

Dunne Technology Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Chandra Byrd-Wright	Principal	crbyrd-wright@cps.edu	No Access
Herald Watson	Asst. Principal	hmwatson@cps.edu	No Access
Katrina Sivels	STEM Coach	kfsivels@cps.edu	No Access
Shalanda Cook	Science Lead	SRCook@cps.edu	No Access
Diane Sykes	DL Case Manager	DMSykes@cps.edu	No Access
Deborah Holmes	Intervention Teacher/MTSS	DLHolmes@cps.edu	No Access
Michelle Redmond	LSC Chair	Micheleredmond006@gmail.com	No Access
Zameya Darensbourg	SECA	ZPruitt1@cps.edu	No Access
Toylanda Gardner	Parent	Zaniylah.tg@gmail.com	No Access
Nicole Henderson	Counselor	NHenderson@gmail.com	No Access
Sakinah Kushmir-Harris	Math Lead Teacher	sakushmir@cps.edu	No Access
Danyeale Leonard	Literacy 6th-8th	dcleonard@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/21/2020	ALL	Looking at the CIWP, SEF Introduction, Selecting Priority areas
01/28/2020	ALL	SEF Rating and Evidence Culture & Structure for Continuous Improvement
02/04/2020	ALL	SEF Rating & Evidence, Expectations for Depth & Breadth of Student Learning

Date	Participants	Topic
02/11/2020	ALL	SEF Ratings & Evidence Expectations for Depth & Breadth of Quality Teaching
02/18/2020	ALL	SEF Ratings & Evidence Expectations for Quality & Character of School Life
02/25/2020	ALL	Setting CIWP Goals
03/03/2020	ALL	Developing Strategies & Action Steps
03/10/2020	ALL	Developing Strategies & Action Steps
03/17/2020	Byrd-Wright, Watson, Sivels	Updating the Fund Compliance
03/24/2020	Byrd-Wright, Watson, Redmond, Sivels	Revisiting the Parent Involvement Policy & Compact
03/31/2020	ALL	Editing CIWP Draft
04/14/2020	ALL	Editing CIWP Draft
04/21/2020	ALL	Organizing Presentation
04/28/2020	ALL	Presenting to the LSC & CIWP Approval
05/05/2020	ALL	Presenting to the PAC/PTO

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
- 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 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
- 3 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** According to our 5-Essentials data, teachers reported an 89% rating for sharing a strong sense of responsibility for student development, school improvement, and professional growth. 95% also reported that their colleagues take responsibility for improving the school and 89% reported their colleagues fell a sense of responsibility when students fail.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 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
 - 3 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:** Our Leadership Team consists of a Lead Team Member for math, STEM, MTSS, Diverse Learners which align to our school goals. In addition, each member is empowered to make informed and necessary decisions based on data to support their suggestions/decisions. Our ILT attends Network PD and leads grade level team meetings and data meetings. According to our 5-Essentials data, 84% of teachers reported the leadership team sets high standards for teaching and learning.

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
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 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:** Over the past 5 years, our school PD has worked to deepen our understanding of Common Core State Standards (CCSS) and the instructional shifts aligned to the standards. Currently, all core curriculum is aligned with CCSS. In math we use Engage NY modules, and in reading, teachers use pacing guides that have been created by the Network Office. According to our 5 Essentials data, teachers reported very strong (99%) school programs are coordinated and consistent with it's goals for student learning.
- 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
 - 2 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:** According to our 5 Essentials data, teachers reported Ambitious Instruction is VERY STRONG with a student rating of 99% for academic press. This suggests student believe their teachers expect them to do their best and to meet academic goals.
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 3 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 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
 - 3 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** For every assignment students are required to complete, there is a rubric outlining the criteria for grading. Teachers have been trained to create rubrics that reflect the level of rigor expected from students. Classroom assessments are monitored by ILT and administration to ensure individual student progress and misconceptions are informed. Teacher reteach and reassess based on this data. Teachers also use Exit Slips daily. According to our 5 Essentials survey data, 99% of teachers report that teachers regularly review assessment data, and develop instructional strategies independently, with colleagues, and with the Principal.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 3 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)
 - 4 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)
 - 4 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)

