

John C Coonley Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
12/17/2019	Laslo, Zurawski, Lish, Commons, Lancaster, Storrie, Tillotson, Lair, Bertucci, Butala, Hayes, Bajorek, Brandstrader, Foreman,	Data Review and Needs Assessment
10/08/2019	Teaching Staff at Restructured Day	Data Review and set agenda for revision of previous CIWP
11/08/2019	Whole Staff -PD Day	Update all previous Action Items and suggest new and revise strategies.
01/15/2020	ILT Members	Root Cause Analysis

Date	Participants	Topic
01/31/2020	Whole Staff-PD Day	Root Cause Analysis and Theory of Action
02/04/2020	LSC Members	Update progress and get feedback
02/05/2020	ILT Members	Finalize RCA and ToA
03/04/2020	ILT Members	Strategies and Action Items
04/23/2020	ILT Members	Strategy and Action Items
06/02/2020	LSC members and community	Approval
05/14/2020	ILT Members	Community Components

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

- **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 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)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Transitions, College & Career Access, & Persistence

- 4 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)
- 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 4 READINESS ? Ensure equitable access to college preparatory curriculum
- 4 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:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Supportive and Equitable Approaches to Discipline

- 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We surveyed our staff, averaged responses, collected written feedback, met as a staff (1/31/20) and discussed strengths and opportunities.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	5
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

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	Language proficiency among our English Learners
Root Cause 1	Need for focused professional development and district support and more time for collaboration.
Area of Critical Need 2	Literacy growth among our 5th and 8th grade students
Root Cause 2	Need to further analyze opportunities within our curricular vertical alignment and professional development to further differentiate.
Area of Critical Need 3	Mathematics growth among our 6th and 8th grade students
Root Cause 3	Need to further analyze opportunities within our curricular vertical alignment and

	professional development to further differentiate.
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We are actively collaborating as a school to support our EL students in new ways that will increase achievement.	EL		50.00	65.00
Vision: NWEA Growth G3-8 (Reading) We continually are in search of new ways to differentiate and support the growth of all our students. We are focusing increased attention on our 5th and 8th grade students.	Overall		70.00	75.00
Vision: NWEA Growth G3-8 (Math) We continually are in search of new ways to differentiate and support the growth of all our students. We are focusing increased attention on our 6th and 8th grade students.	Overall		75.00	80.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will focus increased attention on the "Supportive Environment" category and the				60.00	60.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
sub groups of: "Student-Teacher Trust" and "Academic Personalism".					

Custom metrics (0% complete)

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

Strategy 1

If we do...	continue to implement structures to support meaningful teacher peer to peer observation and provide flexible professional development based on teacher survey results that afford more opportunities and creates a variety of structures
Then we see...	greater innovation in instructional practices and further implementation of effective instructional strategies and resources
which leads to...	higher reporting frequencies of teacher collaboration as measured on the 5 Essentials survey questions: "Worked on instructional strategies with other teachers." "Gone over student assessment data with other teachers to make instructional decisions." "Worked with other teachers to develop materials or activities for particular classes"
Budget Description	We will update based on budget appeal.
Tags	Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Create a team schedule that provides quarterly time set aside for peer observation. Tags:Structure for Continuous Improvement (Not started) Revise a teacher created feedback form that allows teachers to share ideas and provide constructive feedback to one another. Tags:Structure for Continuous Improvement

- (Not started) Continue to fund substitutes so that teachers can visit other schools and bring back strategies.

Tags:Structure for Continuous Improvement

- (Not started) Utilize teacher assistants to allow teachers time to observe colleagues.

Tags:Structure for Continuous Improvement

- (Not started) Find common planning times for special education/general education teachers to share strategies regarding inclusive activities based on observations and best practices in teaching.

Tags:Structure for Continuous Improvement

- (Not started) Survey staff to attain topics of interest and expertise levels.Schedule targeted professional development based on data collected

Tags:Structure for Continuous Improvement

- (Not started) Create more opportunities for vertical collaboration and articulation.

