

John W Cook Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
El Roy Estes	Principal	eestes1@cps.edu	No Access
Tinaya York	Assistant Principal	tsyork@cps.edu	No Access
Mariama Cosey	Teacher	MCosey@cps.edu	Has access
Jessica Lowery	Teacher	JJLowery@cps.edu	No Access
Belinda Allen	Teacher	BFAllen@cps.edu	Has access
Gloriby Neris	Teacher	gneris@cps.edu	Has access
Rachel Smith	Teacher	rosmith9@cps.edu	No Access
Melvin Taylor	Teacher, Diverse Learners & Case Manager	metaylor4@cps.edu	No Access
Beverly Young	Community member, LSC	beverlyjyoung0208@gmail.com	No Access
Denise Reese	Community member, LSC, parent	AnewJourney3@outlook.com	No Access
Caitlin Tully	Teacher	CSTully@cps.edu	Has access
Sharon Williams	Community member		No Access
Darlene Mathews	Counselor	dsbell@cps.edu	No Access
Deshawn Dockery	Teacher, Diverse Learners	ddockery7@cps.edu	No Access
Tyeshia Tolbert	Teacher, PreK	ttolbert@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2019	Cook Teachers	CIWP (signing up, commitment to team)

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Grade level team meeting agendas, weekly communication letter (Cougar Chronicles), REACH feedback, Cook Instructional Plan
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** # of teacher residents and staff moving to new roles within the school (growing talent), GLM and ILT cycle, peer-observations aligned to CIWP strategy (agenda and results), school branding and student work around the building.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 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:** Use of 2nd Step Curriculum, Social work uses weekly SEL curriculum with primary classrooms, lesson plans for use of scope and sequence, classroom libraries
- 3 - Instruction
 - 3 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
 - 3 Provide students frequent, informative feedback
 - 4 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Lesson plans, pop-in observation tool, implementation of personalized learning, weekly reports that go home to parents, student-led conferences, attendance team meetings, use of Google Classroom, small group instruction, students have multiple opportunities to show understanding (re-takes)
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Send weekly reports on progress, family reports on NWEA, grading, assessment cycle
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 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)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 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)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Small Group instruction planning template (turned in with lesson plans), grade level meeting agendas, BAG Reports, MTSS Intervention Plans in Aspen
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 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:** Student Advisory course, Naviance completion

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Youth Guidance programming (GALS, Synergy, BAM, etc.); use of positive behavior interventions (Neris bucks), teacher sharing resources reviewing each others data (GLM), peer-to-peer walks, teachers sharing resources, use of 2nd step, restorative justice conversations, check-in/check-out for students in need.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:** BHT Power Team meeting notes and agenda, Youth Guidance protocols for working with students, KULU program for 7th grade boys, BAM. GALS, 2nd step curriculum. peace circles, MTSS plan,
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Restorative conversations occur when students experience conflict (Dashboard/Aspen School Incidents), low suspension rate, Use of Lunch and Learn to help students study to reintegrate into their classroom community

- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Language supports for Spanish-speaking parents, weekly progress reports on behavior and grades sent home to students, parent breakfast activities for attendance, parent support through external organizations Youth Guidance, Auburn-Gresham

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1

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	MTSS - clear system for providing appropriate tiered academic and behavioral supports for all students
Root Cause 1	Deep learning about MTSS has not occurred and implementation (how to record, what qualifies as tier 2 vs tier 3) is not clear to all staff.
Area of Critical Need 1	Continuous Improvement Cycle - Teacher Teams
Root Cause 2	School needs to dedicate more time implementing cycle of developing teachers. GLTs are consistent but are mostly led by administrators.
Area of Critical Need 3	Supportive and Equitable Approaches to Discipline
Root Cause 3	The data suggests that a gap exist in how teachers and students feel about the school's supportive environment. Our analysis leads us to believe that a school-wide PBIS and discipline policy may be the root cause. It is clear that teachers believe they are teaching well and students feel they are learning but indicators across 5essentials, parent input, and teacher input show that there is not consistency and a gap in trusting relationships exists.