- 2 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 4 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)
- 2 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:** Based on our 42% decrease in student discipline infractions, our school has been successful at implementing several MTSS Systems of Support for both academics and behavior. To build our MTSS-SEL program, our school implements the Second Step SEL curriculum. All students receive explicit SEL lessons once a week and 6-8 grades receive an additional SEL lesson from the counselor weekly. Our school has also focused on Tier 1 school-wide strategies such as implementing Kagan Strategies to instill a common language and to build a positive, nurturing environment in the classrooms. Other Tier 1 Classroom Management strategies include positively framing directions and expectations, positive narration, visual tracking system for student behavior, positive phone calls to parents, Calm Down Corner in every classroom, Morning Meetings, Dunne Dollars for Attendance and Uniform and STEM Student of the Month Breakfast of Champions. As Tier 2 strategies, we have After-School Girls and Boys Mentoring Programs to address the social/emotional needs of our students. Also, we have implemented a Check-In-Check-Out System for students exhibiting the need for Tier 2 and Tier 3 supports. In order to build our MTSS-Academic Program, we have implemented a Tier 1 small group instructional block in reading and math to support individualized learning for all students. We have also implemented a Tier 2

and Tier 3 Intervention Program in which students receive targeted small group instruction based on their individual needs.

- 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)
 - 2 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:** According to our 5 Essential data, our students report Ambitious Instruction is Very Strong at our school (99%). According to our SQRP data reading and math growth are both at the 99th Percentile. However, our reading attainment is at the 86th percentile and math attainment is at the 55th percentile. This data suggest that if we are going to ensure our students are college and career ready, more focus needs to be on our math attainment in 3rd-8th grade. In order to increase our students math attainment we are focusing on math progression of standards and small group instructional practices in all math classrooms. According to our 8th grade projection data, 100% of our 8th grade students received high school projections by January 2020.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** According to our 5 Essentials data, our overall teacher response is 84% (very strong) for Collaborative Teachers. Specifically, teachers reported teacher-teacher trust at 100% . Teachers also reported teacher-principal trust at 100%. According to Supportive Environment, students reported 99% for student-teacher trust. This data suggests our school has built positive, supportive relationships among all stake holders.
- 3 - Student Voice, Engagement, and Civic Life
 - 2 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
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture

- **Evidence:** At our school, we offer after school programs to provide academic and behavioral support to Tier 2 and Tier 3 students. Students that scored below the 41st percentile in reading and/or math receive intervention during and after school. They are also participants in mentoring programs as a part of After-School All Stars. In order to engage more student voice, we have implemented a student voice committee (Positive Vibes Club) for 6th-8th grade students. The goal of this club is provide high quality opportunities for student voice, civic engagement and participation in civic life at school and community.
- 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:** According to our 5 Essentials data, 99% of our students reported they encounter very little crime, violence, or bullying at school. We currently have parent patrol, parent volunteers, and miscellaneous employees to help keep the environment within and around the school safe for students. We are also focusing on social emotional learning, restorative practices and implementing Tier 1 and Tier 2 strategies to in order to foster a safe and orderly environment.
- 3 - 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)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** According Dashboard Misconduct report, we have a 10.62% misconducts per every 100 incidences. We have implemented Tier 1 and Tier 2 strategies school-wide which includes, but is not limited to a Calm Down corner in every classroom, weekly morning meetings, staff restorative practices professional development, and proactive approaches to solving conflicts.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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
 - 4 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)

- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** According to our 5 Essentials data, our teacher reported a 61% for involved families, with teacher-parent trust scoring at 82%. To ensure and sustain parent involvement we have an active Parent Advisory Council (PAC) and Local Student Council (LSC) that meets monthly to discuss areas of interest for our parents and provide workshops and trainings based on their self-identified needs. In addition, we currently have 17 partnerships with local organizations. Parents are continuously engaged with teachers during parent-teacher conferences, family academic nights, community events and academic presentations during PAC meetings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	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: Family & Community Engagement	4
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Math is our focus area for SY 19/20. Data shows that our attainments levels are barely above the National Norm. Our goal is to ultimately prepare our students for college readiness and increasing their grade level attainment will support this effort.
Root Cause 1	Teachers don't have a deep understanding of how to teach to the depth and breadth of the Common Core Standards.
Area of Critical Need 2	According to feedback received, students would like a governing student body to work alongside teachers and administration to voice concerns, solutions and ideas that support Dunne's Mission and Vision for all students, families and community members.
Root Cause 2	Students have not been prepared for self-advocacy and activism.
Area of Critical Need 3	According to our On-Track report 55% of Dunne Students are On-Track, 26% are Almost On-Track, 13% are Near On-Track, 4% are Far from On-Track and 3% of Dunne Students are Off-Track.
Root Cause 3	Adaptive work is needed in grading practices to ensure students have multiple opportunities to demonstrate proficiency of grade level standards using various modalities and instructional practices i.e. small group and differentiated instruction.
Area of Critical Need 4	According to our 5 Essentials data, teachers reported 61% of Dunne families are involved, with teacher-parent trust scoring at 82%.
Root Cause 4	The school has been inconsistent with developing strong school to home partnerships that inspire multiple opportunities for parent involvement in the instructional program, MTSS, SEL.

