currently writing grants for additional resources specific to their students such as the Foundations and Wilson Reading programs. Fountas and Pinnell Leveled Literacy Intervention and BAS assessments show students are making good progress with these programs. Moby Max, an online program, with a built-in progress monitoring tool, is currently being used by several middle school and diverse learner teachers. The following curriculum has been used during the past few school years. Literacy Pre-Kindergarten through Fifth Grade Professional Development: Teachers participated in multiple year-long cycles of learning professional development on an implementation of Guided Reading as part of a Balanced Literacy Program since 2015. This school year the cycle was expanded to include Confering, independent reading, strategy groups, and book clubs from grades fourth through eighth. Teaching Strategies Curriculum: is currently used in our blended pre-kindergarten classrooms. We have introduced the Fountas and Pinnell Continuum for Learning for pre-school last school year. Fountas and Pinnell BAS Assessment: We will continue to use the BAS assessment for students in grades kindergarten through sixth and students in grades seventh through eighth who score below the 24%ile on the NWEA. We currently have enough kits for the assessment this year. We will need to purchase additional Wilson supplies to implement Foundations and Just Words. However, we will need to purchase renewal online teacher licenses for the 2020-2021 for Moby Max, Think Cerca, Mathletics, Sadler, and other request on-line programs. 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. We will expand the use of these programs next school year. Sadlier Phonics, Grammar, and Vocabulary were used across grade levels this school year. ThinkCerca will be used by all fifth through eighth grade students for

reading and writing. Sadlier Vocabulary was used by fifth through eighth grade students this school year. The online version was selected. This version can be adjusted to meet the needs of both advanced level and below level students. Teachers are writing grants to provide this curriculum for their students. Additional On-Line Literacy Programs such as ABCya, and StarFall are utilized in the classroom. Math Kindergarten through Eighth Go Math, an approved CPS math curriculum, will continue to be the core math program at all grade levels. The books are available in Spanish for our ELs. Pre-kindergarten and kindergarten have worked closely with a consultant from Erickson Institute this school year using The Big Idea book. Additional materials may need to be purchased to implement small group math instruction. X-tra Math: The school-wide math focus was Math Fluency. We will continue this focus for next year. Students are using the free online X-tra Math program to practice their fluency in basic addition, subtraction, multiplication and division. Mathletics is an online program used in grades kindergarten through eighth. Courses consist of topics based on domains, clusters, and standards. Activities within each topic provide adaptive practice and each topic has pre and post-assessment. Mathletics contains an extensive library of eBooks for use on screen or as a printable resource. eBooks are also mapped to the requirements of the Common Core. Dawes middle school teachers are most familiar with Mathletics. We will continue to use Mathletics during the 2020-2021 School year. Additional On-Line Progress monitoring On-Line Program Moby Max: An adaptive online curriculum for both ELA and Math will be available grades kindergarten through eighth. This program was piloted by several diverse learner teachers this school year. A school-wide license has been secured for the 2019 - 2020 school year. SEL: We continue to implement Mindful Practices and the Calm Classroom Curriculum school-wide. Arts: Dawes was awarded the Disney Grant, a partnership with the Goodman Theater, for students in grades three through five. Both the music and art teacher have written and received multiple grants this school year. Both classrooms are well stocked with instruments and materials. The Music teacher wrote and won the VH1 Save the Music Grant. This grant will provide instruments for either a Mariachi Band or a Marching Band. The art teacher would like a kiln. We may possibly receive one from another school but will need to consider installation costs. STEM: The FUSE grant was written and awarded to the middle school students at Dawes. Multiple STEM grants were granted through DonorsChoose this school year. Additional grants will be written for next school year.

- 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
  - 4 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
  - 3 Utilize assessments that measure the development of academic language for English learners

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 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:** Unit plans and curriculum maps include multiple measures of assessments. However, individual teacher grade books do not always reflect these assessments. Balanced assessments and grading are evident in primary grade levels, but are not evident in all intermediate and middle school grade levels. Balanced Assessment and Grading continues to be a focus this school year. However, current data suggests additional support will be needed for targeted staff during the 2020-2021 school year.
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 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)
  - 4 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)
  - 3 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)
  - 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 4 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:** In addition to the core curriculum provided by the general education teacher, careful planning has allowed for a student schedule which is based on student needs that reach beyond universal instruction. Co-teaching between the general education teacher, special education teacher and bilingual teacher at all grade levels allows our students with the greatest support needs to be taught in small groups by multiple instructors. School teams from across the network have come to Dawes School to view our co-teaching model. A ?Walking MTSS? model allows students the opportunity to be instructed at their targeted goals. Tier 2 students in grades kindergarten through sixth, receive an additional 30 minutes of instruction Monday through Thursday each week in a researched-based literacy program. All staff members have attended professional development where they learned strategies to promote student growth in the following areas: Use social-awareness and interpersonal skills to establish and maintain positive relationships. Demonstrate decision making and responsible behaviors to achieve school and life success. Behavioral Health Team members meet one hour every other week to monitor and track achievement, attendance, and infractions of identified students and subgroups. Information is shared with all stakeholders on a bi-weekly schedule. The MTSS team also meet weekly to review academic referrals for students in need of additional support. The MTSS Team and Behavioral Health Team collaborate and align with internal and external strategic resources and provide professional development to staff and families. Dawes School has



created a process through which children develop awareness and management of their emotions and set and achieve important personal and academic goals. The process includes whole group, targeted groups and individual instruction. Over the past three years, restorative practices such as community service and peace circles have increased while suspensions have decreased. Our school also invested in a Snoezelen room to support students learning emotion regulation. Every student from Pre-K through eighth grade has gone into the room at least once to learn strategies for emotion regulation. Students identified via BHT or MTSS are also assigned to have time in the snoezelen room to support their transitions during the day. Our MTSS and BHT teams include administration, two social workers, school psychologist, school counselor, case manager, lead ELA teacher, and our bilingual lead. Communication with parents related to assignment to intervention is communicated via the notice of assignment form. MTSS and BHT teams review data at the BOY, MOY and EOY as well as quarterly to review progress of interventions. Teachers were trained in the Calm Classroom curriculum and are implementing daily as a universal strategy.

