CIWP Team & Schedules

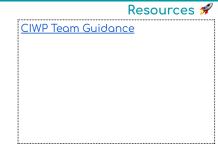Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Latrese Mathis	Principal	ltmathis@cps.edu
Mary Knuerr	AP	mmknuerr@cps.edu
Cynthia Moore	LSC Member	Camoore@cps.edu
Yolanda Perry	Connectedness & Wellbeing Lead	Yrperry@cps.edu
Melinda Stapleton	MTSS Lead	Mcstapleton@cps.edu
Derek Threewitt	Teacher Leader	Dbthreewitt@cps.edu
Leark Haney	ILT Member	Lahaney@cps.edu
Allison Muskat	ILT Member	Amuskat1@cps.edu
Kelley Gercone	Interventionist	Kngercone@cps.edu
Evelia Garcia	LSC Chairperson	Evelia28@sbcglobal.net
Marshelia Vaughns	Curriculum & Instruction Lead	mdemery-vaughns@cps.edu
Cynthia Gonzalez	Parent	Cgonzalez@bgcc.org

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/8/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/30/23	7/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/30/23	7/20/23
Reflection: Connectedness & Wellbeing	6/30/23	7/25/23
Reflection: Postsecondary Success	6/30/23	6/30/23
Reflection: Partnerships & Engagement	6/30/23	7/30/23
Priorities	7/10/23	7/30/23
Root Cause	7/15/23	8/2/23
Theory of Acton	8/1/23	8/15/23
Implementation Plans	8/2/23	8/24/23
Goals	8/15/23	9/2/23
Fund Compliance	8/1/23	9/1/23
Parent & Family Plan	8/1/23	9/1/23
Approval	9/10/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	9/25/23
Quarter 2	12/11/23
Quarter 3	2/12/24
Quarter 4	5/6/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	John Hay Community Academy administration, Lead Teachers, ILT members and Instructional Coach will monitor implementation of SKYLINE Curriculum (ELA, Math, Science, and Social Science) for all teachers, Pre K-8th grades. Ensure that teachers engage in monthly professional development to earn their Skyline Badges. through Network/District Skyline Professional Development, monthly staff development sessions, Flex PDs and Grade Level Team meetings. Monitor lesson plans to ensure that 100% of the staff are engaging students in high rigor standards based curriculum via Skyline. Conduct non-evaluative observations to provide timely and actionable feedback that promotes student and teacher growth. Provide opportunities for teachers to participate in monthly and quarterly learning walks observing Skyline curriculum. Coordinate school-level PLC's around Skyline curriculum and best practice. Ensure that teachers have all materials needed to properly implement Skyline. Interventionist, MTSS team, and Case Manager will ensure that students receive Tier 2 and 3 supports to maintain grade level content and improve student growth through identification of appropriate interventions and strategies. ✍️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** During Week O professional development and Grade Level Team meetings, most teachers expressed the following: request for more Skyline professional development, modeling, feedback, opportunities to observe peers and teachers from other schools as well as more resources. Some teachers are struggling and have expressed the lack of resources for some Skyline components, such as foundational skills, Social Studies and student accessible text. Students expressed that they feel more connected to curriculum due to culturally relevant text and content, particularly in Social Studies. ✍️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS / TS Gold
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Teachers participated in weekly GLT meetings that focused on best practices, learning walks, celebrations, collaboration, data deep-dives, and analyzing student work. Teachers are engaged in ongoing professional development on current best practices around Skyline Curriculum. Lead Teachers, Hay Administration and Instructional Coach coordinate learning walks and non-evaluative observations to ensure grade level rigorous content. Ongoing support is provided from the MTSS team, Instructional Coach, Interventionist, and Hay Administration to ensure that all students receive equitable access to curriculum. Recently hired a bilingual/ELPT teacher to address the EL students access to curriculum and instruction. The impact of the distributive leadership model is evident as the ILT team ensures that teachers are engaging in practices that provide students with rigorous standards based curriculum. These efforts address obstacles for EL students, new-comer students and students will disabilities. ✍️	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Lack of inclusive and supportive learning environments for EL students, including new-comer students, as evident through limited teachers endorsed in English Language Learning and/or Bilingual endorsed. Minimal EL and/or Bilingual endorsed teachers (2 EL teachers and 1 Bilingual Teacher). Lack of consistent engagement of all students, including students with disabilities, newcomers and EL students, in core curriculum content reflecting rigorous, high-quality and standards based. More Professional Development is needed in implementing Skyline, scaffolding and pacing, as evident in some students not meeting their goals through MTSS interventions and EOY Spring 2023 Assessments, including IReady and Star 360 reading and math. ✍️

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	The MTSS team is on track with providing and monitoring targeted interventions to Tier 2 and 3 students struggling with academics (below C) and chronic absenteeism. The MTSS team participates and reflects on MTSS implementation fidelity in ongoing SEF ratings BOY/MOY/EOY and uses the information to align priorities to outcomes. Teachers actively implement the fluid menu of interventions that clearly outlines the supports, resources, system and structures for Tier 1, 2, and 3 students. Hay lead teachers, Administration, ILT Team, Instructional Coach, Interventionist, and MTSS Team tracks growth of all students based on school-wide data. School Teams communicate MTSS related outcomes to all ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Teams communicate MTSS related outcomes to all stakeholders. Hay lead teachers, Administration, ILT Team, Instructional Coach, Interventionist, and MTSS Team model, coach and ensure the instructional staff provides culturally-relevant, high-quality, standards-aligned curriculum and that interventions are research-based and differentiated to meet the needs of all students, including students with disabilities, EL students and newcomer students. School personnel are utilizing the Branching Minds platform as a part of the school's continuous improvement work as evident by the Usage Report

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

What is the feedback from your stakeholders?