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 (Reading) If we are addressing student needs through an ambitious MTSS plan we should see more students meeting grade level.	African American		51.00	54.00
Vision: NWEA Attainment G2-8 (Math) If we are addressing student needs through an ambitious MTSS plan we should see more students meeting grade level.	African American		48.00	51.00
Vision: NWEA Growth G3-8 (Math) We expect growth in this area of need if we target critical area of need	African American		65.00	67.00
Vision: NWEA Growth G3-8 (Reading) (Blank)	African American		68.00	70.00
(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 Supportive environment for students and parents SY19 Student-Teacher Trust (according to students) 57 - Neutral; Teacher-Parent Trust (according to teachers) 47 Neutral				60.00	67.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Reduction in student disruptions as recorded by the number of misconduct reports written. The school does not implement a system-wide approach to discipline. Individual teachers or grade bands have unique approaches to discipline.				15.00	20.00
Increased agreement on implementation of school-wide PBIS and discipline policy Teacher surveys will be given and quarterly "temperature checks" to see if changes to and implementation of school-wide PBIS and discipline policy is working.				60.00	75.00
Increase in trust metrics on the 5essentials survey from neutral to strong All of the trust indicators are neutral which we believe is a sign of inconsistency and that staff and students are still working to build trusting relationships amongst each other.				60.00	65.00

Strategies

Strategy 1

If we do...	If we co-craft and implement clear policy and protocols for discipline and PBIS with scholars and staff, create flexible learning environments that meet the social and emotional needs of our scholars, and communicate clear expectations for and to staff, scholars, and families
Then we see...	staff using consistent, equitable procedures to address discipline and support PBIS, a better understanding of stakeholders' responsibilities, scholars reflecting and taking ownership of striving towards excellence in personal conduct and academic achievement, and a growth mindset in staff, scholars and families on how to provide equitable supports for students
which leads to...	consistent and proactive approaches to discipline as indicated by a cumulative decrease in misconducts by 35% by 2022; and increased trust amongst staff, students, families, and admin as evidenced by an increase in trust metrics on the 5essentials survey from neutral to strong (a score of 65 by 2022)
Budget Description	Funding for furniture and technology by PL Department for SY2021; Scheduling for professional development (# of staff out); resources to plan for new teachers to the building as funding declines in SY2022; Instructional rate of pay for meetings held outside of school day; purchase PBIS system; \$875 6 - 8 Second step streaming license

Tags	Family & Community Engagement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, Personalized Learning: Learner Agency, Safety & Security
Action steps	<ul style="list-style-type: none"> • (Not started) Create a climate team for the school with appropriate representation of staff and scholars by EOY SY2020 Tags: • (Not started) Develop step-by-step behavior protocols for misconduct Tags: OSEL: Supportive and Equitable Discipline Practices • (Not started) Create clear school-wide PBIS policy including teacher incentives Tags: • (Not started) Determine existing systems that may help with managing PBIS (e.g. Class Dojo) Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices • (Not started) Plan school-wide Fun Friday Incentive (create a sign up for teachers, create a schedule, etc.) Tags: • (Not started) Unpack the elements of Personalized Learning that support appropriate student behavior and boost student accountability Tags: Personalized Learning: Learner Agency • (Not started) Implement the Check-In/Check-Out Program to target students with repeated misconducts/inappropriate behaviors Tags: OSEL: Tier 2 and 3 Interventions • (Not started) Implement the SWAG program to increase positive student behavior Tags: OSEL: Supportive School Environment • (Not started) Provide professional learning opportunities for teachers to learn and practice discipline protocols and PBIS protocols Tags: OSEL: Supportive and Equitable Discipline Practices • (Not started) Engage students in the process through student council