- 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:** 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 and the bilingual teacher. Additional screening dates are set up for kindergarten students in August. On the last day of school, students receive their report cards and then walk to their new classroom in the next grade. Students meet their teachers and are presented with summer information packets. When the students are dismissed from their new classroom, teachers walk out with their children to meet any parents who may be picking their children up. Open House is scheduled over two days in the fall prior to the first day of school. High School Fairs and visits begin in the fall for 7th and 8th graders and continue until spring each year. Ten parent/student workshops were held at Dawes School for seventh and eighth grade students and their parents. Workshop topics included "Understanding Your Child's GPA, Parent Portal and Selecting a High School for your Child. Last year 97% of our 8th grade algebra students passed the CPS Algebra Exit Exam. Our school counselor together with the middle school staff work with our students to complete Naviance activities and tasks. Middle school student participates in four quarters of coursework of their choice in the area of STEM, Arts, and Physical Education/Health. Community Schools provides before school and after school opportunities for all students in kindergarten through grade eight as well as parent workshops and family activities each quarter. An additional full-time school social worker and partnerships with organizations such as Mindful Practices, Chicago Blackhawks, FUSE, Goodman Theater, and Advocate Hope Hospital all support student and family success. The results of the 2019 5Essentials Performance Survey indicate that Instruction: Classes are challenging and engaging, Very Strong. Collaborative Teachers: Teachers Collaborate to Promote Professional Professional Growth, Strong. Involved Families: The Entire Staff Builds Strong

Essential Relationships. Strong. Dawes School is Very Strong and/or Strong in 4 of the 5 Essentials indicate that Dawes School is more likely to improve student learning and attendance each year and keep their teachers.

## 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:** The students and staff continue to participate in the Kindness Challenge since 2018. Students and staff nominate peers who they observed doing an act of kindness. The acts are then announced weekly over the school wide intercom system. Our above 95% attendance rate illustrates most of our students regularly attend school. Students continue to volunteer their time in the morning before the start of school to work, supervise, and/or tutor younger students during breakfast time. There is an established Behavioral Health Team, since January of 2014, that meets two times per month to review, discuss, and work collaboratively to meet the needs of our students. Students participate in activities such as Check-in Check-out, peer counseling groups, peace circles, anger coping groups, after school tutoring, and outside therapy sponsored by Pilsen Wellness Center and Metropolitan Family Services. Our full time bilingual social worker works to ensure our students and families are supported emotionally. Additional CPD security officers serve as mentors to our middle school students. Events such as our "staff-student" basketball, volleyball, and soccer games in addition to our year round Community Schools program offer students the opportunity to positively connect with a high number of staff members in a variety of school settings. The results of the 5Essentials Performance Surveys over past few years indicate that Dawes School "Well Organized" for improvement. Ambitious Instruction: Classes are challenging and engaging, Very Strong. Collaborative Teachers: Teachers Collaborate to Promote Professional Professional Growth, Strong. Involved Families: The Entire Staff Builds Strong Essential Relationships. Strong. Dawes School is Very Strong and/or Strong in 4 of the 5 Essentials indicate that Dawes School is more likely to improve student learning and attendance each year and keep their teachers.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** 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: National Honor Society,

Spanish, Math Help, Writing Club and Book Club. Sports programs such as: Black Hawk Hockey Clinics, Girls on the Run, Martial Arts and IYS Soccer. Arts Enrichment Programs such as Common Threads Family and Student cooking classes, Drum Line, Guitar, Goodman Theater Disney Musical Program, Photography, Dance for k-2 students and Arts and Crafts. Civic opportunities such as Student Service Clubs, National Junior Honor Society, Student Representative Members of PAC and BAC. Dawes School is a Community Schools grant winner and program participant since 2013. 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. The results of the 2019 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. Strong" "Involved Families: The Entire Staff Builds Strong External Relationships. Strong" "Supportive Environment: The School Is Safe, Demanding, And Supportive. Neutral" According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 4 out of 5 Essentials indicate that Dawes School is more likely to: "improve student learning and attendance year after year;" "keep their teachers." In addition to the programming offered to students before, during and after school, during the elections we hold mock elections for our students to be able to experience a vote. Our community liaison engages students and parents in surveys each year to allow voice and choice related to program offerings.

- 4 - 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)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 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:** 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. Two parents are employed as part-time workers to provide additional support in the primary modular unit each day. A full time bilingual social worker meets with students and provides parent workshops on topics such as Cyber Safety. Free dental exams and teeth cleaning for our children are provided each school year. Yearly eye exams eye and free prescription glasses are provided to qualifying students. To assist families in need, CEDA visits our school and provides support to qualified families with utility bills. The Parent Advisory and Bilingual Council host a variety of community information meetings throughout the school year and include such topics as: Childhood Obesity, Teen Depression, and Immigration Support. School administration visit homes throughout the school year if parents are unable to come to school. Dawes School is recognized as a Certified Healthy School. No outside food and a peanut free menu keep our students with allergies safe from allergic reactions during school hours. The Asthma Van visits Dawes School each month and

provides care to our students with asthma. Partnerships with local hospitals provide our families with free physicals and immunizations. Areas of Need The school has no elevator, nor is the main entrance ADA accessible. The school lunchroom is located in the school basement and cannot accommodate large numbers of students. As a result, the school must have six lunch periods with groups of students passing through one narrow staircase and basement hallway. The lunchroom is not ADA accessible. A building addition with an above ground cafeteria which is large enough to accommodate our student population and is ADA accessible is needed to provide a safe learning environment for our students. The results of the 2015 5Essentials Performance Survey indicate that Dawes School is "Well-Organized" for improvement. "Ambitious Instruction: Classes are challenging and engaging. Very Strong" "Effective Leaders: Principal and Teachers Implement a Shared Vision For Success. Strong" "Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Strong" "Involved Families: The Entire Staff Builds Strong External Relationships. Strong" "Supportive Environment: The School Is Safe, Demanding, And Supportive. Strong" According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 4 out 5 Essentials indicate that Dawes School is more likely to: "improve student learning and attendance year after year;" "keep their teachers.

- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** 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. Peace Circles and Restorative Practices are now in place at Dawes School. In comparison with district averages, Dawes school is well below for the average for disciplinary action. Our diverse learners will continue working with a consultant from Mindful Practices, both the diverse learner staff and students will participate weekly 20 minute session of Mindful Practices during the 2019-2020 school year. In addition to Mindful Practices, Dawes recently created a Snoezelen room and students are offered opportunities to utilize the room to regulate emotion to help de-escalate and prevent discipline. Each classroom was also provided with supplies for a calm corner where students are able to go for a break as an alternative response to aggressive behaviors. The mindful practices partnership has also expanded to include groups for 4-8th grade general education students. The staff has received training on the Calm Classroom curriculum and implements use daily to offer students an opportunity to practice emotion regulation and reset after transitions. The school also meets weekly for both BHT and with the MTSS teams to review referrals for disciplines and assign tiered supports as necessary. The Dashboard Data from taken from January 2019 shows a downward trend for disciplinary referrals as well as in/out of school suspensions compared to the last two years. 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. Strong ? Involved Families: The Entire Staff Builds Strong External Relationships. Strong ? Supportive Environment: The School Is Safe, Demanding, And Supportive. Neutral According to the 5Essentials Performance Survey. The fact that Dawes School is Very Strong and/or Strong in 4 out 5 Essentials indicate that Dawes School is more likely to: ? improve student learning and attendance year after year; ? keep their teachers.

- 3 - Family & Community Engagement
  - 4 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)
  - 4 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
  - 4 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:** 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, Monthly Parent Advisory and Bilingual Council Meetings, and 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, Class Field Trips Chaperone Opportunities, Dawes Fun Fair Volunteer Opportunities, Parent Technology Classes, Parent Zumba Classes, Family Cooking Classes, and Family Field Trips. Dawes Website provides up-to-date information about up-coming student events, parents involvement opportunities, staff information and family friendly websites. ? ASPEN 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, health and wellness, and building projects. Parent input is encouraged at parent meetings and also through surveys. Suggestions are implemented regularly. Some suggestions that have been implemented recently include: Summer Programs for

Students, Parent selected topics and guest speakers at monthly parent meetings. A full time Chicago Public Schools security guard is present at the front door to welcome parents. The Dawes School lobby includes a fish tank and seating for parents and guests. The Principal has an "Open Door Policy" and meets with parents on a daily basis.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	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	Literacy attainment in grades pre-k through 2nd
Root Cause 1	Although literacy attainment has increased each year over the past 3 years in grade 2 after the implementation of balanced literacy, the lack of a common researched based Phonics program in grade levels pre-k through 2nd has resulted in 20% of of kindergarten and 1st grade students participating in MTSS during the school year.
Area of Critical Need 1	Math growth in grades 3rd through 8th with a focus on our diverse learner population.
Root Cause 2	Lack of high quality planning time between gen ed and teachers of students identified as diverse learners.
Area of Critical Need 3	Reading growth in grades 3rd through 8th with a focus on our diverse learner population.
Root Cause 3	Lack of high quality planning time between gen ed and teachers of students identified as diverse learners.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		70.00	75.00
We chose this metric because 20% of students in kindergarten and first grade qualify for and are enrolled in MTSS programs such as Fountas and Pinnel LLI, and Wilson. Although the programs have been successful in closing the GAP, we would like to focus on the core literacy program in grades pre-kindergarten through second grade as these grades				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>are the foundation for school-wide literacy attainment. We have implemented Foundations, a research based phonics program in grades kindergarten and first grade. We plan to extend the program to pre-k and second grades during the 2020-2021 school year. We believe the phonics/word student program will decrease the need for interventions and increase attainment. The students entering second grade in 2021-2022 will have had three years of instruction</p>				
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>We chose this metric because we have made a shift in math instruction in grades 1st through 8th this school year. Gen ed and DL teachers in these grade levels are participating in a PLC led by DePaul University with a focus on the TRU dimentions. We may see a dip in overall student group growth as our staff and students move towards more powerful classroom practices. One of the Tru dimentions we will focus on is equitable access to mathematical practices for all. Our 9% growth school in our Students with IEP's subgroup compared with our 70% growth metric for our Overall subgroup indicates more focus must be placed on our Students with IEPs in the area of math.</p>	Overall		70.00	72.00
	Students with IEPs		25.00	50.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>We chose this metric because 20% of students in kindergarten and first grade qualify for and are enrolled in MTSS programs such as Fountas and Pinnel LLI, and Wilson. We piloted Foundations phonics with EL classrooms in grades kindergarten through third over the past three years. Kindergarten and first grade EL students during year one. Kindergarten, first and second grade EL classrooms in year 2 and Kindergarten, first, second and third grade EL classrooms in year 3. Over the three year pilot, EL student BAS scores increased as well as NWEA scores. This led us to expand the phonics program to our gen ed populattion. Foundations was taght in gen ed kindergarten and first grade this school year. It will be expanded to grades pre-k and second next year and expanded to third grade the following year. We believe including foundations phonics with our</p>	Overall		70.00	75.00
	EL		61.00	66.00



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
balanced literacy program in the primary grades will provide a solid foundation for the following grades in literacy.				
(Blank)				
(Blank)				

**Required metrics (Elementary) (33% 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> Dawes School has received an overall rating of Well Organized for the past five years. Student Teacher Trust under the area of Supportive Environment has remained Neutral for the past four years. This indicates more professional learning in the area of SEL is needed for staff and additional programs in the area of SEL are needed for students.					

