



Stephen K Hayt Elementary School / Plan summary

2020-2023 plan summary

Team

Name	Role	Email	Access
Thanh Nguyen	Teacher / science intermediate	thnguyen@cps.edu	No Access
Carol Rowley	Teacher / 4-8 literacy	cdrowley@cps.edu	No Access
Alma Keco	Teacher / bilingual	akeco1@cps.edu	No Access
Candace Lindgren	Counselor / climate and culture	csindgren@cps.edu	Has access
Maria Salgado	Teacher / K-3 literacy	mgsalgado@cps.edu	No Access
Lindsey Zolp	Teacher / Math	lnzolp@cps.edu	No Access
Daniel Gomez	Principal	dagomez@cps.edu	Has access
Chris Twomey	Assistant Principal	ctwomey@cps.edu	Has access
Tareeq Rasheed	Teacher/ LSC Rep.	THRasheed@cps.edu	No Access
Art Arfa	Community member	udthum@aol.com	No Access
Mousume Jarin	Hayt Parent	mousume99@yahoo.com	No Access

Self-assessment

Chris Twomey (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

We work to include members of the faculty who represent the diversity of our school and students. We have included an LSC member and parent to broaden the

perspectives brought to the CIWP creation process

Yes	The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
Yes	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Yes	The CIWP team includes parents, community members and LSC members.
Yes	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Chris Twomey (Jan 31, 2020)

Overall assessment: **3 (most practices evident)**

We will be meeting more frequently to determine final ratings to SEF as well as areas of focus

Yes	The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
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Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Somewhat	The CIWP team includes parents, community members and LSC members.
Somewhat	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Chris Twomey (May 11, 2020)

Overall assessment: **3 (most practices evident)**

The CIWP process is hampered by virtual meetings and stakeholder availability but the majority of members are active and invested in the entire process

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Daniel Gomez (Mar 19, 2021)

Overall assessment: **4 (nearly all/all practices evident)**

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Daniel Gomez (Mar 19, 2021)

Overall assessment: **3 (most practices evident)**

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Yes	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
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Somewhat	The CIWP team includes parents, community members and LSC members.

Not yet All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Team meetings

Date	Participants	Topic
01/13/2020	ILT members (minus AP and parent representative)	Creation of CIWP team and review SEF
02/10/2020	ILT Members (including parent CIWP rep)	School Excellence Framework and parent survey
03/02/2020	ILT Members (including LSC Rep)	Data Analysis to identify areas of critical need
03/09/2020	ILT Members (including LSC Rep)	Root Cause Analysis and start of theory of action
03/24/2020	ILT Members (including LSC Rep)	Analyze SEF results and determine areas of focus
03/30/2020	ILT Members (including LSC Rep)	Focus on theory of action statements and potential action steps
04/30/2020	ILT Members (including LSC Rep)	Refine theory of action and action steps
05/08/2020	ILT Members (including LSC Rep)	Finalize actions steps
09/28/2020	Mrs. Rowley, Ms. Zolp, Mr. Rasheed, Mrs. Keco, Mrs. Nguyen, Mr. Gomez, Mr. Twomey	Reviewed ILT Objectives, CIWP, School Budget and discussed Oct. 5th Flex Day
10/26/2020	Mr. Rasheed, Mrs. Keco, Mrs. Rowley, Ms. Lindgren, Mrs. Nguyen, Mrs. Salgado, Ms. Zolp, Mr. Twomey, Mr. Gomez	Reviewed work from Oct. 6th Flex Day, Review CIWP Strategies 4 & 5, School Budget and ISL in classroom observations
12/07/2020	Maria Salgado, Armand Esai, Daniel Gomez, Chris Twomey , Tareeq Rasheed, Alma Keco, Sakeena Khan, Candace Lindgren, Thanh Nguyen, Lindsey Zolp, Carol Rowley	Reviewed MOY Assessments, School Budget & Reopening Plan
01/27/2021	Maria Salgado, Daniel Gomez, Alma Keco, Sakeena Khan Thanh Nguyen, Lindsey Zolp, Carmen Velez, Chris Twomey	Reviewed CIWP, School Budget and discussed Feb. 8th Flex Day
02/22/2021	John Ribolzi, Maria Salgado, Daniel Gomez, Alma Keco, Sakeena Khan, Thanh Nguyen, Lindsey Zolp, Carmen Velez, Chris Twomey	Network presented the HAYT SY21 Student Tiering Tool, reviewed CIWP and Budget

03/22/2021 Carmen Velez, Daniel Gomez, Maria Salgado, Thanh Nguyen, Tareeq Rasheed, Lindsey Zolp, Sakeena Khan Review CIWP Tracking Document, School Budget and curriculum needs

04/26/2021 Candance Lindgren, Carmen Velez, Daniel Gomez, Maria Salgado, Tareeq Rasheed, Lindsey Zolp, Sakeena Khan, Carol Rowley, Chris Twomey, Reviewed Budget Transfers for School Needs