Hay 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. Additionally, Hay engages families in supporting with progress monitoring and supporting their learner. Families are pleased with equity of voice in MTSS support meeting and the process of communicating the need for Tier 2 and 3 supports. Teachers feel supported by Hay's leadership team through fidelity of MTSS principles and providing assistance with analyzing data to prioritize opportunities to improve instruction, guide grouping, re-teaching, and prioritize instructional needs. Teachers feel that the MTSS Team's collaboration results in continuous improvement of the quality and delivery of the curriculum as evidenced in teachers plans and classroom observations.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

The fidelity and usage of Branching Minds will be re-visited based on the MTSS Tier Movement data . Hay will continue to provide ongoing training opportunities with Branching Minds. Interventionist, Case Manager, and MTSS team will continue to track tiered supports and progress monitoring on the Branching Minds platform. GLT meeting sessions will be denoted for updates on Branching Minds on a weekly bases. By ensuring ongoing time designated to inputting interventions and progress monitoring all students, including EL and Diverse Learners, students will experience an inclusive and supportive learning environment. Chronic absent Tier 3 students continue to struggle to access to inclusive and supportive learning environments. Tier 3 students will receive one on one support from the MTSS and Attendance Team. Cross-grade support plans for interventions for students/groups demonstrate evidence of "shared responsibility" for students

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Lack of academically rigorous and challenging learning environments with clear and consistently high expectations is associated with mutual respect between students and educators. Diagnostic and progress monitoring assessments are not being used with fidelity to identify specific skill gaps and monitor student progress on those gaps with targeted interventions with fidelity. Tier 2 and 3 students. Intervention resources within the CPS curated list (supports, services, or interventions) are not reviewed quarterly and modified by a multidisciplinary team based on students/groups tier movement with fidelity.

| **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Hay recognizes the importance of social-emotional and behavioral support in helping students achieve academically. Effective tier 1 supports/curriculum are in place that promotes a positive classroom environment. Behavior Health Team (BHT) has a dedicated time to provide teachers and school staff with ongoing professional development on strategies that address student's social, emotional and behavioral needs. Our BHT Team is comprised of multiple internal staff members (clinicians) that meet regularly to discuss student referrals and match students to appropriate interventions while supporting teachers. Hay has staff trained in Tier 2 restorative practices that provide students with strategies to resolve conflict while considering restorative practices as part of the standard discipline response protocol.	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent / Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data)

What is the feedback from your stakeholders?

Some John Hay parents feel a part of the school community because of the various engagement opportunities as evident through school surveys, Possip questionnaires, school curriculum nights, informational meeting for Benchmark grades, PAC, LSC, BAC, and various parent meetings. Teachers feel supported by administration and the BHT team in providing opportunities for all students to feel connected. Teachers participate in Tier 1 Healing Centered supports (Second Step, Calm Classroom, Mindfulness, and Champs). Parents are encouraged by the common language which surround social-emotional learning school-wide, encompassing all grades. Parents and Teachers see each other as partners in educating children, and all families are invited to contribute and participate in decisions and involvement in their children regarding their school day.

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	decision-making about their children and about the school. Hay conducts intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies. Our school successfully refers and links students/families to external services (e.g., health, mental health, substance abuse, social services). Most stakeholders identify that Hay has a well established Culture and Climate Team and Behavioral Health Team. Parents and students also want more arts programming and extracurricular opportunities.

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

As a result of chronic absenteeism students are not building relational trust and feeling a sense of connectedness. Students in families that are not as supportive appear to continue struggling. Student engagement with subcategories STLS, Diverse Learners, ELL, Chronic Absenteeism is low. ✍️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Continue to engage in school student interest surveys and outside surveys (5 Essentials, Cultivate, and Youth Risk Behavior Survey) to identify student interest and increase student engagement. Engage EL students in after school opportunities. Monitor students that are dis-engaged (Tier 2 and 3) and provide supports from the Culture Climate and Attendance Team as well as the MTSS team. Assign staff to students identified by Dashboard as severely dis-engaged. Increase weekly and monthly attendance incentives to bolster overall school-wide attendance. Use Conscious Discipline trainings and resources to cultivate positive school climate. Identify a decrease in behavior infractions and an increase in student engagement which can be attributed to the opportunities for student voice and choice (Student Voice Committee, Student Surveys, Gay/Straight Alliance, Boys and Girls Club). Restorative Justice Coordinator bridged the delay in restorative practices used as a prevention and intervention strategy focusing on building community, giving space to learn and correct mistakes, and addressing root causes through listening, healing, and accountability with fidelity. ✍️