**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...	If we design cycles of professional learning that are grounded in research on adult learning and essential elements of effective professional development that shifts practice
Then we see...	then we see an increasing impact on teacher and staff practice

which leads to...	which leads to effective teachers/staff members, well developed school-wide instructional leaders, and increased growth and attainment results in math and literacy as measured by BAS, NWEA, SEL and ACCESS data.
Budget Description	Teacher Release Time: Teacher Salaries-Substitutes Teacher Release Time: Teacher Salaries-Extended Day Consultants: Services Professional Consultants Workshops:Seminars, Fees, Subscriptions, Professional Memberships
Tags	Arts Education: Embedding the Arts School-Wide, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, OLCE, OSEL: Supportive School Environment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) All teachers, SECA's, and teacher assistants will participate in remote learning professional development during the 2020 school year. Optional Professional development will be provided during the months of July and August. The professional development will focus on GOOGLE certification and proficiency in the select platforms being used at grade bands.  Tags:Family &amp; Community Engagement, Arts Education: Equitable Access to the Arts, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access</li> <li>• (Not started) In 2020-2021 at Dawes School the literacy coaching and support will be multi-focused. Teachers in pre-K, including teachers of DL and EL students will engage in support in balanced literacy instruction. Teachers in fourth-eighth grades will engage in coaching support in Reading Workshop. In pre-k, teachers will develop and deepen best practices in Interactive Read Aloud, Shared Reading, and Independent Reading with conferring with a focus on developmentally appropriate practice. Fourth-eighth grade teachers, including teachers of DL and EL students will develop and deepen best practices in Reading Workshop focused on mini lesson instruction, Independent Reading with a focus on small group teaching, and Book Clubs. We will continue to collaborate with school leaders to develop a school-wide balanced literacy strategy that is comprehensive, vertically aligned and responsive to student needs. With all teacher teams, we will be engaging in professional learning as well as the coaching cycle of observation, coaching and feedback. Professional learning sessions will occur during teacher preparation times and consist of reading or video-watching, discussion, and proposed application to classroom practice. These sessions will facilitate learning new instructional techniques including remote learning instruction and build professional community. In-classroom coaching will be asset-based. The coach and teacher work together as partners to improve literacy instruction, the capacity of teachers' repertoire of tools, as well as student engagement and empowerment. Coaching will typically follow this structure: classroom visit, debrief, plan for continued implementation. Classroom visits will be lesson observation, co-teaching, and/or demonstration teaching. At the end of the cycle, teachers will be asked to reflect on their experiences and learning. Cost: \$1300/day with 19 total days for a total of \$24,700. Teachers will also be offered the opportunity to attend additional off site literacy workshops offered through the Chicago Literacy Group. Workshop: cost average \$250 per day plus the cost of substitute teacher coverage \$150. Two primary Diverse Learner teachers will take</li> </ul>

courses to become language based practitioners in WRS during the 2020-2021 school year with certification expected by June of 2022.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Math teachers in grades 1st through 8th together with the DL and EL teachers who serve students in these grades will participate in a Math PLC in partnership with DePaul University and Cassell School. The goal of this PLC is: To build and expand teacher capacity to provide powerful mathematics instruction grounded in the Teaching for Robust Understanding of Math (TRU Math) Dimensions and in alignment with the Common Core State Standards for Mathematics (CCSSM) and district priorities, with an emphasis on collaborative practice within and across schools. Building on what we did during the 2019 - 2020 school year we will create opportunities to have each of the 3-grade band teams participate in 8 school-based PLC sessions scheduled throughout the year. The grade band teams currently consist of all teachers who teach math in grades 1-8. The teams are Primary 1st-2nd, Intermediate 3rd-5th, and Upper 6th-8th. Professional learning will include: 4 - two hour Grade Band Team meeting -- Once per quarter for each of the 3-grade band team 4 - two-hour Collaborative Coaching Sessions -- Once per quarter for each of the 3-grade band team Cassell/Dawes Professional Learning Days: 2 ? Half-day sessions that will be scheduled during the summer and/or on SIP days. The cost will be approximately \$25,000.00 for the DePaul partnership. Additional funding will be allocated for sub coverage and teacher extended day.

Tags:Math: Rigorous Tasks, Math: Equitable Access

- (Not started) Five teachers at a variety of grade levels will participate in an English as a Second Language (ESL) PLC. Professional development coursework is reflective of participating teachers' students' cultural, economic, and linguistic backgrounds. ESL PLC members will learn to navigate the complexities involved with teaching students from different cultures and backgrounds. They will apply learned strategies that address the barriers to meaningful instruction that our student learners of a second language often encounter. Each course costs approximately \$350. In addition, Bilingual teachers at all grade levels are encouraged to attend an annual Bilingual Conference. The cost of the conference is \$250 plus the cost of substitute teacher coverage \$150.

Tags:OLCE

- (Not started) Ongoing professional learning in the areas of targeting literacy interventions will increase teacher capacity to provide targeted support to students at risk and also identified DL. Three teachers will be trained in the Literacy Intervention, Just Words by Wilson. Five teachers will be trained in the Literacy Intervention, Foundations by Wilson. Two teachers will be trained in the Literacy Intervention, WRS by Wilson. Teacher collaboration/planning time both after school and during the summer will result in a closer analysis of student data and the development of high-quality curriculum and lesson plan development. Teacher release time during the school day to attend professional development, plan and observe peers will increase teacher capacity in the areas of math and reading (Sub coverage \$150 per day, Foundation and Just Words workshops cost

	<p>approximately \$300 per person and WRS training costs approximately \$1000 per person.)</p> <p>Tags:ODLSS: Instructional Quality</p>
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**Strategy 2**

If we do...	If we provide a Multi-Tiered System of Supports framework for delivering high-quality, differentiated instruction and targeted support for all students? academic, social and emotional, and health/wellness needs in all school and classroom settings
Then we see...	then we see staff and parents who are engaged in the Problem Solving Process (PSP) to plan effective, high quality first instruction and Social Emotional Learning (SEL) supports for ALL students (Tier I) and targeted students (Tier II & III) early and effectively. Students feel welcome, supported and respected in school by both peers and adults.
which leads to...	Students who have social and emotional skills, to persevere through challenges, manage frustration, build relationships and make responsible decisions. These skills allow students to persist with rigorous work, work collaboratively, and to set goals for college and career as measured by the number of students accepted to select enrollment high schools, number of students successfully receiving "pass and high pass" on the algebra exit exam, NWEA, ACCESS, BAS and 5Essentials survey.
Budget Description	Teacher Release Time: Teacher Salaries-Substitutes Teacher Release Time: Teacher Salaries-Extended Day Consultants: Teacher Salaries Part Time Academic MTSS Providers/Retired Teachers, Services Professional Consultants, Services Professionals, Administration Salary, Full-Time Bilingual Social Worker Salary, Full Time Literacy Teacher Coach Salary, Reduced Class Size Teacher Salaries, Curriculum Material
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identified below level students in the area of reading will participate in a pull-out Leveled Literacy Intervention program implemented by part-time, DL, and or general education teachers. The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to: Advance the literacy learning of students not meeting grade-level expectations in reading Deepen and expand comprehension with close reading Elevate the expertise of teachers Increase reading volume by engaging students in large amounts of successful daily reading Increase student engagement with books that build knowledge Intervene with small groups of struggling readers to maximize growth Meet the needs of struggling readers Monitor student progress.</li> </ul> <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum &amp; Instruction</p>

