

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mrs. Beth Erbach

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Thomas Dooley Elementary School

(As it should appear in the official records)

School Mailing Address 622 Norwood Lane

(If address is P.O. Box, also include street address.)

City Schaumburg State IL Zip Code+4 (9 digits total) 60193-2640

County Cook County

Telephone (847) 357-6250 Fax (847) 357-6251

Web site/URL http://dooley.sd54.org E-mail betherbach@sd54.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Andrew DuRoss E-mail AndrewDuRoss@sd54.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Consolidated School District 54 Tel. (847) 357-5028

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Mary Kay Prusnick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 27 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	34	69
1	45	39	84
2	33	32	65
3	30	35	65
4	34	29	63
5	24	25	49
6	28	24	52
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	229	218	447

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 31 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 15 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2015	438
(5) Total transferred students in row (3) divided by total students in row (4)	0.066
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 30 %
130 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

English, Arabic, Akan, Greek, Russian, Slovak, Polish, Armenian, Bosnian, Spanish, Portuguese, Ukrainian, Japanese, Hungarian, Korean, Telugu, Gujarati, Hindi, Panjabi, Bulgarian, Urdu, Turkish, Lithuanian, Pilip/Taga and Nepali

7. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 27
8. Students receiving special education services: 7 %
30 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 5 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 3 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 9 Other Health Impaired
- 7 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2005

15. In a couple of sentences, provide the school's mission or vision statement.

Our mission involves the active partnership of students, parents and staff, in a safe and supportive environment, preparing our children for the 21st century.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Dooley selects students from throughout District 54 to participate in its English-Japanese Dual Language Program. Priority is given to students who live in the Dooley boundaries, followed by students who have siblings in the program and then the District 54 community at large.

PART III – SUMMARY

Dooley School focuses on creating a safe and supportive environment where every child feels inspired to reach his full potential to meet the challenges of the 21st century. Our mission involves the active partnership of students, parents and staff. As a community, we are dedicated to the academic, social/emotional and physical development of our children.

Dooley School houses students from kindergarten through sixth grade. The school is located in Schaumburg, Illinois, which is 30 miles northwest of Chicago. The school serves 455 culturally and economically diverse students. Only 43% of Dooley students are Caucasian and 30% are English Learners, from families speaking 25 different languages. Dooley embraces this diversity, as it instills cultural awareness in all of our students. There is a feeling of acceptance and belonging throughout the school.

This year, Dooley School is celebrating its 50th anniversary. Over the years, Dooley has transitioned from a neighborhood school to a School of Choice. Dooley still offers a comprehensive education for students living within the school boundaries, but also opens its doors to students throughout the district who are interested in our Japanese-English Dual Language and Early Instrumental Music (EIM) programs. These unique, sought-after programs have helped shape Dooley's identity.

Staff members take pride in working together to meet the rigorous goals set by District 54. We strive to move all students to grade level or beyond within one year, to perform at or above the 90th percentile in meeting individual student growth targets, and to close the achievement gap in reading and math.

District 54's curriculum is aligned with the Illinois Learning Standards with an emphasis on critical-thinking skills. Dooley also has a full continuum of special services to support students with special needs, including bilingual and gifted students. Educated and encouraging staff members and volunteers serve Dooley students in and out of the classroom.

District 54 administers the Measures of Academic Progress (MAP) assessment three times a year to all students, an adaptive test that reflects the student's current instructional level and measures growth over time. MAP results, common assessments developed by Dooley staff, assignments and informal observations are analyzed to determine the needs of Dooley's students and how we can best serve them.

Dooley's staff members work in cohesive teams called Professional Learning Communities (PLCs). PLCs may include teachers, specialists, mentors, instructional coaches and support staff. The collaborative nature of these teams allows staff to plan, align and implement instruction to meet the needs of every child.

PLCs use this data to structure classroom instruction, as well as instruction delivered during our daily blocks of accelerated learning in math and literacy. During these enrichment blocks, students who demonstrate mastery of grade-level skills receive enrichment and extension lessons. Other students receive support to help them build essential knowledge. We believe differentiation is imperative to student success.

Student ownership during goal-setting drives Dooley students and leads to their success. Each child, starting in kindergarten, is empowered to make decisions regarding his own learning goals. With teacher guidance, each student is asked to reflect on his academic and social/emotional successes and challenges in order to set individual goals. Through this goal-setting process, Dooley students become intrinsically motivated to achieve.

