

John Hay Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Latrese Mathis	Principal	ltmathis@cps.edu	Has access
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Marcie Gutierrez	Primary Teacher	mggutierrez@cps.edu	No Access
Derek Threewitt	Intermediate Teacher / Teacher Leader	dbthreewitt@cps.edu	No Access
Evelia Garcia	Parent / LSC Chairperson		No Access
Cynthia Moore	Primary Teacher / LSC Member	camoore@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/13/2020	ILT Members	Finalize CIWP Team Members
01/27/2020	ILT Members	Rate SEF Categories
02/10/2020	ILT Members	Finalizing strategic priorities
02/24/2020	ILT Members	Identify CIWP Priorities

Date	Participants	Topic
03/09/2020	ILT Members	Update strategic priorities and goals
03/27/2020	ILT Members (Virtual Meeting)	Continue working on strategic priorities and goals
05/04/2020	ILT Members (Virtual Meeting)	Continue working on strategic priorities and goals
09/21/2020	ILT Members (Virtual Meeting)	CIWP Check in and review

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
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs

- 3 Align the budget to the CIWP priorities and the mission of the school
- 2 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:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** n/a
- 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:**
- 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 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)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 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:**
- 2 - 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:**
- 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	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
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: Student Voice, Engagement, and Civic Life	0

Goals

Areas of critical need and root cause analysis

Area Of Critical Need 1	NWEA Math growth among overall students in grades 3-8.
Root Cause 1	Lack of supplementary materials focusing on RIT band.
Area of Critical Need 2	NWEA Reading growth among students with IEP's in grades 3-8.
Root Cause 2	Lack of differentiated independent student tasks.
Area of Critical Need 3	NWEA Reading growth among overall students in grades 3-8.
Root Cause 3	Lack of student rigorous independent tasks in all grades 3-8.

[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.

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 Growth G3-8 (Reading) By implementing grade-level appropriate reading instruction in grades 3-8 we will see an increase in the percentage of students meeting their reading growth target.	African American		4.00	3.50
	Students with IEPs		4.10	3.70
Vision: NWEA Growth G3-8 (Math) By implementing grade-level appropriate math instruction in grades 3-8 we will see an increase in the percentage of students meeting their math growth target.	African American		5.50	4.30
	Students with IEPs		3.90	4.10
SQRP: National School Attainment Percentile - Reading (Grade 2) By focusing on Second Grade Attainment in reading we will decrease the percentage of	Overall		4.00	4.50
	African American		4.20	4.70

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
students in third grade who are not meeting national average.				
SQRP: National School Attainment Percentile - Math (Grade 2)	African American		6.10	5.30
By focusing on Second Grade Attainment in Math we will decrease the percentage of students in third grade who are not meeting national average.	Students with IEPs		3.00	4.10
Vision: Attendance Rate	Overall		3.00	3.50
Students in grades PreK - 8th will maintain a monthly attendance goal of 95.5 by June 23, 2021 by both remote learning and in-person.	Male		4.00	3.50

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Engage teachers in a standards based professional learning for a Balanced Literacy structure by using multiple data points to form our differentiated instructional practices.
Then we see...	a common core state standards aligned instructional practices, task/text/activities and differentiated small group instruction for all students including diverse learners.

which leads to...	Growth goals for the NWEA Targets of 56.4% on Reading as well as the On-track 50% target established in the 2020-2021 SQRP, and 80% mastery as identified through progress monitoring.
Budget Description	Funding for Afterschool programming, Professional Development, and digital resources.
Tags	Assessment: Balanced Assessment and Grading, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> • (Not started) Implementation of Instructional Priorities conducted in Modules 1, 2, 4, 6 to be visible in lesson plan execution. Each priority will be administered by teachers and reviewed by School leaders. Tags:Assessment: Improving Assessment Literacy, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality • (Not started) During grade-level meetings, teachers will share samples of their student's work/assessments focusing on the implemented differentiated strategies that promote reading achievement. Tags:Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality • (Not started) Conduct observation learning walks once a month with a focus on reading instruction or the environment. Tags:Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Equity: Inclusive Partnerships, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality • (Not started) Conduct 5-week reviews of the relevant data (District 5-week unit assessments, teacher-created assessments, Check-point Student Assessments). To be conducted every five weeks of the school year. Tags:Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality • (Not started) Develop after-school programs, with staff and instructional materials, to support student ELA needs. Tags:Assessment: Monitoring Student Learning to Support Growth, CBE: Extended Learning, ODLSS: Instructional Quality, OSEL: Tier 2 and 3 Interventions

	<ul style="list-style-type: none"> (Not started) Provide dedicated funds for resources to support instruction including IXL, Scholastic, RazKidz, curriculum resources <p>Tags:Curriculum, Instruction, CIDL: Digital Learning, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum focusing on increasing student achievement in reading evident on lesson plans and during small group and instructional learning walks. <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OSCPA: Tier 1</p>
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Strategy 2