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) School-wide PD on implementing Second Step to support SEL (entire school community) <p>Tags: OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Take inventory of second-step kits needed <p>Tags: OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Secure 2nd step curriculum <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create a team of parents to learn about PBIS, have input, and support the process. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Ensure that all students reflect and discuss their academic and behavioral growth during student-led conferences. <p>Tags: Personalized Learning: Progression Based on Mastery</p>
--	---

Strategy 2

If we do...	provide professional learning to all staff members around MTSS AND create a clear and consistent tiered system of support that identifies specific interventions, assessments, and supports
Then we see...	will accurately assess and provide interventions that meet the academic and behavioral needs of all students
which leads to...	10% increase in attainment 2-8 Reading, a 17% increase in attainment 2- 8 Math, and 20% reduction in misconduct
Budget Description	MTSS professional learning, team planning time, potential need for extra pay for MTSS Lead
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, ODLSS: Behavior Support, ODLSS: Instructional Quality, Personalized Learning: Authentic Learning, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Design and secure professional learning (Define MTSS; ODLSS alignment, etc.)

	<p>Tags:MTSS, ODLSS: Behavior Support, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Create cycle to plan, teach, progress monitor and analyze data (needs to align with Personalized Learning implementation and the criteria of ODLSS) <p>Tags:MTSS: Progress Monitoring, ODLSS: Instructional Quality, ODLSS: Special Education Administrator, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Develop a list of acceptable assessments and progress monitoring tools for teachers to administer and use that are already integrated within our routines. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop a schedule to assess students and determine who will assess (will it be broken up by assessment, grade level, etc) <p>Tags:MTSS</p> <ul style="list-style-type: none"> (Not started) BHT team will provide training to Cook staff so all receive the referral flow chart, forms, and protocol. <p>Tags:ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Fine-tune systems of behavioral support to include communication across teachers and BHT Team members <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Create clear criteria for tiers and menu of interventions and supports (academic and behavior) <p>Tags:MTSS, MTSS: Progress Monitoring</p>
--	---

Strategy 3

If we do...	Promote teacher/staff leadership within the school community, drawing on their expertise and build the capacity of teams to lead cycles of learning
Then we see...	will see teachers/staff owning and leading cycles of learning, problem-solving instructional and SEL needs based on school and student data and student work
which leads to...	An increase in teacher's confidence and ownership, as assessed by the leadership development survey, an increase in trust metrics on the 5 essentials survey from neutral to strong (a score of 65 by 2022), and 67% of students meeting/exceeding their growth goals by 2022 in Math and 70% of students meeting/exceeding their growth goals in Reading by 2022

Budget Description	Instructional rate of pay for planning,(before/after school), during school sub coverage for teacher modeling and implementation
Tags	Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Form committees to set routine schedule for meeting, and responsibilities/ expectations of teacher leaders Tags:Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Create a special schedule for embedded professional development and planning time focused on improving instruction and technology integration. Tags:Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Create and distribute leadership development survey to staff (to collect BOY data) Tags:Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Distribute professional learning needs assessment to staff Tags:Personalized Learning: Learner Agency, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Develop scope and sequence for prof. learning based on needs assessment Tags: • (Not started) PL & SEL Champions to engage in ongoing PD and coaching with DoPL around leadership development Tags:Personalized Learning: Authentic Learning

Action Plan

Strategy 1

Create a climate team for the school with appropriate representation of staff and scholars by EOY SY2020

Mar 09, 2020 to Mar 31, 2020 - Dr. Estes/Dr. York

Plan school-wide Fun Friday Incentive (create a sign up for teachers, create a schedule, etc.)