Dooley enriches learning opportunities by offering a number of other programs designed to develop well-rounded students who will become good citizens. All students are taught the Three B's: Be Responsible, Be Respectful and Be Safe through the Positive Behavioral Interventions & Supports (PBIS) program. PBIS is integrated into the daily lives of each student through direct instruction and special assemblies. Dooley offers a number of enrichment programs, such as Girls in Engineering, Math and Science (GEMS), Science Technology Engineering Mathematics (STEM) Club, Japanese Writing Club, Drama Club, Active Club and more than 20 other clubs. Each program is chosen to help students develop academic and interpersonal skills.

Dooley has a high level of parental and community involvement. The PTA and Schaumburg Oyanokai parent groups provide a variety of programs that support Dooley's mission. Volunteers help organize Dooley's Japanese Festival, Fun Fair, assemblies and other events that enrich the school community.

Winning the Blue Ribbon Award for Academic Excellence in 2005 was a shared celebration for Dooley and its community. The award helped solidify the fact that Dooley's teachers, administrators, families and community members have always worked together to achieve a common goal. The award also serves as a constant reminder for Dooley staff to embrace new challenges.

Dooley's staff and community members take pride in working together to meet the needs of all children, while ensuring that each student feels fulfilled and motivated to achieve at the highest possible levels. While we are proud of the success we have achieved, we also look forward to future possibilities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The District 54 Essential Outcomes for English/Language Arts are aligned to the Illinois Learning Standards, and are embedded throughout each curricular area to develop competent, life-long readers and writers. At Dooley, at least 135 minutes a day is devoted to literacy instruction. The research-based series, Treasures from McGraw-Hill, is the core of the district’s literacy program. A balanced literacy approach to instruction provides the framework to help students become effective readers and writers. Students participate in daily shared reading, guided reading, independent reading, read-alouds, word study and writing. During shared reading and read-alouds, teachers model strategies and introduce students to a variety of genres and texts. High quality, complex literature is used to support students in applying the Illinois Learning Standards for reading and writing.

Teachers utilize Traits Writing from Scholastic and focus on the three modes of writing – narrative, expository and persuasive/argumentative. Teachers embed various components of writing into each lesson. For instance, during a persuasive/argumentative activity, subskills such as “sentence fluency” and “ideas” are modeled and applied throughout the writing process.

Math teachers guide students to solve problems and develop critical-thinking strategies, and receive support for their instruction from the resources available through Go Math! from Houghton Mifflin Harcourt. Students develop proficiencies in the areas of algebraic thinking, computational procedures, measurement and data, and geometry and fractions, as prescribed by the Illinois Learning Standards for Mathematics. High cognitive demand tasks and problem-solving opportunities connect students to the real-world application of mathematics. Teachers use a concrete, representational, abstract instructional approach to build a solid foundation in math. Students are asked to communicate and justify their mathematical thinking through written and spoken language. Beginning in third grade, based on student performance on MAP, students may be placed into an accelerated math sequence. Students in this pathway have the opportunity to take high school Geometry or Algebra 2 as eighth-graders. Dooley uses formative assessment practices to measure student proficiency.

Teachers emphasize a three-dimensional approach to integrate core content with the real-world practices of science and engineering. Dooley’s science curriculum is an inquiry-based, hands-on learning experience aligned to the Illinois Learning Standards for Science/Next Generation Science Standards. Science instruction is supplemented with curriculum provided by Scott Foresman, FUSE, and Engineering is Elementary from the Museum of Science-Boston. Through modeling, documentation, collaboration and ongoing research, students are engaged in the habits of a scientist/engineer through exploration, explanation, elaboration and evaluation. To stimulate student curiosity about the natural world, Dooley teachers leverage multiple sources of information, such as trade books, interactive texts and media. These sources develop background knowledge and deepen the students’ understanding.

In the area of social science, Dooley’s mission is to ensure our students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. The TCI – Social Studies Alive! program provides textbooks and an interactive curriculum that embraces history, geography, economics, political and social systems. Using the District 54 Essential Outcomes for Social Studies as a guide, Dooley teachers create engaging experiences for students, who learn about the social sciences through shared reading and writing activities. Simulations provide students with the opportunity to explore cultures and communities worldwide. During interactive activities, students solve problems and use critical-thinking skills, which are fostered by the content they are currently exploring. Time for Kids, Scholastic News and National Geographic Kids magazines are utilized to provide high-level, engaging informational text, to discuss current events and to promote civic-minded students.