If we do...	Implement with fidelity the GO Math curriculum and engage teachers in GO Math professional development.
Then we see...	teachers using multiple data point to engage students including diverse learners in CCSS mathematical practices, student to student discourse, and targets learning and activities.
which leads to...	achieving our Growth and Attainment goals for the NWEA targets of 45% on Math, meeting our 50% growth on 2020-2021 SQRP, and 80% mastery.
Budget Description	Funding for professional development, afterschool programming, and digital resources.
Tags	Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CIDL: Curriculum, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	<ul style="list-style-type: none"> (Not started) A teach-back schedule administered by teacher leaders of the N3 Summit will be created for grades K-8 that will focus on strategies that promote mathematics achievement. <p>Tags:STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) During grade-level meetings, teachers will share samples of their student's work/assessments focusing on the implemented differentiated strategies that promote mathematics achievement. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) Conduct observation learning walks once a month with a focus on math instruction or the environment.

	<p>Tags:Leadership for Continuous Improvement, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Conduct 5-week reviews of the relevant data (District 5-week unit assessments, teacher-created assessments, Check-point Student Assessments). To be conducted every five weeks of the school year. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Develop after-school programs, with staff and instructional materials, to support student Mathematical needs. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, CBE: Extended Learning, MTSS: Curriculum & Instruction, STE(A)M Schools: K-12 Program of Study (SSS5)</p> <ul style="list-style-type: none"> • (Not started) Provide dedicated funds for resources to support instruction including IXL, curriculum resources <p>Tags:CIDL: Digital Learning, OSCPA: Tier 1</p> <ul style="list-style-type: none"> • (Not started) Teachers will supplement mathematics curriculum to incorporate leveled tasks aligned to the learning continuum and based on student RIT band levels evident in Instructional Ladders. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, OSCPA: Tier 1, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Implement Problem of the Month, Mars Task, and Formative assessment lessons to increase student achievement in Math. <p>Tags:CIDL: Curriculum, OSCPA: Tier 1</p> <ul style="list-style-type: none"> • (Not started) Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum focusing on increasing student achievement in mathematics evident on lesson plans and during small group and instructional learning walks. <p>Tags:MTSS: Curriculum & Instruction, OSCPA: Tier 1</p>
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Strategy 3

If we do...	engage teachers in MTSS professional development and progress monitoring using the logging tool in Aspen.
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Then we see...	early and consistent interventions through the use of a universal screener, and the early identification of "at-risk" students
which leads to...	a multi-tiered model of service delivery that provides a systematic approach that will support and increase student achievement by 15 percentage points in both reading and math, as well as reduce school-wide infractions
Budget Description	licenses to additional ed-tech to be used for intervention and progress monitoring; Professional Development - summer and after school
Tags	Assessment: Monitoring Student Learning to Support Growth, FACE2: Parent Engagement, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Select an intervention tool for grade bands that aligns with the NWEA learning continuum which will support the increase in the number of Tier 1 students by 15%. Appoint ILT members to monitor implementation and PM Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSCPA: Tier 1, OSEL: Tier 2 and 3 Interventions • (Not started) Provide PD to teachers and staff that presents an overview of the MTSS process including timelines, logging tool, and appropriate notes Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSCPA: Tier 1, OSEL: Tier 2 and 3 Interventions • (Not started) Provide initial PD and ongoing meetings for teachers and staff on the problem-solving process Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Not started) Frequent and ongoing review of data to identify root causes by grade and class to aid in the creation of plans for improvement Tags:Structure for Continuous Improvement, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Update MTSS logging tool every 5 weeks with fidelity Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring • (Not started) Review MTSS logging tool and Dashboard every 5 weeks along with supporting data from teachers, with fidelity Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth,

	ODLSS: Instructional Quality, ODLSS: Parent Involvement Specialists, ODLSS: Procedures and Standards
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Strategy 4

If we do...	develop a school-wide system for implementing supportive and restorative disciplinary practices school-wide
Then we see...	will see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors
which leads to...	an enhanced culture and climate and a decrease in disproportionate in-school and out-of-school suspensions among all students, including students with IEPs.
Budget Description	Professional Development, funds denoted for Salary for Dean of Students. purchase The leader in Framework, motivational materials.
Tags	Leadership for Continuous Improvement, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Assemble a team that has grade-level representation Tags:Leadership for Continuous Improvement, CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices • (Not started) Hire a person. Tags:Leadership for Continuous Improvement • (Not started) Create a shared document for all to use and update. Tags:MTSS: Shared Leadership, ONS: Continuous Improvement • (Not started) Decide which SEL standards will be most beneficial for individual grade bands. Tags:Leadership for Continuous Improvement, CBE: SEL Integration • (Not started) Create an agreed-upon google form to capture agreed-upon data points. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Work collaboratively with Administration and LSC to create strategies

	<p>Tags:ODLSS: Procedures and Standards, OSCP: Social/Emotional Support</p> <ul style="list-style-type: none"> (Not started) Research motivational materials via CPS vendors. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, SSCE: Student Voice</p> <ul style="list-style-type: none"> (Not started) Research which Leader In Me solution would be the best fit for the school's needs. <p>Tags:Structure for Continuous Improvement, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline</p>
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Action Plan

Strategy 1

Implementation of Instructional Priorities conducted in Modules 1, 2, 4, 6 to be visible in lesson plan execution. Each priority will be administered by teachers and reviewed by School leaders.