- (Not started) EL students in grades preschool through third grade who are enrolled in the grade level bilingual classroom will use the Wilson Foundations program as a Tier 1 prevention support. Students will receive a systematic program in critical foundation skills, emphasizing: Phonemic awareness Phonics/ word study High frequency word study Reading fluency Vocabulary Comprehension strategies Handwriting Spelling EL Students in grades 4th through 8th who are enrolled in the bilingual program with an access level of 4 points or below will receive Tier II instruction, Just Words by Wilson. Just Words® is a highly explicit, multi-sensory decoding and spelling program for students in grades 4-12. Both programs will be implemented by staff members who have been trained in Foundations and Just Words teaching strategies.

Tags: MTSS, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE

- (Not started) Students who do not progress in the area of literacy using LLI, Foundations, and or Just Words will be recommended of Tier 3 Wilson Reading System (WRS). WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Three Dawes diverse learner teachers, one of whom is also a certified bilingual teacher, are certified language based therapists in WRS. Two additional bilingual diverse learner teachers will begin the coursework to become certified during the 2020-2021 school year.

Tags: MTSS, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Mindful Practices, a Tier II SEL MTSS support, will continue to support off track behavior students including our DL students. In addition, seventeen SECA's and two teacher assistants completed thirty hours of coursework during the pandemic shut-down and received a Certificate of Training from Mindful Practices. Training included: Effective tools to authentically connect with students of all backgrounds Knowledge on HOW to implement SEL and mindfulness and the WHY behind these critical skills Time for reflection, self-care and community building with peers from across the school community. SECA's and teacher assistants will lead their students and or classrooms in daily Mindful Practice activities at the start of each school day, after transitions and during unstructured time such as lunch and recess.

Tags: MTSS, OSEL: Supportive School Environment

- (Not started) A full time assistant principal and a full time social worker will be funded to reduce the number of students who are off track due to attendance, academic and or social emotional issues. Both staff members will be members of the Dawes Behavioral Health Team (BHT) and will work to improve academics and SEL with students, staff and parents.

Tags: MTSS: Family and Community Engagement, OSEL: Supportive School Environment

	<ul style="list-style-type: none"> <li>(Not started) Small groups of targeted students, including IEP DL students, will be eligible to participate in after school tutoring four hours per week, using research based strategies such as Writing Units of Study, Foundations, Just Words, Fountas and Pinnell Continuum and Book Clubs, Erikson math and Mathletics to increase student growth and close gaps created during the pandemic shut-down in the areas literacy and math. In addition, small group instruction of targeted student, including IEP, and DL students, will be eligible to participate for two hours per day, four days a week for four weeks during the month of August using research based strategies such as Foundations, Just Words, Fountas and Pinnell Continuum LLI and Book Clubs, and Erikson math and Mathletics will decrease pandemic learning loss and increase student readiness in the areas of literacy and math.</li> </ul> <p>Tags:MTSS</p>
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**Strategy 3**

If we do...	If we create a climate and culture that supports partnerships with parents and community organizations
Then we see...	engaged families who have the skills to support their children's learning, both at home and at school
which leads to...	families who are able to access remote learning using technology, students with more positive attitudes toward school, students who feel safe at school, increased attendance, better grades, and enrollment in programs which promote the arts.
Budget Description	Grant Supports, Teacher and ESP Salaries Extended Day, Three Part Time Security Positions, Technology Funds, Seminar Fees, Services Professional, Field Trips and Transportation, Supplies, Community Schools Partnership
Tags	Relational Trust, Arts Education: Equitable Access to the Arts, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Community Partnerships, OECE: PK Family Engagement, Safety & Security
Action steps	<ul style="list-style-type: none"> <li>(Not started) Parent Advisory Council officers, Bilingual Advisory Committee officers, our Community Schools resource coordinator, our lead bilingual teacher and our full time social worker are the members of an action team tasked with developing and implementing many programs, including: ? Workshops and related outreach activities for parents on topics such as remote learning, digital learning, monitoring student progress through accessing Parent Portal, improving their child?s reading techniques and math skills. ? A monthly school activity calendar and school newsletter for families that includes parent tips, homework and study habit skills posted on the Dawes School website. ? A Welcome Packet for new families that includes a friendly introduction to the school, information on school programs, community resources, and specific actions parents can take to help their student succeed in school. ? A ?Learning At Home? component that includes interactive homework and other curriculum-linked or enrichment activities. ? A Parent Skills Interest Survey to find out how parents would like to participate in our school.</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) School Administration will continue to maintain partnerships with our current partners including: Pilson Wellness Center, DonorsChoose, Community Schools, Advocate Christ Medical Center and Advocate Children's Hospital, Mobile Care Chicago Asthma Van, Vision For Chicago Eye Glass Program, Common Threads/Small Bites, Saint Xavier University, and the 18th Ward Office. New partnerships with a focus on the arts have already and will continue to be formed and additional parent involvement opportunities will be created through additional fine and performing arts programs. We have found that forming one partnership always leads to additional contacts which lead to additional partnerships. Our staff and parents are well practiced in recruiting additional resources for our school. Some of our existing arts partners are: Mindful Practices, Dancing with Class, Common Threads, VH1 Save The Music, Reggies Rock Club, International Music Foundation, Chicago Symphony Orchestra and our new three year partnership with Goodman Theater, Disney Musical in Schools. School Administration will increase partnerships by adding at least two partners per year during this plan who will support the academic and social emotional needs of our students.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) All students will be given a google username and password in grades prekindergarten through 8th. Family webinars will be developed and shared with all families at the beginning of each school year and will include: How CPS students sign in using a user name and password Dawes School Website Navigation Basics Google Classroom Basics Dawes School's Grade Band Platform Basics How a parent can open a google email account for themselves.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) All students in grades third through eighth grade will have a Chromebook issued to them for both in-school and home use at the beginning of the school year. Students in grades prekindergarten through second with have a chrome book center in their classroom and will learn to access their grade-band digital learning platforms independently. Additional Chromebooks will be available for at home use by students in grades prekindergarten through second if at home learning is required.</li> </ul> <p>Tags:</p>
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# Action Plan