Dooley students learn the value of being an active participant in a democratic society. Not only are they introduced to the development and function of a democratic society, but students are also able to demonstrate active citizenship in the community. For example, sixth-grade Student Ambassadors assume

leadership roles and act as liaisons between students, staff and the community. Each year, the ambassadors organize food and clothing drives for financially struggling District 54 families. Additional engagement opportunities are provided through Environmental Club, Jump Rope for Heart, letters to veterans and shadowing local businesses to discover how what they are learning in school applies in the real world.

2. Other Curriculum Areas:

Dooley School has offered a Japanese-English Dual Language Program since 2001. It is the only Japanese-English dual language program in Illinois and one of a few in the nation. This year, 265 students (57% of Dooley's student population) participate in this unique program, in which students learn two languages and cultures while mastering academic content. The program is composed of approximately 50% native English-speakers and 50% native Japanese-speakers across all grade levels. Each student is both a language expert and a language learner. To ensure acquisition of skills required, instruction is aligned to target the same standards in both languages.

Students spend half of their academic day learning language arts, science and mathematics with their English teacher and the other half of their day learning Japanese, language arts and social studies with their Japanese teacher. Students receive math and literacy support or enrichment in English or Japanese depending on their strengths and areas of need.

Japanese language is assessed annually for students in third through sixth grade using the Standards Based Measurement of Proficiency (STAMP) to ensure they are meeting annual language targets. Students needing additional support are offered the opportunity to attend target language workshops in Japanese that focus on language learning skills. Dooley prepares students to participate in advanced coursework in history and language arts in Japanese, which are offered when the students move on to Addams Junior High School.

Japanese teachers offer a three-day summer culture camp, during which students participate in authentic cultural experiences, such as tea ceremonies and drum lessons, that enrich their academic learning in Japanese.

Another unique program at Dooley is Early Instrumental Music (EIM). Eighty-six students in kindergarten through sixth grade take part in this optional violin program. The EIM program uses the Suzuki Method. The philosophy of the Suzuki Method and EIM is that every child can learn, and that parental involvement is crucial to a child's success. Children learn music similarly to that of learning their native language: by being immersed and surrounded by the language. Students are taught violin during the school day, in addition to weekly after-school lessons. Students are given recordings to create a musical environment at home. Students are taught that musical talent is a function of education and effort, rather than innate ability. The EIM program helps students become young violinists while positively impacting their overall academic career.

Other fine arts courses offered at Dooley include music, visual arts and P.E. For 60 minutes each week, students in kindergarten through sixth grade actively participate in each of these subjects. In addition to the fine arts/P.E. curriculum, students in intermediate grades have the opportunity to participate in weekly music lessons for a variety of band and orchestra instruments.

During P.E., Dooley School promotes a healthy and active lifestyle. Students' needs, abilities and interests guide our instruction. Partnerships with the American Heart Association allow students to take an active role in becoming a healthy individual. Students are also offered P.E. enrichments during lunch and after school to further promote daily physical activity. In addition to teaching about health and nutrition during P.E., Dooley has embraced Children, Activity, and Nutrition (CAN). The mission of CAN is to align the community around opportunities to build a foundation of healthy activity and nutrition for our children. For example, Dooley has eliminated all sweets from school celebrations; Dooley School promotes healthy living through articles in the principal newsletter to parents; and the students and staff participate in the District 54 Run to Read each year.

The visual arts and music curriculum provides students with experiences that allow them to make deeper

connections to the material in the core subjects. Through research on musicians and artists, and the exploration of color and musical elements, students are encouraged to think critically and creatively. Fine arts enrichments are also offered during lunch and after school to provide opportunities for further exploration, and 85% of our students participate.

Students at every grade level are exposed to multiple sources of technology daily, as it is embedded into teacher instruction and student application of skills. For example, teachers use interactive whiteboards while leading lessons and students use computers to conduct research and write.

3. Instructional Methods, Interventions, and Assessments:

Monitoring student performance is critical to guiding teachers' instruction.