Sep 01, 2020 to Sep 10, 2020 - Teacher Leaders Assistant Principal Principal

During grade-level meetings, teachers will share samples of their student's work/assessments focusing on the implemented differentiated strategies that promote reading achievement.

Sep 09, 2020 to Jun 16, 2021 - All Instructors Assistant Principal Principal

Conduct observation learning walks once a month with a focus on reading instruction or the environment.

Sep 30, 2020 to Jun 02, 2021 - All Instructors Principal Assistant Principal

Conduct 5-week reviews of the relevant data (District 5-week unit assessments, teacher-created assessments, Check-point Student Assessments). To be conducted every five weeks of the school year.

Oct 07, 2020 to Jun 16, 2021 - K-8 Instructors Principal Assistant Principal

Develop after-school programs, with staff and instructional materials, to support student ELA needs.

Oct 05, 2020 to Apr 30, 2021 - Instructional Staff Assistant Principal

Provide dedicated funds for resources to support instruction including IXL, Scholastic, RazKidz, curriculum resources

Sep 08, 2020 to Sep 08, 2020 - Principal

Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum focusing on increasing student achievement in reading evident on lesson plans and during small group and instructional learning walks.

Sep 08, 2020 to Jun 16, 2021 - Instructional Staff

Strategy 2

A teach-back schedule administered by teacher leaders of the N3 Summit will be created for grades K-8 that will focus on strategies that promote mathematics achievement.

Oct 07, 2020 to Jun 16, 2021 - Summit Teacher Leader Assistant Principal Principal

During grade-level meetings, teachers will share samples of their student's work/assessments focusing on the implemented differentiated strategies that promote mathematics achievement.

Sep 30, 2020 to Jun 16, 2021 - All Instructional Staff Principal Assistant Principal

Conduct observation learning walks once a month with a focus on math instruction or the environment.

Sep 30, 2020 to Jun 16, 2021 - Instructional Staff Principal Assistant Principal

Conduct 5-week reviews of the relevant data (District 5-week unit assessments, teacher-created assessments, Check-point Student Assessments). To be conducted every five weeks of the school year.

Sep 30, 2020 to Jun 16, 2021 - Instructional Staff Principal Assistant Principal

Develop after-school programs, with staff and instructional materials, to support student Mathematical needs.

Oct 05, 2020 to Apr 30, 2021 - Instructional Staff Assistant Principal

Provide dedicated funds for resources to support instruction including IXL, curriculum resources

Sep 08, 2020 to Sep 08, 2020 - Principal Assistant Principal

Teachers will supplement mathematics curriculum to incorporate leveled tasks aligned to the learning continuum and based on student RIT band levels evident in Instructional Ladders.

Sep 08, 2020 to Jun 16, 2021 - Instructional Staff Principal Assistant Principal

Implement Problem of the Month, Mars Task, and Formative assessment lessons to increase student achievement in Math.

Sep 08, 2020 to Jun 16, 2021 - Instructional Staff

Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum focusing on increasing student achievement in mathematics evident on lesson plans and during small group and instructional learning walks.

Sep 08, 2020 to Jun 16, 2021 - Instructional Staff Principal Assistant Principal

Strategy 3

Select an intervention tool for grade bands that aligns with the NWEA learning continuum which will support the increase in the number of Tier 1 students by 15%. Appoint ILT members to monitor implementation and PM

Jul 01, 2020 to Aug 28, 2020 - Instructional Staff, ILT team, MTSS team

Provide PD to teachers and staff that presents an overview of the MTSS process including timelines, logging tool, and appropriate notes

Jul 27, 2020 to Nov 20, 2020 - MTSS team

Provide initial PD and ongoing meetings for teachers and staff on the problem-solving process

Aug 25, 2020 to Jun 16, 2021 - MTSS team, BHT team

Frequent and ongoing review of data to identify root causes by grade and class to aid in the creation of plans for improvement

Aug 25, 2020 to Jun 16, 2021 - MTSS team, ILT team, Instructional Staff

Update MTSS logging tool every 5 weeks with fidelity

Oct 01, 2020 to Jun 16, 2021 - Instructional Staff

Review MTSS logging tool and Dashboard every 5 weeks along with supporting data from teachers, with fidelity

Oct 05, 2020 to Jun 16, 2021 - MTSS team, ILT team

Strategy 4

Assemble a team that has grade-level representation

Aug 03, 2020 to Aug 17, 2020 - Administration ILT

Hire a person.