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
Vision: NWEA Attainment G2-8 (Math) Math is our focus area for SY 19/20. Data shows that our attainments levels are barely above the National Norm. Our goal is to ultimately prepare our students for college readiness and increasing their grade level attainment will support this effort.	African American		55.00	60.00
	Overall		55.00	60.00
Vision: NWEA Attainment G2-8 (Reading) It's imperative that we prepare our students for college readiness. Focusing on tier 1 instruction which improves attainment levels is a priority for this school year.	African American		75.00	78.00
	Overall		75.00	78.00
Vision: Attendance Rate Attendance is extremely important to a student's educational career. Research shows students with good attendance perform better academically. It is always our goal to track and improve student's attendance.	African American		96.00	96.50
	Overall		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey It is our goal to maintain our well organized status. This ensures that we respond to the needs of all stakeholders and continually strive to improve our culture and climate.				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we provide professional learning that ensures teachers have strategies to effectively implement small group instruction, understanding of the progression of common core state standards, and promotion of complex tasks, that includes teacher observations, timely feedback, and adjustment to instruction
Then we see...	then we see teachers providing opportunities for students to complete tasks aligned to common core standards, teachers creating flexible small groups based on student needs, and teachers using the progression of standards to identify student learning needs while predicting areas where students may struggle
which leads to...	Which leads to students engaged and collaborating with standards-based objectives, increases in conceptual understanding, students demonstrating learning of complex tasks, and students getting the individualized support to sustain a 30% increase in student attainment levels in reading and a 20% increase in math attainment levels.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will develop two week instructional plans that include rigorous tasks driven by common core state standards, and the progression of standards Tags:Instruction (Not started) Teachers will analyze data to develop small group instructional plans to provide targeted, differentiated learning based on student need. Tags:Instruction (Not started) Provide PD for teachers on small group instruction, the progression of standards, and complex tasks using DOK levels 3 and 4. Tags:Instruction

Strategy 2

If we do...	If we design, promote and support a student voice committee to exercise student voice, to engage students in social justice and advocacy issues and monitor engagement/interaction between students, between teachers and students, and between students and their community
Then we see...	then we see teachers supporting and providing opportunities for students to research and engage in discussion about current and controversial issues, authentic interaction between students and community leaders, and students being supported in civil advocacy
which leads to...	which leads to students creating /supporting a peer jury to sustain at least 99% of students feeling inside the school, students exploring their identities and belief systems, and students learning to work together to take informed action, and to propose and advocate for solutions.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> • (Not started) Identify 6-8 grade students who will participate in the Student Voice Committee (SVC) Tags:Student Voice, Engagement, and Civic Life • (Not started) Create Peer Jury and train students Tags:Student Voice, Engagement, and Civic Life • (Not started) Create an annual civic student engagement opportunity with local community leaders/outreach partnerships Tags:Student Voice, Engagement, and Civic Life • (Not started) Create a bi-weekly schedule in which PVC will engage in meetings, trainings and peer jury court. Tags:SSCE: Student Voice, SSCE: Student Leadership

Strategy 3

If we do...	If we implement with fidelity a school-wide MTSS framework that provides tiered support for students' academic and social-emotional needs, and analyze data to identify opportunities to improve instruction, guide restorative practices and protocols, and monitor and analyze student response to intervention
Then we see...	then we see teachers/MTSS team tracking the growth of all students receiving Tier 2 and Tier 3 supports, the MTSS team updating resources and making changes to student's differentiated supports based on needs, and overall school-wide improvements to the MTSS implementation cycle.