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Hay has structures and processes in place to ensure successful transitions into high school, from grade to grade, and school to school. We currently engage our students in equitable access to college preparatory curriculum. Hay provides direct assistance to all students and families through every stage of high school selection, application, and entry process. Students engage in Naviance to prepare them for transition to high school and expose them to college and career curriculum. SY24 postsecondary planning includes introducing and transitioning 6th-8th grade students to the new SchooLinks college and career platform. 52% of our students are on track academically and with attendance. 100% of our 8th grade students were committed to Freshman Connection for the SY23 graduating class. 100% of 6th-8th grade students are exposed to Success Bound curricula. In SY23, 100% of 6th-8th grade students completed their ILP (Individual Learning Plan) assigned through CPS.	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCE

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

Parents expressed a welcoming environment for families and community members that is warm, inviting, and helpful. Members of the school community acknowledged that the school provides frequent, high-quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community. Hay provides multiple opportunities for parents to ask questions, raise concerns, and give feedback. Teachers support the focus on college and career readiness through Career Days, signage, lessons/units, focus days, and spirit gear. Administration is identified as supporting opportunities for out of school time opportunities for students focusing on career and college. ✍️ | |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

Expanding exposures to college and career readiness opportunities for our student body. Encourage alumni to participate in our Career Day. Create after-school programs that focus on career options. Engage students in field trips that highlight careers that they are interested in. Continue to utilize the CPS Success Bound curriculum for the SY25 school ✍️ | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and | Alumni Support Initiative One Pager | | |

winter/spring (12th-Alumni).

utilize the CPS Success Bound curriculum for the ST25 school year for expanding access to college and career planning. All 6-8 grade teachers will participate in a district wide curriculum grounded in CPS-designed, industry-vetted student competencies for all students including EL and Diverse Learners. Create a Post Secondary Leadership Team comprised of the following individuals: PLT lead, CCCAC-trained Counselor(s), College & Career Coaches, Administrator, and two teachers, parents students, and external postsecondary partners. Engage school-based Postsecondary Leadership Teams (PLTs) to develop and implement school-based Alumni Support Plans

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Lack of equitable access to quality college and career instruction across the district starting in 6th grade. Inactive Post Secondary Leadership Team. Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th) with fidelity. Lack of equitable access to post secondary opportunities for all students including Diverse Learners and English Language Learners. ✏️

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	John Hay uses strategies to increase parent involvement, such as family literacy and social services. John Hay has an active and organized PAC and LSC that collaborate with the staff to plan school events, school incentive programs, parent programs, and teacher appreciation week. Teachers plan opportunities to celebrate and educate the Hay community through Open House, STEM Night, Family Literacy Night, and Career Days. Hay engages parents in multiple parent-teacher opportunities and CPS Aspen system (Parent Portal) keep parents informed of their child's academic and attendance current standing. Parental sessions and workshops, arranged by the school's PAC, are offered during and after school that align with Hay's CIWP goals and priorities. One and two-way communication opportunities are active and effective (emails, phone calls, website, parent newsletters, flyers, pamphlets). ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Based on Parenting surveys, John Hay parents were in favor of workshops for families in literacy and math through family night. John Hay parents wanted to continue the education programming around nutrition. Useful communication was identified by parents with regards to their child's learning styles, interpreting assessment results and technology. Parents requested more assistance with Parent Portal and navigating the technology and computer usage. Parents and teachers liked the clearly defined routines and practices around homework. ✏️	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Supplementing support for students that do not have a strong home-school connection. The need to increase stakeholder participation and involvement to increase student achievement, connectedness and wellbeing. More attention needed to create a culture that supports, celebrates and values diversity of all students represented in John Hay's school and community culture. ✏️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Increase parent engagement is a continued focus at Hay. The PAC, BAC and LSC will work with the Community Schools Resource Coordinator to continue collaboration to implement parent workshops and revive popular parent programming (book club, family cooking classes, and gardening club). John Hay will coordinate a Bilingual Advisory Committee (BAC) to ensure that our Bilingual students and families' voices are heard and educational concerns are being addressed. Bilingual families will be made aware of services, programs and resources. John Hay Parents will be trained to effectively participate in overall governance of Bilingual education. ✏️

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

John Hay Community Academy administration, Lead Teachers, ILT members and Instructional Coach will monitor implementation of SKYLINE Curriculum (ELA, Math, Science, and Social Science) for all teachers, Pre K-8th grades. Ensure that teachers engage in monthly professional development to earn their Skyline Badges. through Network/District Skyline Professional Development, monthly staff development sessions, Flex PDs and Grade Level Team meetings. Monitor lesson plans to ensure that 100% of the staff are engaging students in high rigor standards based curriculum via Skyline. Conduct non-evaluative observations to provide timely and actionable feedback that promotes student and teacher growth. Provide opportunities for teachers to participate in monthly and quarterly learning walks observing Skyline curriculum. Coordinate school-level PLC's around Skyline curriculum and best practice. Ensure that teachers have all materials needed to properly implement Skyline. Interventionist, MTSS team, and Case Manager will ensure that students receive Tier 2 and 3 supports to maintain grade level content and improve student growth through identification of appropriate interventions and strategies.