Jul 01, 2020 to Aug 25, 2020 - Administration

Create a shared document for all to use and update.

Sep 14, 2020 to Oct 03, 2020 - Discipline Team

Decide which SEL standards will be most beneficial for individual grade bands.

Sep 14, 2020 to Oct 03, 2020 - Discipline Team

Create an agreed-upon google form to capture agreed-upon data points.

Sep 14, 2020 to Oct 14, 2020 - Discipline Team

Work collaboratively with Administration and LSC to create strategies

Sep 08, 2020 to Oct 30, 2020 - Discipline Team Administration LSC

Research motivational materials via CPS vendors.

Sep 08, 2020 to Oct 30, 2020 - Discipline Team

Research which Leader In Me solution would be the best fit for the school's needs.

Sep 14, 2020 to Nov 02, 2020 - Discipline Team Administration

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

John Hay Community Academy will conduct a comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards. Before the

beginning of each school year, during the summer staff Professional Development sessions, the staff and administrators of John Hay conduct a needs assessment meeting. This meeting is designed to review various sets of data with the goal of formulating a plan for instruction and improvement. As a collaborative group, we interpret, review, and discuss the results from our spring NWEA, Mclass, ACCESS and PARCC assessments, our classroom assessments and the information from our parent surveys. In addition, the Instructional Leadership Team (ILT), a decision-making committee, looks for trends in school data throughout the school year. We make a very strong effort to ensure our curriculum is guided by solid data, and that we are assessing, reaching and teaching all students in every classroom. The ILT will review formative and summative data to assist teachers in their efforts to plan instruction, develop action plans, and evaluate progress towards goals. ILT convenes bi-weekly with academic data analysis as a standing agenda item.

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

John Hay Community Academy ensures school wide reform strategies are available to provide opportunities for all students to meet proficient and advanced levels of academic achievement. Tier 1, 2 and 3 level students, including students with IEPs will have individualized plans, including regular progress monitoring, small group instruction as well as individual assistance from school's paraprofessional(s), if necessary. Supplemental instruction will be provided for students whose achievement scores indicate they are at-risk in literacy and math. Tier 2 and 3 students are prioritized in scheduling for supplemental instruction. The MTSS team and teachers will develop data-informed TIER 1 instruction that meets the needs of at least 80% of students. TIER 2 targeted instruction and TIER 3 intensive interventions will be designed to maximize the performance of each student.

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.

John Hay Community Academy implements school wide 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. All teachers will use the strategies identified in our CIWP priorities and goals section to include the following: Instruction, MTSS, Supportive and Equitable Approaches to Discipline, and Structure for Continuous Improvement. Arts, science, enrichment and physical education are offered for integration and using differentiated groups to better meet the needs of all students. All teachers will use instructional strategies to explore new concepts, and other strategies supported by CCSS to teach concepts. Using differentiated groups and flexibility, such as Leap Innovations, will help to meet all student needs. Ongoing NWEA benchmark assessments are used in grades 2nd ? 8th to monitor progress in literacy and math. Leveled readers are used and provided for balanced literacy, targeted for low-level, grade-level, and above-level readers. Reading buddies are used, partnering better readers with less-able readers. Repeated reading practice is used for readers with low fluency. Progress monitoring is used with Mclass in grades K-2 for students who score at risk or at some risk on DIBELS tests.

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).

John Hay Community Academy will utilize school wide 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). Low achieving students will be monitored and provided assistance through smaller groups and/or individual support. Supplemental instruction will be provided for students whose achievement scores indicate they are at-risk in literacy and math as well as prioritized for scheduling. The ILT and MTSS teams will review school data to identify school-wide needs, especially for TIER 2 and TIER 3 students. The ILT will assist to develop and implement structures and supports that will enable all students to access the general education curriculum. Specific examples include: middle school mentoring, 21st Century Community Schools Program through the Boys and Girls Club, Parents Mentoring Group through the Westside Health Authority, Grandparents Mentoring through the City of Chicago Program, and After School Mentoring paid with local school funds.

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

At John Hay Community Academy, we attract high-quality, highly-qualified teachers by posting our positions on our school district's online hiring system. We track the online system for interested candidates as well as candidates in the system that we feel will be a good fit for our school's community and reach out to them. We conduct a review of teaching credentials within the context of their teaching assignment. We require candidates to describe qualifications and we provide a clear expectation in the job search as well as check references. We find high-quality, highly-qualified candidates through participation at our district-run job fairs. At these events, we pre-screen potential teaching candidates and provide them with more information about our school. We consistently update our school website with our philosophy, current events, extracurricular happenings, and showcase our staff and students academically and socially. We provide teacher candidates literature that describes our mission, vision, and core values. Our interview process is streamlined and rigorous. A team comprised of administrators, teachers, and staff are given a standard set of questions. Candidates are asked the same questions and based on the evidence, the teacher hiring team discusses having the candidate engage with our students in a live lesson. After the lesson observation, the team reconvenes to review notes and determines if the candidate is a future Husky. We further attract high-quality, highly qualified teachers by allowing the opportunity to ask questions of the current staff as well as tour our school.