05/12/2021

School Excellence 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.
- NA Practice is not applicable.
⊘ Not scored

Leadership and Structure for Continuous Improvement Expand all

3

Leadership for Continuous Improvement

- 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 3 Make 'safe practice' an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders

Evidence

to be added at a later date

2

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
- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 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

to be added at a later date

Depth and Breadth of Student Learning and Quality Teaching [Expand all](#)

2

Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 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
- 2 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 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

to be added at a later date

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
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 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

to be added at a later date

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
- 2 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
- 2 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
- 2 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
- 2 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

to be added at a later date

3

MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 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)
- 3 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 2 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

Evidence

to be added at a later date

2

Transitions, College & Career Access, & Persistence

- 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school,

school to post-secondary)

- 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS – Ensure equitable access to college preparatory curriculum
- 2 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

to be added at a later date

Quality and Character of School Life Expand all

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

to be added at a later date

3

Student Voice, Engagement, and Civic Life

- 2 Study politics
- 2 Become informed voters and participants in the electoral process
- 2 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 2 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture

Evidence

to be added at a later date

2

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

to be added at a later date

3

Supportive and Equitable Approaches to Discipline

- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 3 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)

- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

Evidence

to be added at a later date

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
- 3 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

to be added at a later date

Self-assessment

Chris Twomey (Jan 31, 2020)

Overall assessment: **2 (some practices evident)**

We will be reviewing ratings again with the ILT and how we can include student voice.

Yes	Ratings are provided for all SEF categories and sub-categories.
Somewhat	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Daniel Gomez (Mar 19, 2021)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus <input type="checkbox"/> Not of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>
2	Quality and Character of School Life: Physical and Emotional Safety	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>

3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1	2	3	4	5	⊗
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1	2	3	4	5	⊗
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1	2	3	4	5	⊗
3	Quality and Character of School Life: Family & Community Engagement	1	2	3	4	5	⊗
3	Quality and Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1	2	3	4	5	⊗
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1	2	3	4	5	⊗

Self-assessment

Chris Twomey (Mar 19, 2020)

Overall assessment: **3 (most practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Goals

Areas of critical need and root cause analysis

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.;

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: Attendance Rate	Overall		95.50	95.90
Our attendance rate has been close to 95% consistently until the 2019-20 school year. We want to prioritize this metric because this is where it starts. Specifically the overall attendance is a concern but our students with IEP's have the lowest rate of the school and we are also a recipient of the IL Empower Grant and the priority group was our DL population.	Students with IEPs		95.00	95.50

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Nearly half of our population are EL. We want to place an emphasis on English proficiency and language acquisition. We also know that students with IEP's struggle in this area even in our PY4 - PY7's	EL		40.00	45.00
	Students with IEPs		30.00	40.00
Vision: NWEA Attainment G2 (Math) This area is a priority because this is the first year students take the NWEA. We also know that the earlier you can achieve attainment the better your chances are of maintaining attainment. We see in our 3rd - 8th grade metrics that African American females do not perform as well as their other classmates and striving for attainment at 2nd grade will pay off as students progress through the grade levels.	Overall		68.00	70.00
	African American Female		50.00	60.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) This is an important metric. Growth is huge too but students reaching attainment means they are better prepared for the following grades and high school - beyond. Students with IEP's have the supports in place to achieve attainment and our African American females have underperformed and we want to elevate this group.	Students with IEPs		25.00	35.00
	African American Female		40.00	60.00
SQRP: National School Attainment Percentile - Reading (Grade 2) These two groups have underperformed and we would like to elevate them to where their peers are performing.	Male		70.00	72.00
	Latinx		68.00	70.00
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)

Required metrics (Elementary)

33% complete

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
My Voice, My School 5 Essentials Survey An area of growth is to increase the effective leaders portion of the survey as well as the student safety responses.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0% complete

2018-2019 2020-2021 2020-2021 2021-2022

Self-assessment

Chris Twomey (Mar 19, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Chris Twomey (Mar 19, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Form an attendance committee to increase overall attendance, focusing on data analysis of whole school trends, evaluation of student beliefs about the importance of attendance, identification of chronically absent students

Multifaceted response to low attendance, including efforts to change student beliefs about the importance of school, strategic incentives to counter whole school trends and organized supports provided to chronically absent students and families

An increase in attendance and improved student beliefs about the importance of school and their presence at school

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The following is necessary to achieve the above stated strategy and actions steps: extended day buckets to pay for teachers to participate in after school committee work directly related to the above stated strategy and actions steps.