What is the feedback from your stakeholders?

During Week 0 professional development and Grade Level Team meetings, most teachers expressed the following: request for more Skyline professional development, modeling, feedback, opportunities to observe peers and teachers from other schools as well as more resources. Some teachers are struggling and have expressed the lack of resources for some Skyline components, such as foundational skills, Social Studies and student accessible text. Students expressed that they feel more connected to curriculum due to culturally relevant text and content, particularly in Social Studies.

What student-centered problems have surfaced during this reflection?

Lack of inclusive and supportive learning environments for EL students, including new-comer students, as evident through limited teachers endorsed in English Language Learning and/or Bilingual endorsed. Minimal EL and/or Bilingual endorsed teachers (2 EL teachers and 1 Bilingual Teacher). Lack of consistent engagement of all students, including students with disabilities, newcomers and EL students, in core curriculum content reflecting rigorous, high-quality and standards based. More Professional Development is needed in implementing Skyline, scaffolding and pacing, as evident in some students not meeting their goals through MTSS interventions and EOY Spring 2023 Assessments, including IReady and Star 360 reading and math.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Teachers participated in weekly GLT meetings that focused on best practices, learning walks, celebrations, collaboration, data deep-dives, and analyzing student work. Teachers are engaged in ongoing professional development on current best practices around Skyline Curriculum. Lead Teachers, Hay Administration and Instructional Coach coordinate learning walks and non-evaluative observations to ensure grade level rigorous content. Ongoing support is provided from the MTSS team, Instructional Coach, Interventionist, and Hay Administration to ensure that all students receive equitable access to curriculum. Recently hired a bilingual/ELPT teacher to address the EL students access to curriculum and instruction. The impact of the distributive leadership model is evident as the ILT team ensures that teachers are engaging in practices that provide students with rigorous standards based curriculum. These efforts address obstacles for EL students, new-comer students and students will disabilities.

Determine Priorities

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What is the Student-Centered Problem that your school will address in this Priority?

Students...

will increase growth on STAR 360 and IReady reading and math assessments in grades K - 8 by 10 percentage points by the Spring 2024 EOY assessments in both STAR 360 and IReady as a result of teachers providing explicit instruction through the Skyline Curriculum in core curricula areas evident by strong Tier 1, co-teaching and small group instruction designed for intentional student support using relevant data and resources.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

observe that students are not receiving strong Tier 1 instruction that is grounded in grade-level appropriate standards and content.

Resources: 🚀

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

provide professional learning based on Skyline core instructional programming for grade-level appropriate content, which is standards based Tier 1 instruction to include targeted professional development focused on Rigorous Student Tasks, Text Complexity and Strong Tier 1 Instruction

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

teachers model and exhibit strong Tier 1 instruction for core academic subject areas which address CCSS, aligned instructional practices, grade-level content based rigorous task activities, and equitable access to differentiated small group instruction for all students, including students with disabilities, EL students and newcomer students ✍️

which leads to...

students exposed to and performing to grade level appropriate content through the use of complex text, rigorous tasks and high level practice and application evident through students' meeting or exceeding growth goals in reading for grades 3-8 in the Spring 2024 EOY STAR 360 (from 19% at or above benchmark to 38%) and Spring 2024 EOY IREADY Reading (Mid or Above Grade Level from 9% to 19%) and meeting or exceeding growth goals in math for students in grades 3 - 8 in the Spring 2024 EOY STAR 360 (from 21% at or above benchmark to 31%) as well as Spring 2024 EOY IREADY Math (Mid or Above Grade Level from 6% to 16%). ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Administration, Instructional Coach, Interventionist, MTSS, ILT