May 01, 2020 to Aug 31, 2020 - Climate Team and Grade Level Team

Unpack the elements of Personalized Learning that support appropriate student behavior and boost student accountability

May 01, 2020 to Jan 08, 2021 - PL Team w/ILT

Implement the Check-In/Check-Out Program to target students with repeated misconducts/inappropriate behaviors

Sep 07, 2020 to Oct 03, 2020 - Mathews/Climate Team

Implement the SWAG program to increase positive student behavior

Sep 28, 2020 to Jun 22, 2021 - Finko and Allen

Develop step-by-step behavior protocols for misconduct

Mar 31, 2020 to Jun 18, 2020 - Climate Team

Create clear school-wide PBIS policy including teacher incentives

May 01, 2020 to Aug 31, 2020 - Climate Team

Determine existing systems that may help with managing PBIS (e.g. Class Dojo)

Apr 22, 2020 to Jun 05, 2020 - Climate Team/Admin

Provide professional learning opportunities for teachers to learn and practice discipline protocols and PBIS protocols

Aug 01, 2020 to Jun 22, 2021 - Admin

Engage students in the process through student council

- Collins/Climate Team

School-wide PD on implementing Second Step to support SEL (entire school community)

Jun 01, 2020 to Sep 30, 2020 - Admin

Take inventory of second-step kits needed

Sep 02, 2020 to Sep 11, 2020 - Teachers

Secure 2nd step curriculum

Apr 03, 2020 to May 15, 2020 - Admin

Create a team of parents to learn about PBIS, have input, and support the process.

Sep 01, 2020 to Oct 30, 2020 - Taylor/Climate

Ensure that all students reflect and discuss their academic and behavioral growth during student-led conferences.

Sep 07, 2020 to Nov 18, 2020 - PL Team

Strategy 2

Design and secure professional learning (Define MTSS; ODLSS alignment, etc.)

May 01, 2020 to Jun 30, 2020 - ILT

Create cycle to plan, teach, progress monitor and analyze data (needs to align with Personalized Learning implementation and the criteria of ODLSS)

Aug 31, 2020 to Sep 04, 2020 - ILT, Admin

Develop a schedule to assess students and determine who will assess (will it be broken up by assessment, grade level, etc)

Aug 01, 2020 to Sep 30, 2020 - ILT

Develop a list of acceptable assessments and progress monitoring tools for teachers to administer and use that are already integrated within our routines.

May 01, 2020 to Sep 04, 2020 - ILT

BHT team will provide training to Cook staff so all receive the referral flow chart, forms, and protocol.

Sep 01, 2020 to Sep 30, 2020 - BHT

Fine-tune systems of behavioral support to include communication across teachers and BHT Team members

Sep 07, 2020 to Feb 28, 2021 - BHT

Create clear criteria for tiers and menu of interventions and supports (academic and behavior)

Jun 01, 2020 to Sep 30, 2020 - ILT

Strategy 3

Form committees to set routine schedule for meeting, and responsibilities/ expectations of teacher leaders

Jun 01, 2020 to Jun 30, 2020 - Allen/ILT/PL

Create a special schedule for embedded professional development and planning time focused on improving instruction and technology integration.

Jun 01, 2020 to Aug 28, 2020 - Admin

Create and distribute leadership development survey to staff (to collect BOY data)

Aug 30, 2020 to Sep 05, 2020 - ILT/Admin

Distribute professional learning needs assessment to staff

Aug 31, 2020 to Sep 11, 2020 -

Develop scope and sequence for prof. learning based on needs assessment

Sep 14, 2020 to Oct 30, 2020 -

PL & SEL Champions to engage in ongoing PD and coaching with DoPL around leadership development

Sep 27, 2020 to Jan 21, 2022 - PL Team

Fund Compliance

ESSA Program

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.

Our current plan is continuously review throughout the school on a need based assessment. We conduct an annual and thorough review for finalization. During this process, multiple for of data are analyzed by members of the Instructional Leadership Team.

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

BOY and MOY data from the NWEA is used to drive instruction. During the MOY, there is a school-wide decision involving all grades (2nd-8th) based on the disaggregated test data from the NWEA shared with all staff member to ensure the academic success of all involved scholars.

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.