which leads to...	which leads to students actively working towards their academic and behavioral goals, a 20% decrease in behavioral infractions, a 10% increase in student on-track data.
Budget Description	
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) Provide PD for teachers and staff to identify selection and exit criteria, restorative practices, Tags:MTSS • (Not started) Develop a monitoring and evaluation system to monitor the progress and effectiveness of MTSS tiered supports. Tags:MTSS • (Not started) Use the MTSS logging tool to regularly record interventions and track data. Tags:MTSS • (Not started) Communicate with parents the level of Tiered supports their child is receiving. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement • (Not started) Promote school-wide behavioral and academic expectations and display artifacts throughout the building. Tags:MTSS

Strategy 4

If we do...	If we provide frequent, high quality, well publicized opportunities for families and community members to engage with the school community that are based on family interest and need, provide opportunities for families to learn how to effectively engage, and provide multiple opportunities for parent voice to ask questions, raise concerns and give feedback
Then we see...	then we see teachers and families seeing themselves as partners in education, parent's increased comfort level with being engaged, common academic language between home and school, and parents participating in the decision-making process
which leads to...	which leads to a strengthened connection between home and school and a robust system of support for students, a 20% increase in involved families, and a positive impact on student achievement at all levels.

Budget Description	
Tags	Family & Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Create a family survey to gauge parent interest and need. Tags: Family & Community Engagement (Not started) Provide workshops on effective ways parents can become involved and engaged with the school community. Tags: Family & Community Engagement (Not started) Send home monthly newsletters which advertise upcoming events, LSC meetings, workshops, etc., use digital marquee to publicize events/activities. Tags:

Action Plan

Strategy 1

Teachers will develop two week instructional plans that include rigorous tasks driven by common core state standards, and the progression of standards

Sep 11, 2020 to Jun 18, 2021 - Teachers, AP, Principal

Teachers will analyze data to develop small group instructional plans to provide targeted, differentiated learning based on student need.

Sep 11, 2020 to Jun 18, 2021 - Teachers, AP, Principal

Provide PD for teachers on small group instruction, the progression of standards, and complex tasks using DOK levels 3 and 4.

Oct 02, 2020 to May 28, 2021 - Principal, AP, Achievement Network

Strategy 2

Identify 6-8 grade students who will participate in the Student Voice Committee (SVC)

Sep 18, 2020 to Oct 30, 2020 - AP, Counselor, SVC Team

Create Peer Jury and train students

Nov 13, 2020 to Dec 18, 2020 - Alternatives, INC., Counselor, SVC Team

Create an annual civic student engagement opportunity with local community leaders/outreach partnerships

Oct 16, 2020 to May 21, 2021 - Counselor, SVC Team, AP

Create a bi-weekly schedule in which PVC will engage in meetings, trainings and peer jury court.

Sep 21, 2020 to May 28, 2021 - SVC Team, AP, Counselor, Alternatives, Inc.

Strategy 3

Provide PD for teachers and staff to identify selection and exit criteria, restorative practices,

Sep 14, 2020 to Dec 12, 2020 - Principal, Intervention Teacher

Develop a monitoring and evaluation system to monitor the progress and effectiveness of MTSS tiered supports.

Jul 01, 2020 to Aug 31, 2020 - Principal, Intervention teacher

Use the MTSS logging tool to regularly record interventions and track data.

Sep 08, 2020 to Jun 18, 2021 - Principal, AP, Counselor, Intervention Teacher

Communicate with parents the level of Tiered supports their child is receiving.

Sep 11, 2020 to Oct 09, 2020 - Intervention Teacher

Promote school-wide behavioral and academic expectations and display artifacts throughout the building.

Sep 09, 2020 to Jun 18, 2021 - Counselor, Teachers

Strategy 4

Create a family survey to gauge parent interest and need.

Jun 18, 2020 to Sep 07, 2020 - AP

Provide workshops on effective ways parents can become involved and engaged with the school community.

Oct 01, 2020 to May 14, 2021 - AP

Send home monthly newsletters which advertise upcoming events, LSC meetings, workshops, etc., use digital marquee to publicize events/activities.

- AP

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.

Dunne uses formal and informal assessments to determine student's academic achievement levels based on common core state standards.

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

School-wide MTSS program is designed to ensure success and academic growth for every student through high- quality, tiered support for student academic, behavioral, and social needs. Students are provided intervention based on a set entrance criteria. All parents are notified of the Tier their child is placed in according to data.