Dates for Progress Monitoring Check Ins

Q1	9/25/23	Q3	2/12/24
Q2	12/11/23	Q4	5/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	95% of the instructional staff teaching core curriculum will be trained in Skyline Curriculum and implement with fidelity in grades PreK-8.	All teachers that instruct using Skyline Core Curriculum	Ongoing SY24	In Progress
Action Step 1	Monitor new staff and all core curriculum teachers participate in ongoing SKYLINE training	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 2	Conduct SKYLINE implementation check-ins during GLT biweekly	Administration/Instructional Coach	Ongoing SY24	In Progress
Action Step 3	Conduct quarterly peer non-evaluative observations providing feedback on implementation of Skyline	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 4	Review of lesson plans bi-weekly for Skyline evidence and pacing, including monitor subtractive lesson plans	Administration/Instructional Coach	Ongoing SY24	In Progress
Action Step 5	Provide ongoing instructional coaching and modeling of Skyline implementation to ensure teachers go through the cycle of feedback, observation and follow-up with John Hay administration, Instructional Coach and Lead Teachers.	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Implementation Milestone 2	100% of the instructional staff provided targeted professional development focused on Rigorous Student Tasks, Text Complexity and Strong Tier 1 Instruction through implementing Skyline in all core curricula for PreK-8 grades.	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 1	Allot time during Grade Level Team sessions to allow teachers time and space to plan small group instruction using BOY data, Interim Assessments, Skyline daily assessments, and teacher created check for understanding.	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 2	Coordinate a schedule of monthly learning walks for non-evaluative observations of best practices and routines and identify exemplar classrooms for Learning Walks	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 3	Provide, model and coach the use of instructional planning resources for small group planning and instructional ladders	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 4	Provide ongoing professional development during Flex PD sessions, GLT sessions and monthly Staff Development focused on Rigorous Tasks, Text Complexity and Strong Tier 1 instruction through the implementation of Skyline	Administration/Instructional Coach/ Lead Teachers/ILT Team	Ongoing SY24	In Progress
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will progress monitor using research-based interventions within the Branching Minds platform for all students (PreK-8) who require tiered supports.	Administration/MTSS Lead/Interventionists	Ongoing SY24	In Progress
Action Step 1	Implement bi-weekly GLTs review of progress monitoring Branching Minds platform through monitoring completion rate on CPS Dashboard.	Instructional Coach/Administration/MTSS Lead	Ongoing SY24	In Progress
Action Step 2	Targeted supports for individuals who require a deeper understanding of how to provide research-based intervention/progress monitoring (one-to-one staff supports, after school planning sessions and use of Menu of Research- based Interventions and Goal setting	MTSS Lead and Team members/Administration/ Instructional Coach/Interventionist	Ongoing SY24	In Progress
Action Step 3	Provide ongoing professional learning series on Multi Tiered Systems of Support focusing on tiering students, creating SMART goals, implementing the research-based Menu of Interventions, and how to progress monitor.	MTSS Lead and Team members/Administration/ Instructional Coach/Interventionist	Ongoing SY24	In Progress

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Action Step 4	Conduct data cycle reviews (every 4 to 5 weeks) with Leadership Team members (ILT and MTSS members) to determine professional learning needs of adults and students evident by review of planning tools, tracking of Branching Minds and review of student, class and school-wide level data.	MTSS Lead and Team members/Administration/ Instructional Coach/Interventionist	Ongoing SY24	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	95% of the instructional staff teaching core curriculum will be trained in Skyline Curriculum and implement with fidelity in grades PreK-8. 100% of the instructional staff provided targeted professional development focused on Rigorous Student Tasks, Text Complexity and Strong Tier 1 Instruction through implementing Skyline in all core curricula in grades PreK-8. 100% of teachers progress monitoring interventions using the Branching Minds platform for all students who require tiered supports.	✍
SY26 Anticipated Milestones	95% of the instructional staff teaching core curriculum will be trained in Skyline Curriculum and implement with fidelity in grades PreK-8. 100% of the instructional staff provided targeted professional development focused on Rigorous Student Tasks, Text Complexity and Strong Tier 1 Instruction through implementing Skyline in all core curricula in grades PreK-8. 100% of teachers progress monitoring interventions using the Branching Minds platform for all students who require tiered supports.	✍

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting	IL-EMPOWER Goal Requirements
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).	For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).	-The CIWP includes a reading Performance goal -The CIWP includes a math Performance goal
Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.	-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.	-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.	
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.	

Performance Goals

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase students' meeting or exceeding growth goals in reading in grades 3-8 in the Spring 2024 EOY STAR 360 (from 19% at or above benchmark to 38%)	Yes	STAR (Reading)	Overall	19 at or above benchmark	22 at or above benchmark	25 at or above benchmark	35 at or above benchmark
			English Learners	23 at or above benchmark	28 at or above benchmark	31 at or above benchmark	37 at or above benchmark
Increase students' meeting or exceeding growth goals in math in grades 3 - 8 in the Spring 2024 EOY STAR 360 (from 21% at or above benchmark to 31%)	Yes	STAR (Math)	Overall	21 at or above benchmark	24 at or above benchmark	28 at or above benchmark	33 at or above benchmark
			English Learners	33 at or above benchmark	37 at or above benchmark	41 at or above benchmark	45 at or above benchmark

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	When provided with high quality curricular materials that are standards-aligned and culturally responsive, students will demonstrate a minimum increase of 10 percentage points on both the IReady and STAR 360 SY24 EOY Assessments.	When provided with high quality curricular materials that are standards-aligned and culturally responsive, students will demonstrate a minimum increase of 10 percentage points both the IReady and STAR 360 SY25 EOY Assessments.	When provided with high quality curricular materials that are standards-aligned and culturally responsive, students will demonstrate a minimum increase of twelve percentage points on both the IReady and STAR 360 SY26 EOY assessments.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Given culturally responsive, powerful practices, students will develop/use appropriate coping skills in an environment that fosters positive relationships with emphasis on the importance of identity and community.	Given culturally responsive, powerful practices, students will develop/use appropriate coping skills in an environment that fosters positive relationships with emphasis on the importance of identity and community as measured by a reduction in behavior infractions.	Given culturally responsive, powerful practices, students will develop/use appropriate coping skills in an environment that fosters positive relationships with emphasis on the importance of identity and community as measured by a reduction in behavior infractions and an increase in restorative practices.