Dooley students in third through sixth grade take the state-mandated PARCC assessment each spring. According to the 2016 PARCC assessment results, 74% of our students meet or exceed standards in math, while 75% meet or exceed in English/Language Arts. The gap analysis shows that the following subgroups have over a 10% achievement gap in math: Hispanic - 52% meet or exceed, low income - 36% meet or exceed, and special education - 22% meet or exceed. In English/Language Arts the following subgroups show a 10% achievement gap: Limited English Proficient - 44% and special education - 23%.

In addition to the PARCC test, teachers and staff analyze MAP test results, as well as the results from common assessments developed by teachers as part of their PLCs. Each grade-level PLC identifies the most important standards to be taught and assessed; analyzes data from national, state and local assessments; and works together to adjust their teaching or provide extra support when students need support. The information gleaned from formative assessments, such as: running records, exit slips, anecdotal notes, MAP and PARCC, is used by teams as they plan for every curricular area. For example, Dooley teachers post common assessment and guided reading progress on a common data wall, which is viewable by staff. The staff uses this data to reflect on the effectiveness of the instruction and assessments, and to ensure equitable scoring.

PLCs also discuss how feedback is provided to students. For example, when teachers start a writing unit, a student-friendly rubric is introduced. Teachers give students feedback based on their previous writing performance while utilizing the rubric. After the students reflect on their previous scores, they develop an understanding of how to grow as a writer.

Dooley uses the Response to Intervention (RtI) framework to meet the needs of all students. Tier II of RtI is the daily, 60-minute acceleration block (30 minutes for math and 30 minutes for literacy). During this time, teachers work with small, fluid groups to support those struggling with understanding a concept and to challenge students who are mastering a concept.

Students needing additional support are given further, tailored instruction in addition to the time allotted for core instruction. Students in Tier III of RtI receive 1:1 instruction with a teacher.

In addition to acceleration time, all students receive initial instruction in reading and writing strategies from their classroom teacher. During daily guided reading, students work in small, flexible groups facilitated by the teacher at the student's instructional reading level. This gives students an opportunity to apply the strategies modeled during shared reading to new text with teacher support. As students analyze text, they improve their comprehension, vocabulary and word analysis skills. Teachers provide targeted feedback during this small group instruction to support all students.

Through independent reading, students continue to apply reading strategies and skills. The books and materials chosen are at a reading level that students can comprehend while expanding their vocabulary and instilling an intrinsic enjoyment for reading.

During shared writing, the teacher models how to transform ideas into written language through lessons focusing on the writing process. Students are guided during small group, differentiated instruction.

Independent writing enables students to communicate their ideas while applying the key concepts modeled for them.

Dooley students receive 60 minutes of core mathematics instruction daily. Teachers begin their mathematics block with numeracy where students are encouraged to perform mental math problems using multiple strategies. Next, the teachers provide a shared lesson, which includes direct instruction based on the skill of the day. Then, students are grouped based on proficiency. Students are supported or accelerated in small, flexible groups. Students are given the opportunity to apply their skills through independent practice. On a daily basis, students are engaged in active, collaborative work, using manipulatives and technology. While performing calculations, students construct and discuss multiple solutions to problems.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Dooley School, the staff and students have created a positive community with a sense of belonging, creating a culture where children flourish.

Teachers have been trained in Quantum Learning, a method for presenting content in a way that engages and energizes students. Quantum teaches how to orchestrate appropriate risk-taking, encourage high levels of effort and accountability, and create a strong classroom culture that builds student character. Examples include student “brain breaks,” auditory and visual learning cues and music in classrooms during transitions. This philosophy has created a positive learning environment in each classroom.

Dooley also embraces Positive Behavioral Interventions & Supports (PBIS), a proactive program that establishes the behavioral supports and social culture needed for students to achieve social, emotional and academic success. The entire Dooley community is expected to teach, model and reinforce appropriate behaviors. We ask our students to Be Respectful, Be Responsible and Be Safe.

Dooley hosts monthly PBIS assemblies to recognize the students and staff. The staff, students and parents are all invited to the assemblies, because they are pivotal components in the development of the whole child. These assemblies empower students to invest in themselves. When schoolwide behavior goals are met, the entire school celebrates with dance parties, all-school bingo or other activities.

Since restructuring our PBIS program in 2014, we have seen a 10% drop in disciplinary referrals for classroom disruption. We attribute this to students and parents being involved in setting goals. Students have the desire to set their expectations higher, which results in intrinsic motivation. The internal drive of our students makes Dooley School successful.