Tags:Structure for Continuous Improvement

- (Not started) Teacher professional development cluster (teacher learning communities) is focused on Language Arts Book Study (Title: Reading Strategies Book)

Tags:Structure for Continuous Improvement

- (Not started) Expand and fund a teacher mentoring program that provides a weekly structure for collaboration.

Tags:Structure for Continuous Improvement

- (Not started) Include training around determining LRE (Least Restrictive Environment) and inclusive practices.

Tags:Student Voice, Engagement, and Civic Life

- (Not started) Schedule teacher professional development for English Learner instructional strategies.

Tags:Structure for Continuous Improvement

	<ul style="list-style-type: none"> (Not started) Create a dedicated professional development section in the weekly staff ebulletin where teachers will share upcoming events and opportunities. <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Utilize weekly cluster as an opportunity to share professional development topics of interest. <p>Tags:Structure for Continuous Improvement</p>
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Strategy 2

If we do...	review curriculum implementation to support the school-wide social emotional program and broaden our use of restorative practices
Then we see...	more success in student behaviors and improvement in open and honest communication in peer to peer relationships leading to appreciation of multiple perspectives and learning how to self monitor their feelings
which leads to...	an increase in the use of restorative practices,an increase in students' ability to remain in an inclusive setting, "very safe" student safety responses as measured on the 5 Essential questions: "Outside around the school" "Traveling between home and school" "In the bathrooms of the school" "In the hallways of the school" "In their classes". Also increases in "academic personalism?, and ?Peer Support for Academic Work?, and ?Empowering Student Voice? as measured on the 5 Essentials Survey. This will also lead to decreases in rates of in-school and out of school suspensions
Budget Description	We will update based on budget appeal.
Tags	CBE: SEL Integration, OSCP: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Continue to monitor implementation of SEL program through ILT, cluster, and after school professional development opportunities. <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> (Not started) Provide professional development throughout the school year, created by the Restorative Practices Committee, which holds monthly meetings to discuss continued implementation. <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Continue to improve our Coonley Best/Peer Buddies program from middle school to include grades 3 and up to create a more inclusive school environment.

	<p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) Continue to revise and develop grade level appropriate surveys that allow students the opportunity to provide both social emotional and academic feedback to teachers. <p>Tags:SSCE: Student Voice</p> <ul style="list-style-type: none"> • (Not started) Infuse CPS Digital Citizenship lessons into our social emotional curriculum. <p>Tags:CIDL: Digital Learning</p> <ul style="list-style-type: none"> • (Not started) Continue to use Rush Neurological Executive Functioning curriculum. <p>Tags:MTSS</p> <ul style="list-style-type: none"> • (Not started) Incorporate Growth Mindset activities into SEL Curriculum. <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> • (Not started) Create new school-wide collective SEL initiatives. <p>Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions</p> <ul style="list-style-type: none"> • (Not started) Institute weekly classroom talking circles school-wide. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) Explore mental health curriculum opportunities school-wide beginning with middle school suicide prevention curriculum. <p>Tags:OSCPA: Social/Emotional Support</p>
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Strategy 3

If we do...	continue to analyze current and past curriculum/resources to better fit needs and concepts aligned to common core standards and school goals with a focus on differentiati
Then we see...	students develop a foundation of skills that will lead to further academic achievement and growth
which leads to...	an increased percentage of students meeting NWEA/MAP growth targets overall, and specifically within our English Learners and Special Education populations. We look to increase our 62nd percentile in "National School Growth Percentile - Reading". We look to increase our "National School Growth Percentile - Math" from the 81st percentile. Also increases in "academic personalism?, ?English instruction?, and ?academic press? as measured on the 5 Essentials Survey