Curriculum & Instruction

I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.

As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.

As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.

As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.

— **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
#REF!	STAR (Reading)	Overall	19 at or above benchmark	22 at or above benchmar	Select Status	Select Status	Select Status	Select Status
		English Learners	23 at or above benchmark	28 at or above benchmar	Select Status	Select Status	Select Status	Select Status
Increase students' meeting or exceeding growth goals in reading in grades 3-8 in the Spring 2024 EOY STAR 360 (from 19% at or above benchmark to 38%)	STAR (Math)	Overall	21 at or above benchmark	24 at or above benchmar	Select Status	Select Status	Select Status	Select Status
		English Learners	33 at or above benchmark	37 at or above benchmar	Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	When provided with high quality curricular materials that are standards-aligned and culturally responsive, students will demonstrate a minimum increase of 10 percentage points on both the IReady and STAR 360 SY24 EOY Assessments.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Given culturally responsive, powerful practices, students will develop/use appropriate coping skills in an environment that fosters positive relationships with emphasis on the importance of identity and community.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.	Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Hay recognizes the importance of social-emotional and behavioral support in helping students achieve academically. Effective tier 1 supports/curriculum are in place that promotes a positive classroom environment. Behavior Health Team (BHT) has a dedicated time to provide teachers and school staff with ongoing professional development on strategies that address student's social, emotional and behavioral needs. Our BHT Team is comprised of multiple internal staff members (clinicians) that meet regularly to discuss student referrals and match students to appropriate interventions while supporting teachers. Hay has staff trained in Tier 2 restorative practices that provide students with strategies to resolve conflict while considering restorative practices as part of the standard discipline response protocol.

What is the feedback from your stakeholders?

Some John Hay parents feel a part of the school community because of the various engagement opportunities as evident through school surveys, Possip questionnaires, school curriculum nights, informational meeting for Benchmark grades, PAC, LSC, BAC, and various parent meetings. Teachers feel supported by administration and the BHT team in providing opportunities for all students to feel connected. Teachers participate in Tier 1 Healing Centered supports (Second Step, Calm Classroom, Mindfulness, and Champs). Parents are encouraged by the common language which surround social-emotional learning school-wide, encompassing all grades. Parents and Teachers see each other as partners in educating children, and all families are invited to contribute and participate in decision-making about their children and about the school. Hay conducts intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies. Our school successfully refers and links students/families to external services (e.g., health, mental health, substance abuse, social services). Most stakeholders identify that Hay has a well established Culture and Climate Team and Behavioral Health Team. Parents and students also want more arts programming and extracurricular opportunities.

What student-centered problems have surfaced during this reflection?

As a result of chronic absenteeism students are not building relational trust and feeling a sense of connectedness. Students in families that are not as supportive appear to continue struggling. Student engagement with subcategories STLS, Diverse Learners, ELL, Chronic Absenteeism is low.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Continue to engage in school student interest surveys and outside surveys (5 Essentials, Cultivate, and Youth Risk Behavior Survey) to identify student interest and increase student engagement. Engage EL students in after school opportunities. Monitor students that are dis-engaged (Tier 2 and 3) and provide supports from the Culture Climate and Attendance Team as well as the MTSS team. Assign staff to students identified by Dashboard as severely dis-engaged. Increase weekly and monthly attendance incentives to bolster overall school-wide attendance. Use Conscious Discipline trainings and resources to cultivate positive school climate. Identify a decrease in behavior infractions and an increase in student engagement which can be attributed to the opportunities for student voice and choice (Student Voice Committee, Student Surveys, Gay/Straight Alliance, Boys and Girls Club). Restorative Justice Coordinator bridged the delay in restorative practices used as a prevention and intervention strategy focusing on building community, giving space to learn and correct mistakes, and addressing root causes through listening, healing, and accountability with fidelity.

Determine Priorities

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What is the Student-Centered Problem that your school will address in this Priority?

Students...

daily attendance and SEL responsiveness during the SY23 did not demonstrate school-wide growth in expectations and performance, therefore, students in grades Pre-Kindergarten - 8th daily attendance percentage will increase from 89.44%, as measured by Dashboard at the end of June 2023, to 93.5% by the end of SY24; additionally, all students in Pre K-8th grades will be exposed to evidence-based Tier 1 SEL direct instruction curriculum (Second Step, Champs and Calm Classroom) and Behavioral Health Team exposure through targeted Tier 2 and Tier 3 interventions and support.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

observe that students identified as STLS and DL require additional support in arriving to school on time and consistently. We see a need to increase feelings of student connectedness through an increase in the 5Essentials survey section focusing on Collaborative Teachers, Effective Leaders, Involved Families and Supportive Environment.