Dooley hosts many enrichment programs that foster creativity, expose students to different cultures and promote academic exploration. Drama Club and Japanese Cultural Club allow students to study and perform the arts, while GEMS, Rocketry and STEM/FUSE allow students to participate in hands-on mathematical and scientific critical-thinking tasks. Our clubs create an extension of student learning and enhance school climate by promoting student choice.

Staff recognition has become a part of Dooley’s culture, which started with new leadership in the fall of 2014. Recognition is one way the staff inspires each other to promote joy and positivity. According to the Cultural Assessment Survey from April 2014, 63% of staff were engaged and highly satisfied. Currently, 100% of the staff reported being engaged and satisfied. This dramatic change is due to the positive relationships the staff has created.

2. Engaging Families and Community:

In the fall of 2014, Dooley’s new principal surveyed parents to gauge the home-school connection. On the survey, 57% of Dooley families said they were engaged in the learning process. After various programs were implemented, we surveyed parents again in the spring of 2016 and 90% of parents said they are engaged in the learning process.

The 2016 parent survey also indicated that 92% of families are active participants in school events, which is a significant increase from 46% in 2014.

Family input is highly valued, which is demonstrated in their active participation on the School Leadership Team (SLT) and PBIS team. Parents are involved in decision-making efforts that drive instruction and encourage positive behaviors.

Communication is a key to Dooley School’s success. A Back-to-School Night is held to introduce staff, to

provide an overview of Dooley's achievements from the previous year, and to share goals for the upcoming year. Students' progress and successes are shared through emails, phone calls, newsletters and student-led conferences. The principal also sends a weekly message to families.

Dooley School has an active PTA. Administrators and staff members attend PTA meetings and functions. The PTA hosts events, such as Fun Fair, Movie Nights and Muffins with Moms/Donuts with Dads, which foster a positive school environment. In addition, PTA supports Dooley academically by providing annual school and teacher grants. These grants fund our school literacy collection with texts written in English and Japanese.

It is also important for Dooley families to celebrate the success of our students. Families attend evening events, which include the Science Fair, Celebrate Reading and Writing Night, music performances and Japanese Culture Night.

The Schaumburg Oyanokai is a parent group that supports Japanese educational and cultural opportunities for Dooley students and families. Some activities include an annual Japanese Culture Night, a pen-pal exchange program between Dooley students and students in Japan, an exchange trip to Japan for sixth-graders and other field trips.

Additionally, Dooley has a partnership with the Japanese Chamber of Commerce and Industry of Chicago (JCCC). The JCCC supports the Japanese Dual Language Program through grants. A strong relationship has been built between Dooley and the JCCC through visits and JCC events, such as the annual Japanese Language Speech Contest.

Because students and parents are involved in creating and attending these events, they feel a sense of belonging which contributes to student success and school improvement.

3. Professional Development:

Professional development in District 54 begins with New Teacher Week, five days in August dedicated to teaching new staff about the district curriculum and culture. New teachers also participate in a two-year mentoring program. Mentors give feedback and provide support for their mentees on a continual basis.

Educators in District 54 have opportunities to teach and learn from their colleagues. Every summer, District 54 hosts a districtwide symposium, at which teachers present current educational strategies that promote student success. District 54 teachers, coaches and mentors also offer optional professional learning classes all year.

Dooley's professional development plan is aligned to the School Improvement Plan (SIP). Our School Leadership Team (administrators, certified and noncertified staff and a parent representative) evaluates student data to create the SIP and specific academic focus each year. For instance, the focus for the 2016-2017 school year is nonfiction writing because after analyzing data, we recognized the need for tighter nonfiction writing instruction and application of skills. To reach that goal, teachers have implemented more nonfiction writing in social studies and science, as well as literacy.

Each Wednesday afternoon, Dooley has 90 minutes of professional development. This time is used for all-staff professional development, for PLC planning, and as an opportunity for resource staff to meet with PLCs to plan for specific needs. During all-staff meetings, staff creates strategies for our specific academic focus and ways to overcome challenges. For example, Dooley has reviewed assessment data on numerous occasions in order to push its high-achieving student population. On the 2016 Illinois 5Essentials survey, 99% of our teachers reported "professional development is rigorous and focused on student learning."