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.

According to our MTSS platform, the core curriculum is taught to every student in each classroom or departmental setting (Tier 1). Students are placed in Tier 2 if it is determined, based on data, that they need additional support. This extra support is given two to three times per week. Students receive progress monitoring for targeted skills. Students are placed in Tier 3 if it is determined, based on data, that they require intensive additional support. They will receive interventions several times per week by a certified special needs teacher for academics and a certified counselor for behavioral concerns.

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).

In addition to MTSS (intervention), flexible strategies are used for instruction based on student learning styles and needs. Small group instruction is used in all classrooms to meet students learning needs. MTSS also includes behavioral interventions. Specifically, all students (Tier 1), have weekly morning meetings and receive social emotional learning via Second Step. Students needing Tier 2 and Tier 3 supports participate in small counseling groups, mentoring, check-in/check-out, and additional counseling services.

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

Most recommendations for new staff come from staff members within our building or word-of-mouth from people that are familiar with our learning environment. We also post open positions in the district HR platform- Taleo.

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.

High-quality professional development is on-going. Most PD is provided by our Network Office for general needs. Specific PD is usually provided by out-sourced consultants based on specific school needs. Trainings for parents/community is provided through our Title 1 program.

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

We leverage our Parent Advisory Council (PAC) and Local School Council (LSC) as vehicles to increase parent /community involvement. We provide parent trainings and workshops based on interest and need. These councils are also used to train parents on how to effectively engage. We host annual Literacy Nights, STEM Nights, and Data Nights. Opportunities for participation are posted on our digital marquee and disseminated via flyers and our monthly parent newsletter.

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.

Pre-K students have the opportunity to participate in our summer "Kick-Off to Kindergarten" program.

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 given voice through or Leadership Teams and Grade Level Team Meetings.

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.

Teachers use classroom and interim assessments to identify students that are experiencing academic difficulties in targeted areas. Students are provided with re-teaching opportunities and re-assessments. If students are still not meeting academic goals, they are then placed in our intervention (MTSS) program. Additional services are provided to students in need two to three times per week and progress is effectively monitored.

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.

A needs assessment is conducted annually to leverage the voices of our entire learning community. Most trainings are provided by our partners or community based organizations.

ESSA Targeted Assistance Program

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.

We will work in conjunction with the PAC and LSC in a collaborative effort to ensure they have a voice in the decision-making process. Dunne has an established parental involvement program that meets regularly to host informational meetings both during the school day and after school. Frequently, the parents are provided training workshops on-site. Periodically, a teacher will present an interactive workshop to provide parents with the salient parts of the NCLB law and instructional practices. The NCLB parent workshop will equip parents with the information that they need to engage in the process of school review and improvement.

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

Our Title I Annual Informational Meeting was held on _____. The Title I Organizational Meeting was held on _____. Our Assistant Principal will continue to support the parent Coordinator in providing monthly parent meetings and activities to encourage parents to attend and participate in workshops to help improve their student's achievement. As an on-going forum for parental involvement conversations, Dunne will continue to host monthly parent meetings in Dunne STEM Academy's Parent Resource Room. The parent coordinator and administration will lead these meetings and guide parents in a collaborative conversation focused on the direct words and spirit of the NCLB law. We have established the practice of hosting an annual STEM family night to highlight our Science, Technology, Engineering and Math initiatives. The event has been structured on the "break-out room" concept and allow parents to choose an informational meeting session that particularly interest them.

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.

LSC meetings and PAC meetings will occur monthly. At the first Annual Meeting parents will vote on monthly meeting dates and times. During meetings, parents will have an opportunity to offer suggestions, voice their concerns, and participate in the decision making process. A formal vote will be taken on most new offers or suggestions.

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.

Dunne will provide parents with a 5-week progress report, report cards and daily progress updates via Parent Portal. Dunne gathers extensive student performance data in Math and ELA to provide opportunities for parents and teachers to discuss students' progress at report card pick up days built into the calendar. Data conferences with teachers and students are also conducted quarterly and the information is shared with parents. As a feature of Dunne STEM Academy's open door policy, parents are welcomed to make an appointment to meet with a teacher either before or after school to discuss any matter related to a student's academic, social or emotional health.

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.