Our on-going professional development is based on the Common Core State Standards practices. The on-going PD is scheduled on a weekly basis within our Grade Level Meetings (GLM). Network 11 ISL's frequently visit our meeting and provided necessary feedback to strengthen our core program. Cook Academy has committed and partnered with Personalized Learning Team who provides a research-based program to strengthen our academic program academically, socially and emotionally.

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

The coaching from Personalized Learning focuses on SEL. We also have Youth Guidance to support our scholar with both individualized and group therapy sessions. The school's counselor provide college career awareness strategies with our middle school department. The school social workers provide mentoring and personal sessions for our scholars.

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

The school has concentrated on established a hiring committee to recruit high-quality and highly qualified teachers. By involving other members of the staff to participate in the hiring process, the chances of selecting a more qualified teacher will increase the chances.

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 PD is secured and participated by staff. All staff participate in at least six Flex Day PD along with Pd provided by Network 11. Administrators are involved in monthly PD at the Network level to improve leadership skills.

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

We currently have an active LSC. The principal provides each group with detailed "State of School" statuses on a quarterly basis. The school has a new PAC president who has recruited more members to participate, support and recruit more parents. Lastly, STEM curriculum nights are held to keep parents abreast of the curriculum and instructional practices teachers are using to encourage parental involvement and support.

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.

Cook Academy currently houses two full day preschool programs. Teachers will host monthly meetings to discuss issues related specifically to preschool parents. The two staff members attend professional development at the beginning of the school year and throughout the year with on-going PD. By providing high-quality instruction, the scholars will have a better chance of achieving a successful transition.

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 involved in the annual decision of creating and designing the yearly assessment plan.

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.

Cook Academy has embedded an Daily Intervention Period in our daily schedule to ensure our scholars are receiving an equitable education. Information is gather from multiple sources of data to ensure academic success for all tiered scholars.

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.

At Title 1 PAC Meetings, LSC meetings and other meetings designed to increase parental involvement, when parent suggestions are given, the administration will have one month to respond to those suggestions. Administrators will respond to parent suggestions and inquiries at the subsequent PAC meetings. Title 1 PAC meetings will be held monthly. Additionally, parents will be given the opportunity to attend school events where they can learn about the curriculum and NWEA proficiency levels. In addition to academic, we can utilize funds to bring appropriate programs relating to violence prevention, nutrition, vocational and job training and housing. We will also follow the programs and practices aligned with Parent University.

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 currently have an active LSC. The principal provides each group with detailed "State of School" statuses on a quarterly basis. Lastly, STEM curriculum nights are held to keep parents abreast of the curriculum and instructional practices teachers are using to encourage parental involvement and support.

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

The school's Title 1 Annual Meeting was completed on November 12th. Title 1 PAC meetings will be held monthly after the organizational is completed. All meetings are posted and displayed on the Marquee, website and outside on the message board. For SY2020 the Annual Title I Meeting was held on October 3, 2019 at 4:30 pm in the school auditorium. For SY2020, the Title I PAC Organizational Meeting was held on Thursday, October 10 at 10:00 am in the Parent Room.

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.

At Title 1 PAC Meetings, LSC meetings and other meetings designed to increase parental involvement, when parent suggestions are given, the administration will have one month to respond to those suggestions. Administrators will respond to parent suggestions and inquiries at the subsequent PAC meeting.

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.

Title 1 PAC meetings will be held monthly. Additionally, parents will be given the opportunity to attend school events where they can learn about the curriculum and NWEA proficiency levels. We will also hold an WHERE WE STAND Night so parents can dive deeper into the assessments their children will participate in throughout the year such as NWEA MAP, NWEA MPG, DIBELS, TRC and PARCC. All relevant information will also be sent home to parents on a regular basis.

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

Parents will be notified by letter and by phone every Monday for a month if their child has been assigned to or taught by a teacher who is not highly qualified.

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

The Administration plans to host at least two Family Nights where the following assessments will be explained in detail: NWEA MAP, NWEA MPG, PARCC, DIBELS and TRC. The school will also send him results on standardized tests as they are received. Additionally, administrators will provide parents and students with BAG reports- Reports on their attendance, behavior, grades and current assessments every 5 weeks. The teachers will also conference with students regarding their assessment goals for the school year.