## Strategy 1

In 2020-2021 at Dawes School the literacy coaching and support will be multi-focused. Teachers in pre-K, including teachers of DL and EL students will engage in support in balanced literacy instruction. Teachers in fourth-eighth grades will engage in coaching support in Reading Workshop. In pre-k, teachers will develop and deepen best practices in Interactive Read Aloud, Shared Reading, and Independent Reading with conferring with a focus on developmentally appropriate practice. Fourth-eighth grade teachers, including teachers of DL and EL students

will develop and deepen best practices in Reading Workshop focused on mini lesson instruction, Independent Reading with a focus on small group teaching, and Book Clubs. We will continue to collaborate with school leaders to develop a school-wide balanced literacy strategy that is comprehensive, vertically aligned and responsive to student needs. With all teacher teams, we will be engaging in professional learning as well as the coaching cycle of observation, coaching and feedback. Professional learning sessions will occur during teacher preparation times and consist of reading or video-watching, discussion, and proposed application to classroom practice. These sessions will facilitate learning new instructional techniques including remote learning instruction and build professional community. In-classroom coaching will be asset-based. The coach and teacher work together as partners to improve literacy instruction, the capacity of teachers' repertoire of tools, as well as student engagement and empowerment. Coaching will typically follow this structure: classroom visit, debrief, plan for continued implementation. Classroom visits will be lesson observation, co-teaching, and/or demonstration teaching. At the end of the cycle, teachers will be asked to reflect on their experiences and learning. Cost: \$1300/day with 19 total days for a total of \$24,700. Teachers will also be offered the opportunity to attend additional off site literacy workshops offered through the Chicago Literacy Group. Workshop: cost average \$250 per day plus the cost of substitute teacher coverage \$150. Two primary Diverse Learner teachers will take courses to become language based practitioners in WRS during the 2020-2021 school year with certification expected by June of 2022.

Jul 01, 2020 to Jun 30, 2022 - Principal Assistant Principal Lead Literacy Teacher

Math teachers in grades 1st through 8th together with the DL and EL teachers who serve students in these grades will participate in a Math PLC in partnership with DePaul University and Cassell School. The goal of this PLC is: To build and expand teacher capacity to provide powerful mathematics instruction grounded in the Teaching for Robust Understanding of Math (TRU Math) Dimensions and in alignment with the Common Core State Standards for Mathematics (CCSSM) and district priorities, with an emphasis on collaborative practice within and across schools. Building on what we did during the 2019 - 2020 school year we will create opportunities to have each of the 3-grade band teams participate in 8 school-based PLC sessions scheduled throughout the year. The grade band teams currently consist of all teachers who teach math in grades 1-8. The teams are Primary 1st-2nd, Intermediate 3rd-5th, and Upper 6th-8th. Professional learning will include: 4 - two hour Grade Band Team meeting -- Once per quarter for each of the 3-grade band team 4 - two-hour Collaborative Coaching Sessions -- Once per quarter for each of the 3-grade band team Cassell/Dawes Professional Learning Days: 2 ? Half-day sessions that will be scheduled during the summer and/or on SIP days. The cost will be approximately \$25,000.00 for the DePaul partnership. Additional funding will be allocated for sub coverage and teacher extended day.

Jul 01, 2020 to Jun 30, 2022 - Principal Assistant Principal Math Team

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

Jul 01, 2020 to Jun 30, 2022 - Principal Assistant Principal Bilingual Lead Teacher



Ongoing professional learning in the areas of targeting literacy interventions will increase teacher capacity to provide targeted support to students at risk and also identified DL. Three teachers will be trained in the Literacy Intervention, Just Words by Wilson. Five teachers will be trained in the Literacy Intervention, Foundations by Wilson. Two teachers will be trained in the Literacy Intervention, WRS by Wilson. Teacher collaboration/planning time both after school and during the summer will result in a closer analysis of student data and the development of high-quality curriculum and lesson plan development. Teacher release time during the school day to attend professional development, plan and observe peers will increase teacher capacity in the areas of math and reading (Sub coverage \$150 per day, Foundation and Just Words workshops cost approximately \$300 per person and WRS training costs approximately \$1000 per person.)

Jul 01, 2020 to Jun 30, 2022 - Principal Assistant Principal Lead Literacy Teacher

All teachers, SECA's, and teacher assistants will participate in remote learning professional development during the 2020 school year. Optional Professional development will be provided during the months of July and August. The professional development will focus on GOOGLE certification and proficiency in the select platforms being used at grade bands.

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal

## **Strategy 2**

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

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal, Lead Literacy Teacher

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

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal, Bilingual Lead Teacher

Students who do not progress in the area of literacy using LLI, Foundations, and or Just Words will be recommended of Tier 3 Wilson Reading System (WRS). WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and

require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Three Dawes diverse learner teachers, one of whom is also a certified bilingual teacher, are certified language based therapists in WRS. Two additional bilingual diverse learner teachers will begin the coursework to become certified during the 2020-2021 school year.

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal, Lead Literacy Teacher

Mindful Practices, a Tier II SEL MTSS support, will continue to support off track behavior students including our DL students. In addition, seventeen SECA's and two teacher assistants completed thirty hours of coursework during the pandemic shut-down and received a Certificate of Training from Mindful Practices. Training included: Effective tools to authentically connect with students of all backgrounds Knowledge on HOW to implement SEL and mindfulness and the WHY behind these critical skills Time for reflection, self-care and community building with peers from across the school community. SECA's and teacher assistants will lead their students and or classrooms in daily Mindful Practice activities at the start of each school day, after transitions and during unstructured time such as lunch and recess.