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.

John Hay Community Academy ensures high-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards teachers participate in high-quality professional development as a whole staff as well as in grade-level teams. Some Professional Development topics include the following: Understanding by Design, Close Reading, Common Core State Standards, Instructional Ladders, Restorative practices, and Rigorous Instruction. During professional development, we encourage teacher collaboration and design assessments and units of study. Ongoing professional development opportunities will focus on Accountable Talk, Learning Walks, Common Core Standards in Math, Reading, Science, and Social Science, Next Generation in Science Standards, Small Group Instruction, Differentiated Learning, Intentional Planning and Rigorous Tier 1 Instructional Practices. Staff development from our Austin Belmont Craigin Network 3 team will include best practices for literacy and mathematics. The ILT team will train new staff and review techniques for using NWEA, Mclass and ACCESS data, quarterly benchmark and teacher created benchmark performances. The ILT and Network 3 team will offer ongoing training about guided reading, differentiated instruction, teaching for multi-intelligences, etc. Other staff development topics may include communication and collaboration building strategies. Staff will review and new staff will be trained how to follow the correct procedure of John Hay's discipline program. Numerous staff development opportunities will be offered in the summer, as well as, 1st and 2nd semesters of the school year. Significant discretionary funding will be set aside to

support external professional learning opportunities and consultation. Student achievement data and staff needs assessment to be used to inform decisions about professional learning.

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

John Hay Community Academy will use strategies to increase parent involvement, such as family literacy services. John Hay has an active and organized PAC and LSC that collaborate with the staff to plan school events, talent shows, school incentive programs, parent programs and teacher appreciation week. Teachers plan opportunities to celebrate and educate the John Hay community through Open House, STEM Night, Family Literacy Night, and Career Days. John Hay engages parents in multiple parent-teacher opportunities and a school wide Class Dojo and CPS Aspen system that keeps parents informed of their child's academic and social current standing. Parental sessions and workshops, arranged by the school's PAC, will be aligned with the school's CIWP goals. Based on the Parenting Survey conducted last year and the academic goals of the school, workshops for families in literacy and math through family night, nutrition, student learning styles, individualized study routines for doing homework, interpreting assessment results, and technology are topics which will be included in parental training sessions. The PAC and LSC will work with the Community Schools Resource Coordinator to continue collaboration to implement parent workshops and revive popular parent programming (book club, quilting club, family cooking class, and gardening club).

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.

John Hay Community Academy plans for assisting preschool children in the transition from early childhood program/ Preschool, to the local elementary program. Each preschool student is screened three-times a year using TS Gold. Using this data along with teacher assessments and observations, upcoming Kindergarten teachers are able to create instructional ladders that are appropriate for each child after Preschool transition. Preschool and Kindergarten teachers work closely with one another towards the transition to Kindergarten. John Hay realizes that students need support emotionally and academically during periods of transition from pre-school to kindergarten. The following are transition activities offered: 1) Fall orientation day. Parents come with their kindergartners and are provided information from staff and are given a tour of the school; 2) Parents of preschoolers are invited to the annual open house for all grades at which time parents are given an introduction to the CIWP and given a John Hay parent handbook. Parents and students may meet teachers and visit classrooms; 3) On-going standardized assessment data are provided using measures such as DIBELS; 4) Personal phone calls are made to parents of students who may need intervention; 5) Preschoolers participate in activities throughout the school that build early literacy and math skills; 6) Family Night events involve all family members, including preschoolers, grandparents, community members, etc. Vertical team meetings between PreK, Kindergarten, and First grade teams share information and develop common language, especially as it pertains to transitioning into compulsory education. We will increase parent training workshops to establish foundation for parent partnership in the educational process.

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.

John Hay Community Academy will use measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. Teachers are included in the decision making regarding the use of assessments through grade-level meetings, staff meetings, the Multi-Tiered Systems of Supports (MTSS) committee, and the Instructional Leadership Team (ILT). These teams of teachers work to not only analyze the data but also determine what kinds of assessment measures need to be added to or deleted from our overall school program to increase student achievement. Network 3, teacher-created, and state assessments provide

teachers with a structured data cycle that is standards-aligned and administered weekly, monthly, and quarterly. The curricula used for the core academic program at John Hay are established centered on scientifically- based research. When a new curriculum is chosen, a committee is comprised of a grade level teacher from each participating grade. The committee members compile a list of well-established, research-based curriculum to pilot in the classrooms. Each committee member then uses the CCSS as a checklist to match with each curriculum. Finally, the committee members grade the curriculum, based on rigor, match to the state standards, and researched based materials. For example, our Math Committee recently chose Go Math because of its rigor, well-established and researched track record that matches with our standards. Instructional strategies used in the academic program at John Hay are chosen from these curriculums. ILT members collaborate with the administrative team to analyze assessment data and make decisions about TIER I programing.