<p>Budget Description</p>	<p>We will update based on budget appeal.</p>
<p>Tags</p>	<p>Instruction, Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2- Leveraging Data to Close Gaps, Science: Curriculum, Math: Curriculum</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Reassess grade level content pacing and overall curriculum maps in all content areas to articulate foundations and scaffolding of skills.</p> <p>Tags:Instruction</p> <p>• (Not started) Use the STEM committee to focus efforts on curriculum creation and alignment and prepare for a maker space.</p> <p>Tags:STE(A)M Schools: K-12 Program of Study (SSS5)</p> <p>• (Not started) Review, purchase, and support implementation of supplemental science resources aligned with the Next Generation Science Standards (NGSS).</p> <p>Tags:Science: Rigorous Tasks, STE(A)M Schools: K-12 Program of Study (SSS5)</p> <p>• (Not started) Support English Learners through additional resources, collaboration, and encouraging more teachers to attain English Learner certification.</p> <p>Tags:Instruction, OLCE</p> <p>• (Not started) Continue to reflect upon and revise Special Education and English Learner student and staff schedules to best meet the needs of all learners, while also providing quality time for collaboration by providing common planning times for teachers.</p> <p>Tags:Structure for Continuous Improvement</p> <p>• (Not started) Create collaboration opportunities between ELL certified teachers and non certified teachers to give strategies to bring back to their own class.</p> <p>Tags:Structure for Continuous Improvement</p> <p>• (Not started) In grade level professional development clusters examine student pre-assessments to ensure students are assigned individualized, appropriate instructional activities with a focus on strategic and rigorous thinking that require students to provide evidence of their reasoning.</p> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth</p>

	<ul style="list-style-type: none"> • (Not started) Continue to provide the specific, CPS created English Learners Sequence of Professional Development to teachers and staff. Tags:Instruction • (Not started) Implementation of web-based intervention/reinforcement tools for English Learners and Special Education students. Tags:Assessment: Monitoring Student Learning to Support Growth • (Not started) Continue our formative assessment professional development focus in cluster as we address Multi-Tiered Systems of Support for students. Tags:Assessment: Monitoring Student Learning to Support Growth • (Not started) Continue targeted differentiation/grouping professional focus in cluster as well as vertical articulation meetings. Tags:Instruction, CIDL: Curriculum • (Not started) In the Middle School we will continue to utilize CPS Naviance website to conduct college and career planning. Tags:ECCE: Career and Technical Education
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Strategy 4

If we do...	build on successful community building school activities and implement new equity initiatives aimed at unified, positive, collective, and empathetic action for all Coonley stakeholders: students, staff, parents and community
Then we see...	more success in student behaviors and improvement in peer-to-peer relationships and less distraction during class time as students learn how to self-monitor and lead fellow students in positive actions
which leads to...	increases in "supportive environment? responses as measured on the 5 Essential survey sections: ?Safety?, ?Student- teacher trust?, ?staff collective responsibility? and "Peer support for academic work". This will also lead to decreases in rates of in-school, out of school suspensions
Budget Description	We will update based on budget appeal.
Tags	Leadership for Continuous Improvement, Equity: Resource Equity, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Community Engagement, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Student Leadership

Action steps	<ul style="list-style-type: none"> • (Not started) Create an Equity Teacher Committee to coordinate teacher equity and anti-bias training. Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Expand community service opportunities using Student Council and Beta Clubs as driving organizations. Continue to utilize existing community partnerships and find new opportunities for different grade levels. Tags: FACE2: Community Partnerships • (Not started) Build on initiatives aimed at unifying Coonley through collective actions. Expand Peer/Best Buddies, Celebration Week, and look for new opportunities to build bridges between Coonley programming. Tags: OSEL: Supportive School Environment • (Not started) Work to streamline all of our academic/SEL initiatives/equity/culturally inclusive events to create a cohesive schedule and look for opportunities to add new activities. Tags: Leadership for Continuous Improvement • (Not started) Align school-wide curriculum and activities to make sure the students receive a breadth of equity based and culturally inclusive instruction. Tags: Curriculum, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
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Action Plan

Strategy 1

Create a team schedule that provides quarterly time set aside for peer observation.

Aug 31, 2020 to Sep 30, 2020 - ILT and Administration

Revise a teacher created feedback form that allows teachers to share ideas and provide constructive feedback to one another.

Aug 31, 2020 to Sep 30, 2020 - ILT and Administration

Continue to fund substitutes so that teachers can visit other schools and bring back strategies.