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal

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

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Small groups of targeted students, including IEP DL students, will be eligible to participate in after school tutoring four hours per week, using research based strategies such as Writing Units of Study, Foundations, Just Words, Fountas and Pinnell Continuum and Book Clubs, Erikson math and Mathletics to increase student growth and close gaps created during the pandemic shut-down in the areas literacy and math. In addition, small group instruction of targeted student, including IEP, and DL students, will be eligible to participate for two hours per day, four days a week for four weeks during the month of August using research based strategies such as Foundations, Just Words, Fountas and Pinnell Continuum LLI and Book Clubs, and Erikson math and Mathletics will decrease pandemic learning loss and increase student readiness in the areas of literacy and math.

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### **Strategy 3**

Parent Advisory Council officers, Bilingual Advisory Committee officers, our Community Schools resource coordinator, our lead bilingual teacher and our full time social worker are the members of an action team tasked with developing and implementing many programs, including: ? Workshops and related outreach activities for parents on topics such as remote learning, digital learning, monitoring student progress through accessing Parent Portal, improving their child?s reading techniques and math skills. ? A monthly school activity calendar and school newsletter for families that includes parent tips, homework and study habit skills posted on the Dawes School website. ? A Welcome Packet for new families that includes a friendly introduction to the school, information on school programs, community resources, and specific actions parents can take to help their student succeed in school. ? A ?Learning At Home? component that includes

interactive homework and other curriculum-linked or enrichment activities. ? A Parent Skills Interest Survey to find out how parents would like to participate in our school.

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal, Community Schools Resource Lead

School Administration will continue to maintain partnerships with our current partners including: Pilson Wellness Center, DonorsChoose, Community Schools, Advocate Christ Medical Center and Advocate Children's Hospital, Mobile Care Chicago Asthma Van, Vision For Chicago Eye Glass Program, Common Threads/Small Bites, Saint Xavier University, and the 18th Ward Office. New partnerships with a focus on the arts have already and will continue to be formed and additional parent involvement opportunities will be created through additional fine and performing arts programs. We have found that forming one partnership always leads to additional contacts which lead to additional partnerships. Our staff and parents are well practiced in recruiting additional resources for our school. Some of our existing arts partners are: Mindful Practices, Dancing with Class, Common Threads, VH1 Save The Music, Reggies Rock Club, International Music Foundation, Chicago Symphony Orchestra and our new three year partnership with Goodman Theater, Disney Musical in Schools. School Administration will increase partnerships by adding at least two partners per year during this plan who will support the academic and social emotional needs of our students.

Jun 30, 2020 to Jun 30, 2022 - Principal, Assistant Principal

All students will be given a google username and password in grades prekindergarten through 8th. Family webinars will be developed and shared with all families at the beginning of each school year and will include: How CPS students sign in using a user name and password Dawes School Website Navigation Basics Google Classroom Basics Dawes School's Grade Band Platform Basics How a parent can open a google email account for themselves.

Jul 01, 2020 to Jun 30, 2022 - Principal, Assistant Principal

All students in grades third through eighth grade will have a Chromebook issued to them for both in-school and home use at the beginning of the school year. Students in grades prekindergarten through second will have a chrome book center in their classroom and will learn to access their grade-band digital learning platforms independently. Additional Chromebooks will be available for at home use by students in grades prekindergarten through second if at home learning is required.

Jul 01, 2020 to Jul 01, 2022 - Principal, Assistant Principal

## **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.**

A comprehensive needs assessment, root cause analysis, of the entire school that was based on the achievement of students relative to state content and achievement standards was conducted as part of the CIWP process and determined the following three areas of focus for the 2020-2022 CIWP: 1. Depth and Breadth of Student Learning and Quality Teaching; 2. MTSS (both academic and SEL) 3. Quality and Character of School Life (Family & Community Engagement)

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

Schoolwide reform strategies such as equitable access to technology and remote learning, and staff members who are prepared to instruct students using the most effective strategies combined with MTSS support both academic and SEL will provide all students in all subgroups the opportunities to meet proficient and advanced levels of academic achievement.

**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.**

Some examples of schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program are Balanced Literacy and the literacy intervention LLI.

**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).**

The Behavioral Health Team (BHT) which includes two school social workers, the case manager, the school psychologist, the school counselor, the lead literacy teacher, the lead bilingual teacher, the assistant principal, and the principal meet biweekly to review the needs of all students, but particularly those students who are low achieving, (at risk of not meeting the stated academic achievement) discuss strategies and provide access to services such as mentoring, counseling and innovated teaching methods such as Wilson.

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

Teachers are provided with high-quality professional development opportunities and extended time for collaboration. Staff members are encouraged to try innovative approaches and are supported by the administration in their efforts. Staff members are

**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.**

Teachers participate in sustainable high-quality professional development in the areas of Balanced Literacy, Mathematical Thinking, English Language Learner teacher practices and social-emotional supports. Our ESP staff including our SECA's, teacher assistants and security staff are included in professional learning opportunities throughout the school year with a focus on mindfulness practices.

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

A focus on parent education in the areas of accessing remote learning and technology will be used to increase parent 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.**

An increase in full-day four-year-old preschool classrooms from two programs to three programs combined with programs such as step-up-to-kindergarten will prepare our preschool students for full-day kindergarten.

**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.**

Teachers are included in all decisions regarding the use of academic assessments at all grade levels. Protocols are used to analyze data from assessments that guide the decisions for instruction. Grade level teams, DL teams, and EL teams work together to ensure that the assessments students participate in will improve the achievement of the individual students and the overall instructional program.

**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.**

A careful review of student data biweekly ensures timely identification of students who are having difficulties. A focus on primary student data resulted in lower class size and the addition of teacher assistants at the primary grades. Additionally, MTSS pull out and push in programs have been planned and budgeted for in the 2020 2022 CIWP.