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.

At John Hay Community Academy we have 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. Activities shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance and implement a comprehensive Multi-tiered System of Supports program. We have established Tiers of Interventions in Literacy, Math, and Social-Emotional Supports that target students' individual needs. The MTSS team comprised of a counselor, administrators, teachers, and specialists review student academic and behavior achievement. The team uses the data to determine what type of intervention and the duration of the intervention that meets the student's needs. The team monitors and analyzes the progress monitoring data and provides support and direction when needed. The Benchmark Online exam of instructional tools, a supplemental technological tool for teachers linked to NWEA testing, assists teachers to use the achievement data to group students into differentiated flexible groups more effectively. Skills and concepts are connected to CCSS which allow teachers to ?fine tune? their instruction for each student. The MTSS team selects, designs and implements empirically-based TIER II and TIER III supports to students that are functioning significantly below grade level expectancy. The MTSS team meets bi-weekly to review progress monitoring data and help identify students with intensive level needs. Members of MTSS team work with specific grade level teams throughout the year.

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.

John Hay provides monthly ESSA PAC meetings focusing on school parental involvement plan and policy and school review and improvement. We have a partnership with the Boys and Girls Club of Chicago concerned with the student's academic and social development. John Hay partners with Lutheran Social Services of Illinois providing our Tier 2 and 3 students with Social-Emotional needs Social Work services. Grant-funded after-school academic programming is offered to all students identified as Tier 1, 2, and 3. Plans are in place to continue After School programming at least two days a week. This additional time is used to help students with homework and provides reading and math enrichment activities. Saturday school has been available for students for four weeks to prepare for NWEA. Monthly LSC meetings standing agenda items require that each of these programs report to the body their progress and plan (with the corresponding data). Meeting format allows for coordination and integration of efforts.

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.

John Hay will involve parents and family in the joint development and periodic review and revision of the ESSA, Title 1 School parental and family engagement plan and policy, and in the process of school review and improvement. During our monthly ESSA / PAC parent meetings, along with other regular parent involvement activities (LSC meetings, Open House, Curriculum Nights, Family Literacy Night, Family Math Night, Parent Meetings, etc), we will provide the space and opportunity for our parents and families to provide input. John Hay parents and PAC facilitators will meet once a month to develop, review, and revise the ESSA, Title 1 parental involvement plan and policy. Additionally, parents will be on the CIWP planning team to help develop policy, specifically the family and community involvement section. Parents will also be offered professional development opportunities throughout the school year (through both internal and external stakeholders, such as Westside Health Authority, Boys and Girls Club of Chicago, etc). Parents will also take field trips to various professional development events in an effort to familiarize parents about best practice techniques in education, as well as, to inform them about how other schools are utilizing ESSA, Title 1 funds. Announcements will be posted on the John Hay website at www.johnhayacademy.org, Class DoJo and fliers will be sent home.

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

John Hay Community Academy's ESSA / PAC Annual meeting will be held in September of the new school term and parents will receive key information about the school budget, activities, and the school's progress towards CIWP priorities. The calendar of PAC/ESSA, LSC, and other parent involved meetings will be provided at this meeting. Parents will be surveyed to collect more information about their thoughts about

the school's current performance and what could improve the school's function. John Hay's Annual Title 1 Parent's Meeting will be tentatively held on Thursday, September 24, 2020, at 8:00 a.m. John Hay will hold its Annual Organizational Meeting Thursday, September 24, 2020, at 9:00 a.m. The school website will post announcements, information about events, pictures of activities, invitations to parent meetings, and all academic news and dates to keep parents, community, and students updated in both English and Spanish. Parents attend monthly PAC meetings, where school related issues, programs and activities will be on the agenda. Participation is encouraged via website, letters sent home, and marquee postings. The PAC chairperson will provide a meeting summary at LSC meetings and encourage attendees to bring friends to the next PAC meeting. The ESSA / PAC will meet, elect officers, and select their monthly meeting dates and times in September 2020. ESSA PAC will have workshops year round (once a month) that will help parents support their children and target specific areas of need as identified in school achievement and behavior data.

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.