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 school will send results on standardized tests as they are received. Additionally, administrators will provide parents and students with BAG reports Reports on their attendance, behavior, grades and current assessments every 5 weeks. The teachers will also conference with students regarding their assessment goals for the school year.

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.

Teachers will be encouraged to keep a contact log where they detail the number of positive and instructive parent calls they make weekly. Teachers will also collaborate with parents to increase parental involvement such as STEM Night, March Madness Basketball Game, Family Game night, etc. The goal is to plan at least one parent activity per month. Parents also run our Healthy Kids Food Market every two weeks. Lastly, PAC is encouraged to host parent events around concepts parents are interested in such as healthy eating, homework help, GED classes, technology classes, etc.

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.

Cook Academy currently houses two full day preschool programs. Teachers will host monthly meetings to discuss issues related specifically to preschool parents.

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.

Administration will review all correspondence sent to student homes to ensure language and format fosters maximum understanding for the intended audiences.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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.)

The mission of John W. Cook Academy is to provide all students with a high quality, technological and challenging educational experience that prioritizes educating the whole child while ensuring we are building lifelong, confident learners, who are equipped to compete globally and empowered to achieve excellence through perseverance.

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.

At Cook Academy, we hold Student-Led Conferences. Student-Led Conferences are scheduled based on the CPS District schedule. During this process scholars share with their parents information regarding their proficiency levels, grades, academic progress, attendance and behavior during these conferences.

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 receive progress reports (Grades), and BAG reports (Behavior, attendance, grades, assessments) every 5 weeks and report cards every 10

weeks. Parents will also be able schedule meetings with teachers/administrators as needed. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 during the first and third quarter.

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

Parents will also be able schedule meetings with teachers/administrators as needed before school, during prep and after school. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 1st and 3rd quarter. Parents are always welcome to hold meetings with teachers during their prep periods as long as the meeting is scheduled in advance.

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.

Administration will hold a parent volunteer informational at the beginning of the year and show parents how to go on the CPS website and sign up to become parent volunteers. This is specifically for parents that will volunteer for 5 hours or more per week. Teachers will also allow opportunities for parents to sign up and volunteer in the classroom to help manage instructional groups during guided math and guided reading instruction. Administration will manage the volunteers interested in helping with recess, lunchroom, and special events.

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

Parents can support learning by doing the following:
Assisting with homework
Returning signed weekly reports
Sign up for parent portal to stay abreast of their child's grades, attendance and behavior
Maintain constant communication with their child'd teacher via email or phone
Attend school events
Attend ALL parent teacher conferences

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

We currently have an active LSC. The LSC meets monthly. The Principal will hold Tea with the "P" meetings with parents that are not a part of either of these committees to ensure that their voices are heard. Parents will also be able schedule meetings with teachers/administrators as needed. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 1st and 3rd quarter. Parents are always welcome to hold meetings with teachers during their prep periods as long as the meeting is scheduled in advance.

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

Students will stay abreast of their "On Track" data- Attendance, Behavior and Grades via student portal and regular conferences with teachers
Students will follow school wide behavioral expectations

Students will be aware of their RIT score and stretch goals and set a plan to surpass it
 Students will maintain an attendance rate of 95%
 Students will come to school prepared to learn with their instructional materials and positive attitude.

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.

- Parent Leadership Training with Youth Guidance- Date TBD (selected parents will be trained as volunteers in schools/classrooms).
- Parent Training with the Prather Foundation (Rosemary Prather)
- Workshops for parents-Topics include strategies to help parents help their students at home (teachers will be facilitating these workshops, possible topics include Intentional Read Alouds, Read Around the House, Simple Math Drills, Helping Children Become Writers, etc).

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.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$420.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	<p>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.</p>	\$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>	\$500.00
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>	\$100.00