Resources: 🚀

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

build common whole school and in-class structures, routines, procedures and expectations, including Second Step, Champs, Calm Classroom, Community Builders and SEL strategies

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

embedded within the Skyline curriculum with fidelity, which are incorporated for increasing daily student attendance and positive student engagement which was previously created and adopted by John Hay teachers, support staff, LSC members, parents and community members

then we see....

teachers will have protocols, systems, materials and strategies to effectively engage students, minimize and eliminate distractions and have appropriate trauma informed responses using mindful techniques ✍️

which leads to...

students developing self-awareness, calmness and effectively manage their emotions and will ✍️ increase students' attendance percentage from 89.44% to 93.5% by the end of SY24 as documented in Dashboard, leading to a more productive and responsible John Hay Community Academy student that is College and Career ready.

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Return to Top	Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Administration, Climate & Culture/Attendance Team, BHT, SEL Team

Dates for Progress Monitoring Check Ins

| Q1 | 9/25/23 | Q3 | 2/12/24 |
| Q2 | 12/11/23 | Q4 | 5/6/24 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	The Climate & Culture and Attendance Team will develop a strategic intervention plan to address tier 2 (students with 94.89% or less) and tier 3 students (students with 89.77% or less attendance rates).	CCT/Attendance Team/ CCT Lead/MTSS Lead and members/Administration	Ongoing SY24	In Progress
Action Step 1	Teams will develop an attendance contract for students with an attendance rate of less than or equal to 89.77%.	CCT/Attendance Team/ CCT Lead/MTSS Lead and members/Administration	Ongoing SY24	In Progress
Action Step 2	Teams will match a staff member with students with an attendance rate of less than or equal to 89.77% to conduct check-ins with students and families.	CCT/Attendance Team/ CCT Lead/MTSS Lead and members/Administration	Ongoing SY24	In Progress
Action Step 3	The CCT/Attendance Team lead with complete the outreach survey with the parent to discuss barriers that hinder students from coming to school and coming on time.	CCT/Attendance Team/ CCT Lead/MTSS Lead and members/Administration	September 2023, January 2024, March 2024, May 2024	In Progress
Action Step 4	Teams will develop a welcome plan for Tier 2 and 3 students identified in EOY SY23 (off track Dashboard data) to ensure supports for a successful start to SY24 school year.	CCT/Attendance Team/ CCT Lead/MTSS Lead and members/Administration	Ongoing SY24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Provide Community Builders and SEL strategies utilizing Skyline, incorporated with Second Step, Champs and Calm Classroom with fidelity, designed for John Hay parents to be involved and engaged through regular, two-way communication, surveys to gauge parent interests, including high school, trauma informed practices, emotional intelligence, self-care and workshop topics, volunteering, school decision making and resources.	Leadership Team, PAC, BAC, BHT Members, MTSS Team and MTSS Lead, Hay Teachers	Ongoing SY24	In Progress
Action Step 1	Parent and community workshops provided by external and internal stakeholders, to include BUILD, Boys and Girls Club of Chicago, Westside Health Authority and LSSI.	Leadership Team, PAC, BAC, BHT Members, MTSS Team and MTSS Lead, Hay Teachers	Ongoing SY24	Not Started
Action Step 2	Participate in John Hay's weekly survey, POSSIP, additional school feedback surveys and engagement platforms through School Links to leverage and connect parents to include during events such as Parent Teacher Conferences, Family STEM, Curriculum and Literacy Nights, Parent Informational Meetings, Open House as well as LSC, PAC and BAC parent and community meetings.	Leadership Team, PAC, BAC, BHT Members, MTSS Team and MTSS Lead, Hay Teachers	Ongoing. Started in August 2023	In Progress
Action Step 3	Supporting and Engaging families through visit, calls, and addressing student's trauma.	Leadership Team, PAC, BAC, BHT Members, MTSS Team and MTSS Lead, Hay Teachers	Ongoing SY24	In Progress
Action Step 4	Continue to support students through positive relationships during small group and individual tutoring with City of Chicago's Foster Grandparents Tutoring Program.	Leadership Team, PAC, BAC, BHT Members, MTSS Team and MTSS Lead, Hay Teachers, Foster Grandparents	Ongoing SY24	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Teams will collect and analyze Branching Minds data to set and monitor goals around SEL.	MTSS Team and Lead/Leadership Team/Lead Teachers/Instructional Coach/Interventionist/ILT Members	Ongoing SY24	In Progress