The calendar for parent involvement meetings will be posted on the school website throughout the school year and flyers will be sent home with students. Additional hard copies of the calendar will be available during parent conferences at the end of the first and third quarter as well as posted in our Parent Room and on the Community Information Table. Parents will receive in depth information about the school's curriculum during the annual Open House and Curriculum Night. An outline of the school's instructional plan will also be posted on the school's website. A quarterly list will go home with students regarding the standards that align with NWEA that will be covered per grade level. Hay will utilize its website to provide parents with information in a timely manner regarding Title 1 programs including a description and explanation of the curriculum, academic assessment tools used to measure a child's progress, and the proficiency levels students are expected to meet. Topics for the first few monthly PAC meetings will include planning for a successful academic year, academic goals and habits, and post-secondary information for students and parents. Counselor, administrators, teachers, and consultants will be the presenters. PAC meetings are held in our newly created "Parent Room" (Room 108) on a regular basis and we will continue this practice. An agenda and open forum gives families access to resources and information. Computers are also available for parent use in Room 108. School and community liaisons are available for parents at all times. Our PAC facilitators and administrators have an open door policy and parents are always welcome to attend Local School Council meetings to formulate suggestions.

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

John Hay Community Academy will provide parents a report of their child's performance on the Illinois State assessment in at least math, language arts and reading. State test results, currently PARCC, will be distributed to students to take home to review with their parents. Counselors will also have this information and will meet with individual parents by appointment. Parents will receive hard copies of student progress towards grade level standards every five weeks throughout the school term. Parents will receive Summer Forecast Letters twice a year. Parents will also receive copies of their child's performance on standardized benchmark test measures and the subsequent goals set to improve achievement three times per year. Parents and students will participate in creating goals for NWEA MOY and EOY. This information will be reviewed at curriculum nights and/or during individual parent conferences. The school website will remind parents that this service is available. PAC will coordinate with the school's ILT and administration for a follow-up school wide parent meeting to address testing and how to interpret results.

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.

John Hay Community Academy parents will be provided with the opportunity to verify the status of their child's teacher. Every effort will be made to hire "highly qualified" teachers, however, in the event that someone is not, then first we will confirm the status, and send the official CPS letters to the parents of the students being taught by that individual informing them of the teacher's credentials. We will follow procedures outlined by CPS.

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.

John Hay Community Academy 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. John Hay will assist parents by conducting a data meeting to inform parents of Common Core standards as well as familiarize them with state and local assessments including alternate assessments. Parents will also be trained on how to use the parent portal when checking student progress as well as how to communicate with teachers. Training conducted by counselors and teachers, will be devoted to analyzing student results and next steps. Parents will also be guided on how the data affects achievement for college readiness. The Attendance Team will also engage with Parent Portal conversations and parent conferences to streamline communication so that most parents are registered on Parent Portal and are receiving updates on grades through alerts setup in the system. The Diverse Learner Team and Case Manager will communicate alternate testing as well as accommodations for students who require additional supports in standardized assessments.

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.

John Hay Community Academy lead teachers, Network 3 instructional leaders, consultants, and the school administration will provide workshops throughout the year to share information about the state standards in each subject area and assessments. Parents will receive internal and external training on how to support students? ability to meet grade level expectation in an effort to inform and encourage parents to be more active participants in their child's education. Parents will receive resources that are aligned with the NWEA achievement and concrete examples of how they can participate during and after school hours. John Hay PAC provides parent training and opportunities for parents to learn about academic support. Events are organized where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success.

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.

John Hay Community Academy 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. John Hay will continue to offer a parent book club, family cooking class, and gardening club. The school will partner with community organizations to bring GED classes, job training, self-defense classes, and computer training. The school will also open the school computer lab to parents before and after school as needed. Teachers meet weekly during Grade Level Team meetings and biweekly during the (ILT) Instructional Lead to discuss and track student interventions to support student's academic success and how to include parent involvement. Staff will use Aspen Student Tracker to update and gather data, as well as obtain parental contact information to call families to provide them with updates. Additionally, a select number of teachers and parents will be invited to attend the ESSA Title 1 Conference. A follow-up meeting between parents and staff will be scheduled to discuss things learned at the annual events. Another important facet is the way in which teachers communicate with parents. All teachers are expected to post grades regularly in the Aspen grade book. Parents will be trained to use Parent Portal during parent report card pick-up and during ESSA PAC meeting on TBD.

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.

John Hay Community Academy early childhood staff will receive training in the area of family and community partnerships at professional development sessions. John Hay has a Pre-Kindergarten program that is thriving. Increasing efforts will be made to integrate parent activities with whole school orientated meetings. John Hay will conduct more articulation meetings at the early childhood level to encourage students and parents to get involved with elementary level events before students enter Kindergarten, as well as, have students and parents meet with primary teachers to discuss their plans. Our staff and administration, will attend community events to discuss early childhood opportunities to better support the needs of our students and their families. Meetings are often held in conjunction with district mandated Preschool parent meetings.

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.

John Hay Community Academy 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. ESSA PAC meetings incorporate information about the importance of early education, parental involvement, etc. Information is posted in the school, posted on the website and sent home with students monthly via classroom and school newsletters. Our website is an important source of communication between home and school. All announcements and information for parents is posted in both English and Spanish. This keeps the parents current and updated on any changes in school schedules or activities. In addition, the marquee in front of the school will inform parents and community of events and dates. We will also distribute letters home when needed through postal mail, or through student distribution.