Dunne STEM Academy will provide parents timely notices when their child has been assigned to, or taught by a teacher who is not "highly qualified" as defined in the Title 1 "Right to ask" Final Regulations, for at least four consecutive weeks through written correspondence to the student's home.

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.

Dunne will continue to host Open House, Parent Articulation meetings, State of the School Address, Report Card Pick-up and conferences on improving students' academic performance. Dunne STEM Academy will assist parents in participating in NCLB Title 1 "Children in Understanding: The State's Academic Content Standards"; the state and local academic assessment including alternate assessments; the requirements of Title 1, Part A; "How to Monitor Their Child's Progress". Parents will learn how to work with educators through the creation of regular information sharing and collaborative conversational workshops. Parents will have an open window into the curricular plan at Dunne, and will be provided with training opportunities to be actively engaged with educators and their child's academic performance.

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

The Parent Resource Center will coordinate activities with our community partners to provide parents an opportunity to participate in activities/programs of interest, information, resources, materials and training. Dunne will build on the collaborative literacy and STEM partnerships. The media/library center was created and resourced to provide parents and students with multiple reading/writing and thinking experiences.

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.

We will continue to provide workshops and professional development for parents focusing on how to assist their child to meet the required state standards and assessments. Dunne will educate all staff and parents to work as equal partners in the education of their children. We will also continue to coordinate parent workshop series that will train parents to provide in-class support to assist with the learning process.

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.

Parents will share the responsibility for building a partnership to further encourage the improvement of student's academic achievement. To further encourage and support parents in more fully participating in their children's education, Dunne will seek out information on Home Instruction and programs for Preschool youngsters and prepare at least one informational workshop to provide parents with information that will enable them to be well- informed about programs that may provide additional support to their child.

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.

Dunne will increase communication to improve the home/school connection through newsletters, notes home, out calling and our digital Marquee. We will ensure that the information relates to the school and parent programs, meetings and other activities is communicated to parents in several ways. Dunne regularly provides important meetings to the parents on the school's marquee in English {the language spoken by all of Dunne's students}

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.)

Dunne STEM Academy provides a coherent curriculum focused on Science, Technology, Engineering, Math, in addition to a focus on Literacy to ensure that all students are instructed at high levels. Our environment fosters high expectations for students, staff, parents and the community. We believe it is our responsibility to develop all students' ability to learn effectively to reach their academic potential and function as constructive members of our society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held throughout the school year as needed. Formal conferences will be held on _____.

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

Parents will be provided with a report on their child's academic progress every 5 weeks. Parents will also have access to Parent Portal which is an on-line tool that gives them a up-to-date picture of their child's academic performance.

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

Parents may call the main office to schedule a conference at the teacher's availability (usually before or after school), or email the teacher directly.

Administrators will be available to sit-in conferences at the parent's or teacher's request.

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.

It is our goal for parents to be active participants in their child's educational career. We have a parent resource room that is open daily from 8:30 am to 4:00 pm. It is equipped with a part-time parent coordinator/community liaison to bridge the gap between home, school, and the community. Parents are welcome to volunteer in the parent resource room, volunteer in classrooms, work as parent patrols in the morning and/or after school or help with special projects and events through out the school year.

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

Through the parent resource center, Dunne provides a plethora of conferences/workshops for parents to increase their skills and support their students at home. The Instructional Leadership Team also facilitates Family Nights for literacy, math, STEM and the NWEA to inform parents of instructional strategies and to equip them with strategies to increase student achievement.

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

It is our goal to provide an inclusive environment in which parents have a voice and are active participants in the decision-making process. Parents are encouraged to participate in the PAC and LSC. Parents can also have a voice through the 5 Essentials survey. The administrative team also has an open door policy in which parents are able to discuss concerns and make recommendations for their child's academic career.

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).

The students will achieve academic success by becoming accountable for their learning. Students are expected to be active participants in the classroom, arrive to school on time, eliminate excessive absence, display good behavior, be prepared for learning and

ready to receive quality instruction on a daily basis. Teachers also conduct quarterly data conferences with students that encourages them to take ownership for their learning and progress.

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.

According to our CIWP, our 4th framework priority is to increase family and community engagement. To accomplish this, we will center parent workshops and trainings around how parents can volunteer effectively within the school and classrooms. Parents will also have a choice around more specific topics to reach this goal.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$343.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$822.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00

54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$200.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00