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Action Step 1	Teams will progress monitor SEL, Attendance, and Academic goals every 5 - 8 weeks on Branching Minds.	MTSS Team and Lead/Leadership Team/Lead Teachers/Instructional Coach/Interventionist/ILT Members	Ongoing SY24	In Progress
Action Step 2	Teams will monitor the implementation of schoolwide SEL strategies with fidelity.	MTSS Team and Lead/Leadership Team/Lead Teachers/Instructional Coach/Interventionist/ILT Members	Ongoing SY24	In Progress
Action Step 3	Professional Learning Cycle to include coaching, modeling and monitoring the implementation of Branching Minds to include entering data, progress monitoring, and providing research-based interventions.	MTSS Team and Lead/Leadership Team/Lead Teachers/Instructional Coach/Interventionist/ILT Members	Ongoing SY24	In Progress
Action Step 4	Provide Tier 2 and Tier 3 research-based timely interventions with fidelity offered by John Hay Counselors, Social Worker and Psychologist to include Therapeutic Support, CBITS, Rainbows Program, Grief Groups and other Trauma informed small group behavior therapy.	MTSS Team and Lead/Leadership Team/Lead Teachers/Instructional Coach/Interventionist/ILT Members	Ongoing SY24	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The Climate & Culture and Attendance Team will develop a strategic intervention plan to address tier 2 (students with 94.89% or less) and tier 3 students (students with 89.77% or less attendance rates). Provide avenues for John Hay parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources. Teams will collect and analyze Branching Minds data to set and monitor goals around SEL. *80% of teachers implementing Social Emotional Curriculum Tier 1 (Second Step, Mindfulness) and Tier 2 and 3 (Champs, Calm Classroom). *100% of interventions are research based and within the CPS approved list of interventions. *100% of SEL interventions are documented and monitored with the Branching Minds Platform.	✍
SY26 Anticipated Milestones	The Climate & Culture and Attendance Team will develop a strategic intervention plan to address tier 2 (students with 94.89% or less) and tier 3 students (students with 89.77% or less attendance rates). Provide avenues for John Hay parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources. Teams will collect and analyze Branching Minds data to set and monitor goals around SEL. *100% of teachers will implement Social Emotional Curriculum Tier 1 (Second Step, Mindfulness) and Tier 2 and 3 interventions and strategies.	✍

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase feelings of student connectedness through an increase in the 5Essentials survey section "Supportive Environment" score	Yes	5E: Supportive Environment	Overall				
			Select Group or Overall				
Attendance rates will increase in our high-needs groups of STLS and DL students	Yes	Increase Average Daily Attendance	Other [Specify] STLS	85.1	87	89	91
			Students with an IEP	86.5	88	90	92

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26

Connectedness & Wellbeing

I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.	As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.	As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	As a result of providing avenues for parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources, parents will be supported and their role will be highlighted as student advocates and student learning will be influenced and strengthened by our partnership and students will see their parents as integral roles in assisting in student learning.	As a result of providing avenues for parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources, parents will be supported and their role will be highlighted as student advocates and student learning will be influenced and strengthened by our partnership and students will see their parents as integral roles in assisting in student learning.	As a result of providing avenues for parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources, parents will be supported and their role will be highlighted as student advocates and student learning will be influenced and strengthened by our partnership and students will see their parents as integral roles in assisting in student learning.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	As a result students' attendance percentage will increase to 93.5% by the end of SY24 as documented in Dashboard leading to a more productive and responsible John Hay Community Academy student that is College and Career ready.	As a result students' attendance percentage will increase to 95% by the end of SY25 as documented in Dashboard leading to a more productive and responsible John Hay Community Academy student that is College and Career ready.	As a result of students' attendance percentage will increase to 97% by the end of SY26 as documented in Dashboard leading to a more productive and responsible John Hay Community Academy student that is College and Career ready.

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase feelings of student connectedness through an increase in the 5Essentials survey section "Supportive Environment" score	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Attendance rates will increase in our high-needs groups of STLS and DL students	Increase Average Daily Attendance	Other [Specify] STLS	85.1	87	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	86.5	88	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	As a result of the implementation and progress monitoring plans in the Branching Minds Platform, students will engage in specific, individualized, research-based timely interventions along with consistent progress monitoring that is implemented with fidelity 100% of the time.	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	As a result of providing avenues for parents to be involved and engaged through regular, two-way communication, parent workshops, volunteering, school decision making and resources, parents will be supported and their role will be highlighted as student advocates and student learning will be influenced and	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	As a result students' attendance percentage will increase to 93.5% by the end of SY24 as documented in Dashboard leading to a more productive and responsible John Hay Community Academy student that is College and Career ready.	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- ☑ 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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.

- ☑ At the request of parents, 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.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ 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.

- ☑ 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.

- ☑ 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.

- ☑ 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.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ 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.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- ☑ 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.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

The Title 1 Parent and Family Engagement funds will be used to engage John Hay Community Academy parents in students' progress in reading and math STAR 360 and IReady assessment scores. The Title 1 Parent and Family Engagement funds will engage parents in literacy skills, build positive relationships with parents, and encourage attendance. John Hay Community Academy Parent and Family engagement will occur through Family Literacy Nights, Family STEM Nights, Read Out Events, monthly LSC meetings, monthly ESSA/PAC meetings, monthly BAC meetings, Open House, Back to School Events, Curriculum Nights, Parent meetings, Coffee with the Principal, and other resources for home to increase literacy, math and Social Emotional Learning (SEL) skills. John Hay Community Academy parents will also be offered training opportunities throughout the school year (both external and internal stakeholders) from partners such as Westside Health Authority, Boys and Girls Club of Chicago, BUILD, City of Chicago Aging Department, etc.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

- ☑ Provide up to date monthly fund reports to PAC officers

- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support