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>

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

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

John Hay Community Academy 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. John Hay Community Academy's mission is to foster a safe, engaging, supportive learning environment by providing consistent, differentiated instruction throughout the building, involving students in fine arts activities, facilitating social-emotional skill development and actively engaging all school stakeholders in data-informed decision making.

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.

John Hay Community Academy will hold parent-teacher conferences at the end of the first and third quarters. Parent conferences are also scheduled on an as-needed basis throughout the year. The dates are forthcoming after the CPS calendar is released.

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

John Hay Community Academy will provide parents with frequent reports on their children's progress. John Hay parents will receive hard copies of progress reports every five weeks. All parents will receive a formal letter inviting them to log on to the CPS ASPEN Parent Portal to receive up to date information about their child's academic performance throughout the year. Parents will pick up their child's grades on CPS scheduled report card pick-up dates. Parents will also be trained on how to use Parent Portal so that they could monitor their child's progress on a weekly/daily basis. The frequency of these reports will enable parents to intervene if and when the student is not meeting expected goals.

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

John Hay Community Academy will provide parents access to staff. John Hay staff will be available to speak to parents at during their common planning period and at any other time before, during, and after school as needed. The school website will enable parents to communicate directly with the classroom teacher. Parents will have access to staff during two report card pick-up conference days, and by appointment

during the school year. Teachers will be available for conferences during open house and parent meetings. Teachers are also required to call homes or email parents regularly.

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.

John Hay Community Academy parents are permitted to volunteer in the school on an ongoing basis after they complete the CPS approved volunteer packet and the fingerprinting process. The parent room computer can be used to assist parents in this process. Parents are encouraged to be active participants in their child's learning process and social development by volunteering their services to assist in the lunchroom, recess, monitor hallways, serve as translators, chaperone field trips and sports activities, and assist with student projects and special events. PA announcements and school website will announce planned activities and encourage parents to participate.

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

John Hay Community Academy parents are encouraged to support the school-wide focus of "Being Here & Ready, Safe, and Respectful". Parents will receive a hard copy of the expectations for students in each of these areas throughout the school building. Parents are also encouraged to attend the school wide kick-off assembly and participate in the school tour at the beginning of the year. Parents are contacted monthly via email, text, or phone call by their child's teacher indicating the status of homework, attendance, behavior, or grades. Parents participate in quarterly awards assemblies to honor their child's academic and behavior success. John Hay will increase parent involvement by forming a parent organization team that will work to increase parent participation. We will offer workshops that will help parents understand the expectations of a successful education. Sessions will empower parents and familiarize them with the tools and support needed to assist in their child's learning.

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

John Hay Community Academy parents learn about the school's expectations for behavior and work habits from the school's parent/student handbook sent home at the beginning of the school year. Parents attend ESSA and LSC monthly meetings to participate in decisions related to the education of their children. Parents participate in completing surveys and questionnaires to offer their suggestions and ideas. Parent outreach will consist of a parent leadership team that will meet at scheduled times (at least once monthly) to address the needs of parents and school. ESSA/PAC and the John Hay LSC will work to increase attendance at parent/student events, workshops, field trips, and social gatherings, in addition to participation in decision-making at the school level. Parents will attend conferences and share new ideas for programs that they would like to see at John Hay. The school will offer parent classes in English, computer skills, and other subjects as determined by parent surveys and suggestions.

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).

John Hay Community Academy students will have ownership of their learning through student council, student representatives for projects, student announcers, student ambassadors and academic goal setting. Students will begin to engage in personalized learning through Leap Innovations. Students will participate in quarterly, monthly, weekly attendance incentives to improve their attendance. Students will review their grades in Student Portal, thus empowering them to take responsibility for tracking their own

progress. Incentives offered by community partners and John Hay will inspire students to strive for high achievement.

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.

Implement parent workshops and conferences, parent training and parent programming to support student achievement which includes, but not limited to, computer classes, book clubs, family cooking classes, gardening clubs, and GED classes. Title I funding for parent training is used to support adult education programs. These may include GED, workforce development programs, City College/State University classes, and general interest classes that would allow parents to improve skills.

Implement educational training classes for parents to support student achievement such as unpacking Common Core State Standards, assessments such as IAR, NWEA, ACCESS, and mClass.

In order to support our student's success in their post-secondary endeavors, we must provide the necessary tools to parents so we can strengthen our partnership in ensuring academic success for all of our students. We will be providing parents with access to online software to increase their own academic skills so they can support their children at home with academic supports. In addition, we would like to expose our parents to the post-secondary process by attending college campuses, providing guest speakers to discuss the college process- including how to apply to colleges, the facts about the financial aid process, etc. We also want to encourage parent participation at the meetings by offering incentives, such as refreshments and materials. We also want to provide training to parents so they can support their child's social-emotional development so our students can focus on their academics.

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	\$300.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$278.00
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)	\$1574.00
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