**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.**

The MTSS and ILT in consultation with our partners such as Community School and Metropolitan Services will work together to ensure the coordination and integration of all services available for our students and their families.

# 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.**

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

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

Each school year Dawes School holds a morning Parent Advisory Council, Bilingual Advisory Council Meeting and Local School Council Meeting to inform parents of our school's participation in Title I programs. The Annual Title I Informational Meeting will be held on Friday, October 16, 2020. The Annual Title I Organizational Meeting will on Friday, October 16, 2020 immediately following the Title I Informational Meeting. Five Monthly Parent Meetings will held during the school day on Fridays at 2:00 p.m. . Local School Council Meetings are held on the second Tuesday of each month. In addition to LSC, PAC and BAC meetings, parents are invited to an evening Virtual House and adult learning workshops. All meetings are advertised in English and Spanish and all parents are encouraged to attend.

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

Parents are asked for feedback and suggestions during all Parent Advisory Council, Bilingual Advisory Council, and Local School Council meetings. Parent suggestions are considered and a response is given by administration and or council members immediately or as soon as possible depending on the request.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

Description and explanation of the curriculum, the academic assessment tools used to measure student progress, and the academic proficiency levels students are expected to meet are: explained to parents at Open House, Title I Informational Meeting and Annual Organizational Meeting, an annual State of the School meeting, in quarterly Progress Reports, at Report Card Pick-ups, and during select grade level parent meetings.

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

All staff members at Dawes School are Highly Qualified in their current positions. An official parent letter will be sent home as defined in the Title I Final Regulations, whenever a child has been taught by a teacher who is not "highly qualified" for at least four (4) consecutive weeks.

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

Descriptions and explanations of the Dawes curriculum including Chicago Public School standards, common core state standards, the academic assessment tools used to measure student progress, and the academic achievement standards students are expected to meet, the Title I requirements, and how to work with their children are communicated to parents in a variety of ways throughout the school year including: Open House, Adult Learning Workshops, Parent Advisory Council Meetings, Local School Council Meetings, Bilingual Advisory Council Meetings, in quarterly Progress Reports, at Report Card Pick-up, during select grade level parent meetings, are sent home in writing in both English and Spanish, are listed in English and Spanish in the Dawes Student Agenda Book, and are posted on the Dawes web page in both English and Spanish.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to**

**improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Parent workshops in both technology and assisting parents working with their children are offered during the school year. Family cooking classes and educational family field trips are provided by our Community Schools program. Monthly Parent Advisory Council and Bilingual Advisory Council provide parent training workshops in areas such as: using technology for remote learning, academic support for children, nutrition, and health and safety and math at home. Community and university partners provide additional parent workshops and support throughout the school year. ChromeBooks are available for parent use during the school day and are also available to check out for a one week period.

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

The importance of Parent Involvement is stressed at staff development meetings and is also addressed in the Dawes Staff Handbook. Teachers communicate with parents in writing, by telephone and also in person. Teachers and staff members provide after-school workshops for parents and also plan and implement family learning activities.

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

The Dawes Pre-School For All Blended program and the full day four-year-old preschool programs include a parent volunteer component. The program also hosts several family inclusive days such as Family Math Day and field trip volunteers. Weekly newsletters are sent home in English and Spanish and include parent tips for working with children. Two parent computer classes are held specifically for Pre-School For All parents. A Moms (and Dads) and Tots Class is offered during the school day each semester.

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

A 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 live feed calendar posted on the Dawes website. Events are also posted on the main school doors and mobile classroom doors.

### **Policy Implementation Activities**

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



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

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

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

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

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.)**

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 3, 2020 depending on CPS social gathering guidelines for COVID Open house may be virtual.. 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 and on Wednesday, April 22, 202, report card pick-up days.  
Additional conferences will be scheduled at parent and or teacher request throughout the school year. 8th Grade Parent Go CPS High School Application meetings will be held on the week of November 2, 2020.

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

Open House will be held on Thursday, August 20, 2019. Students agenda books will be distributed to parents and goals and objectives will be discussed.  
Teachers will discuss student progress with parents on Wednesday, November 18, 2020 and on Wednesday, April 21, 2021, report card pick-up days.  
Additional conferences will be scheduled at parent and or teacher request throughout the school year. 8th Grade Parent Go CPS High School Application meetings will be held beginning the week of NOvember 2, 2020.

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

Parents may make an appointment to meet with staff members during the school day. If a parent calls during instructional hours, a message will be taken and the staff member will return the call. Staff e-mail addresses are posted on the Dawes Website.

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

Parent Volunteers are recruited through out the school year. In addition, parents are encouraged to volunteer for special school events including Dawes Planting Day, Dawes Pre-School For All Winter Festival and Dawes Character Education Celebration Fun Fair. Parents are also recruited as classroom volunteers and classroom tutors. Parents are asked to chaperon student field trips and also assist with classroom projects throughout the school year at all grade levels. Parents are invited to attend monthly student performances. All parents are required to go through the Level 1 or Level 2 CPS Volunteer process prior to volunteering in the school.

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

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

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

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

Students will come to school on time, in uniform, and with the supplies needed to be successful each school day. Students will put forth their best effort each and every day. Students will record and track their progress in their Dawes Student Agenda Books. Students will access the student portal on a weekly basis.

Students will be aware of their NWEA growth targets (if applicable), and or BAS Reading Levels. Students will promote a safe and respectful school climate by following the rules and guidelines in the Dawes Student Handbook and the CPS Student Code of Conduct. Students will actively engage in the Dawes CHAMPS and Restorative Justice Programs.

## Parent Budget (Complete)

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

Increase student achievement in both literacy and mathematics through a focus on continuous improvement including family workshops and professional development activities and high quality parent leadership teams so that they may support their children in the areas of literacy and mathematics. Workshops will include: "Using technology to learn at home", "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 will be provided by an both in-school clinicians and outside agencies each quarter and will include supports for family wellness.

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

**Account(s)**

**Description**

**Allocation**

<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.	\$0.00
<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.	\$5293.00
<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.	\$0.00

<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)	\$2000.00
<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 be used only by parents.	\$0.00