Another learning opportunity is PLC time. Dooley PLCs meet three times each week. Each PLC's objective is for staff to collaborate effectively and to learn from one another. At these meetings, team members join forces with literacy and math coaches to assess student progress and plan further instruction to meet the needs of their students. They assess and reevaluate their current teaching practices to ensure

student growth. Lesson plans are examined and revised to ensure their alignment to each team's weekly objectives and the Illinois Learning Standards.

Dooley administrators have a hands-on approach to PLC meetings. During these meetings, administrators assess what teachers need to be successful. Administrators work together with teams to have meaningful conversations about student progress while keeping Dooley's SIP goals in mind.

4. School Leadership:

Dooley's leadership philosophy is that all members of the school community are stakeholders in the success of each student.

Dooley's principal inspires staff to become excellent teachers. She recognizes that every staff member at Dooley plays a meaningful role in student achievement. One way she recognizes the importance of all staff is by creating a school schedule that allows PLCs to have common planning time during the school day.

As a member of every PLC, the principal ensures that decisions made at these meetings are cohesive, and that discussions focus on the best interests of students. For instance, at various times in the school year, teams are given sets of questions created by the principal, which allow PLCs to reflect and adjust teaching and assessment practices.

Although Dooley has only one administrator, there are many staff members that support student success. All leadership teams function with the intention of achieving the goals identified in the School Improvement Plan.

The School Leadership Team (SLT) plans staff development based on student data, staff input and the School Improvement Plan. SLT members are responsible for supporting the school goals in their planning and interactions with students.

The Dooley Literacy Team is composed of two literacy coaches, a Japanese biliteracy coach and a gifted resource teacher. This team aligns instruction across grade levels, programs and languages by leading PLC time. The coaches select complex texts and materials for instruction that keep students motivated and engaged in learning. The Literacy Team analyzes student data enabling them to organize students into groups based on individual learning needs. This allows staff to provide targeted instruction for students during acceleration blocks.

The Child Study Team, ELL Team and coaching team work with one another. Interdisciplinary problem-solving allows staff to discuss the widest range of alternative teaching strategies for students who are not meeting academic standards with intervention support. This also enables curricular alignment to ensure the same strategies and skills are being taught to provide a seamless day for struggling students.

Chicago Magazine ranked Dooley School number 7 in its Top 20 Elementary Schools article published in August 2016. Additionally, on the 2016 5Essentials Survey Dooley ranked above average for effective leadership, collaborative teachers and ambitious instruction. These results are due to the leadership in the building and the commitment of all to the success of each individual student.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most impactful strategy at Dooley School is how we utilize small group instruction to ensure high quality, individualized instruction.

During daily guided reading, students work in small, flexible groups facilitated by the teacher at each student's instructional reading level. In the fall, teachers use guided reading data to assess their incoming students' instructional reading levels and group students appropriately.

For guided reading, teachers assign each group a text based on the skill being taught, as well as the child's reading level. The teacher introduces the current skill, reiterating the essential outcome, as students preview the text.

Students read small sections of the text independently. During this time, a teacher listens to one student read and asks him comprehension questions related to the text to assess accuracy. Next, the small group discusses how the text is related to the current skill and practices application using various strategies, such as graphic organizers and reader's response questions.

As students progress, they may be moved to different guided reading groups that reflect their current skillset. Teaching literacy in small groups is followed during guided reading and during literacy acceleration time.

Guided writing groups also meet daily. Groups are formed based on student ability level and where they are in the writing process. Students move through these fluid groups frequently.

Small group instruction is also used during math and math acceleration. In the fall, students take a pre-assessment to determine their skill attainment from the previous grade level. Teachers form initial guided math groups using this data.

After direct instruction of the daily mathematical concept, students are informally assessed and grouped based on need. For example, students exceeding expectations meet with teachers who enrich and challenge them with critical-thinking tasks. Students in need of more support are retaught the daily concept while having opportunities to practice and demonstrate skill attainment using manipulatives and other concrete representations of math. Students move through guided math groups based on mastery of a concept.

By implementing small-group instruction, we have made tremendous gains. The effectiveness of small-group instruction is evident in the MAP assessment results. The percentage of students scoring at or above the 60th percentile increased by 13% (61% to 74%) in English Language Arts and by 15% (65% to 80%) in math from the spring of 2014 to the spring of 2016. Small-group instruction has positively impacted our entire student body's academic performance.