Aug 31, 2020 to Jun 22, 2021 - Administration

Utilize teacher assistants to allow teachers time to observe colleagues.

Aug 31, 2020 to Jun 22, 2021 - Administration

Find common planning times for special education/general education teachers to share strategies regarding inclusive activities based on observations and best practices in teaching.

Aug 19, 2020 to Sep 30, 2020 - ILT and Administration

Survey staff to attain topics of interest and expertise levels. Schedule targeted professional development based on data collected

Aug 31, 2020 to Sep 30, 2020 - ILT and Administration

Create more opportunities for vertical collaboration and articulation.

Aug 31, 2020 to Jun 22, 2021 - ILT and Administration

Teacher professional development cluster (teacher learning communities) is focused on Language Arts Book Study (Title: Reading Strategies Book)

Aug 31, 2020 to Sep 30, 2020 - ILT and Administration

Expand and fund a teacher mentoring program that provides a weekly structure for collaboration.

Aug 31, 2020 to Jun 22, 2021 - ILT and Administration

Include training around determining LRE (Least Restrictive Environment) and inclusive practices.

Aug 31, 2020 to Jun 22, 2021 - ILT and Administration

Schedule teacher professional development for English Learner instructional strategies.

Aug 31, 2020 to Jun 22, 2021 - ILT, EL coordinator, and Administration

Create a dedicated professional development section in the weekly staff ebulletin where teachers will share upcoming events and opportunities.

Aug 31, 2020 to Jun 22, 2021 - Administration

Utilize weekly cluster as an opportunity to share professional development topics of interest.

Aug 31, 2020 to Jun 22, 2021 - Teacher teams and Administration

Strategy 2

Continue to monitor implementation of SEL program through ILT, cluster, and after school professional development opportunities.

Aug 31, 2020 to Jun 22, 2021 - Teacher team, ILT and Administration

Provide professional development throughout the school year, created by the Restorative Practices Committee, which holds monthly meetings to discuss continued implementation.

Aug 31, 2020 to Jun 22, 2021 - Restorative Practices Committee

Continue to improve our Coonley Best/Peer Buddies program from middle school to include grades 3 and up to create a more inclusive school environment.

Aug 31, 2020 to Jun 22, 2021 - Best Buddies Team

Continue to revise and develop grade level appropriate surveys that allow students the opportunity to provide both social emotional and academic feedback to teachers.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Infuse CPS Digital Citizenship lessons into our social emotional curriculum.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Continue to use Rush Neurological Executive Functioning curriculum.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Incorporate Growth Mindset activities into SEL Curriculum.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Create new school-wide collective SEL initiatives.

Aug 31, 2020 to Jun 22, 2021 - ILT, Student Council, and Beta Club

Institute weekly classroom talking circles school-wide.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Explore mental health curriculum opportunities school-wide beginning with middle school suicide prevention curriculum.

Aug 31, 2020 to Jun 22, 2021 - ILT, Counselor, and Administration

Strategy 3

Reassess grade level content pacing and overall curriculum maps in all content areas to articulate foundations and scaffolding of skills.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Use the STEM committee to focus efforts on curriculum creation and alignment and prepare for a maker space.

Aug 31, 2020 to Jun 22, 2021 - STEM Committee

Review, purchase, and support implementation of supplemental science resources aligned with the Next Generation Science Standards (NGSS).

Jul 01, 2020 to Jun 22, 2021 - Science Teachers, ILT and Administration

Support English Learners through additional resources, collaboration, and encouraging more teachers to attain English Learner certification.

Jun 01, 2020 to Jun 22, 2021 - Teacher Teams, ELPT Lead, and Administration

Continue to reflect upon and revise Special Education and English Learner student and staff schedules to best meet the needs of all learners, while also providing quality time for collaboration by providing common planning times for teachers.

Jul 01, 2020 to Aug 31, 2020 - Teacher Teams, ILT, and Administration

Create collaboration opportunities between ELL certified teachers and non certified teachers to give strategies to bring back to their own class.

Aug 31, 2020 to Jun 22, 2021 - ELPT, Teacher Teams, and ILT

In grade level professional development clusters examine student pre-assessments to ensure students are assigned individualized, appropriate instructional activities with a focus on strategic and rigorous thinking that require students to provide evidence of their reasoning.

Aug 31, 2020 to Jun 22, 2021 - Teacher Teams

Continue to provide the specific, CPS created English Learners Sequence of Professional Development to teachers and staff.

Aug 31, 2020 to Jun 22, 2021 - CPS EL Department, ELPT and Administration

Implementation of web-based intervention/reinforcement tools for English Learners and Special Education students.

Jul 01, 2020 to Aug 31, 2020 - ILT, Case Manager, and Administration

Continue our formative assessment professional development focus in cluster as we address Multi-Tiered Systems of Support for students.

Aug 31, 2020 to Jun 22, 2021 - MTSS Committee and Teacher Teams

Continue targeted differentiation/grouping professional focus in cluster as well as vertical articulation meetings.

Aug 31, 2020 to Jun 22, 2021 - ILT and Teacher Teams

In the Middle School we will continue to utilize CPS Naviance website to conduct college and career planning.

Aug 31, 2020 to Jun 22, 2021 - Counselor and Middle School Teachers

Strategy 4

Create an Equity Teacher Committee to coordinate teacher equity and anti-bias training.

Aug 31, 2020 to Jun 22, 2021 - Equity Committee and Administration

Expand community service opportunities using Student Council and Beta Clubs as driving organizations. Continue to utilize existing community partnerships and find new opportunities for different grade levels.

Aug 31, 2020 to Jun 22, 2021 - ILT, Student Council and Beta Club

Build on initiatives aimed at unifying Coonley through collective actions. Expand Peer/Best Buddies, Celebration Week, and look for new opportunities to build bridges between Coonley programming.

Aug 31, 2020 to Jun 22, 2021 - Best Buddies/Peer Buddies Committee, and ILT

Work to streamline all of our academic/SEL initiatives/equity/culturally inclusive events to create a cohesive schedule and look for opportunities to add new activities.

Aug 31, 2020 to Jun 22, 2021 - ILT

Align school-wide curriculum and activities to make sure the students receive a breadth of equity based and culturally inclusive instruction.

Aug 31, 2020 to Jun 22, 2021 - ILT

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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

Our school does not receive Title 1 funds.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school

will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Our school does not receive Title 1 funds.

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.

Monthly parent meetings are held in addition to our scheduled and requested parent conferences.

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.

Reports are sent home with student report cards.

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

All of our teachers are highly qualified. We would send letters home if that were to occur.

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.

Our school does not receive Title 1 funds.

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.

LSC Meetings, FOC meetings, CIWP meetings, BAC Meetings, Parent Speaker Series, Open House, Grade Level Showcases, and Grade Level Performances

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.

Parent communication is a central part of our mission and happens daily and weekly.

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.

NA

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.

All communication that is included on our school website can be translated into several languages. All mailings are sent home in Spanish/English. Spanish translation services are available at Coonley.

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)

Our school does not receive Title 1 funds.

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.)

Coonley School is committed to providing:
High Quality Instruction
Outstanding Academic Programs
Comprehensive Student Development Supports
Enriching After-School Programs
Involved Family and Community Partnerships

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.

Conferences in November and April each year.

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

Every 5 weeks parents receive either a progress report or a report card.

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

All teachers are accessible daily via email. Parents can meet with teachers by requesting a conference.

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.

CPS volunteer procedures are listed on the school website. Once cleared teachers coordinate equitable parent volunteer opportunities.

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

Parents are partners in the educational process. Teachers and parents collaborate to assist students with homework and projects.

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

Parents are invited to collaborate with teachers, staff and administration throughout the school year: conferences, email, and phone conversations.

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).

Coonley provides multiple opportunities throughout our school for students to become invested and empowered to excel: Student Council, Beta Club, Best Buddies, academic teams, athletic teams, and host of other opportunities.

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.

We do not receive Title 1 Funds

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	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.	\$0.00