Tags:

MTSS: Family and Community Engagement, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Form an attendance committee involving stakeholders that meets monthly (counselor, school social worker, principal and assistant principal, attendance clerk) to monitor attendance data, including chronically absent students and families as well as historical attendance data	Principal, assistant principal	Aug 28, 2020 to Jun 17, 2022	On-Track
MTSS: Family and Community Engagement, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Student Outreach and Re-Engagement			
Each homeroom teacher will develop and submit an attendance plan on how they are motivating students	Principal, assistant principal, classroom teachers	Aug 28, 2020 to Jun 17, 2022	Postponed
MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment, OSSE: Student Outreach and Re-Engagement			
Develop consistent systems and interventions to address chronically absent students and families including attendance contracts, incentives, peer and/or staff advocate etc.	Principal, assistant principal counselor	Aug 28, 2020 to Jun 17, 2022	On-Track
MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Student Outreach and Re-Engagement			
Develop a whole school attendance incentive plan including events (spirit weeks, movie nights, etc.)	Principal, assistant principal, counselor, climate and culture committee	Aug 28, 2020 to Jun 17, 2022	On-Track
OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment			
Develop a student survey to assess beliefs about the importance of school and reasons why students are not attending	Principal, assistant principal, climate and culture committee	Aug 28, 2020 to Jun 17, 2022	On-Track
OSEL: Supportive School Environment			
Continue to implement restorative practices to create a safe and welcoming school learning environment including the necessary support and training of all staff members	Principal, assistant principal and culture committee	Aug 28, 2020 to Jun 17, 2022	On-Track
OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment			
Hire Right At School in order to promote positive play and conflict resolution	Principal and AP	Jun 1, 2021 to Jun 30, 2022	Not started

OSEL: SEL Instruction

Strategy 2

If we do...

...then we see...

...which leads to...

Prioritize our bilingual population with budget decisions, as well as taking into consideration their ACCESS scores and learner profiles to make placements, plan for their learning needs and tailor staff professional development

More appropriate placements, more responsive instruction and teachers utilizing Bilingual / ESL best practices

Increased academic performance (ACCESS scores, grades, NWEA), language acquisition and maintenance of native languages and improved social emotional

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The following resources are necessary to execute the strategy and action steps: professional development time must be devoted to providing training on best practices for teaching ELs. Funding will be necessary to pay any committee working extended day as well as funding for instructional materials to supplement existing curriculum.

Tags:

Leadership for Continuous Improvement, Equity: Fair Policies and Systems, Equity: Resource Equity, OLCE

Area(s) of focus:

5

Action step

Responsible

Timeframe

Status

Ensure that bilingual teachers are consulted and represented on committees tasked with selecting curriculum, making instructional decisions (ILT, Balanced Literacy Committee, Curriculum selection committees, etc.)

principal, assistant principal, ELPT, bilingual teachers

Aug 28, 2020 to Jun 17, 2022

On-Track

Leadership for Continuous Improvement

Form a committee (including the ELPT) to determine student placements

principal, assistant principal, ELPT, school clerks

Aug 28, 2020 to Jun 17, 2022

On-Track

Leadership for Continuous Improvement, Equity: Fair Policies and Systems

Supplement current curriculum with materials to support bilingual students and engage bilingual teachers in the selection process

principal, assistant principal, ELPT, bilingual teachers

Aug 28, 2020 to Jun 17, 2022

Not started

Leadership for Continuous Improvement, CIDL: Curriculum, Equity: Resource Equity

Add the ESL profile to classroom positions Pre-k- 2nd this year, 3rd - 5th next year

principal

Aug 28, 2020 to Jun 17, 2022

On-Track

Leadership for Continuous Improvement, Equity: Fair Policies and Systems

Seek ESL endorsement opportunities / cohort program at Hayt

principal

Aug 28, 2020 to Jun 17, 2022

On-Track

Leadership for Continuous Improvement

Provide teachers professional development focusing on best practices for bilingual students

Principal, assistant principal, ELPT

Aug 28, 2020 to Jun 17, 2022

Not started

Instruction

Add two additional Bilingual Teacher Assistants (For a total of 3) to support our ESL student population.

Principal and AP

Jul 1, 2021 to Jun 30, 2022

Not started

Equity: Fair Policies and Systems

Strategy 3

If we do...

Place a focus on reading within math and basic fact fluency in the early primary years to ensure that all students (bilingual, diverse learners and gen ed) are prepared to solve text heavy math problems and have basic skills in place to continue to grow their knowledge of grade level math content.

...then we see...

Students better equipped to approach math word problems by using consistently applied strategies and using their fact fluency in application to higher level math content.

...which leads to...

Increased NWEA scores in 2nd grade and beyond, student confidence and math stamina, as well as students identifying themselves as mathematicians.

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The resources necessary to accomplish the strategy and action steps are as follows: first necessary resource is time, extended day buckets to pay teachers to work on committees that will create plans mentioned in the action steps, supplies will likely be required for incentives as well as math materials to support students in learning / memorizing their math facts.

Tags:

Math: Rigorous Tasks, Math: Equitable Access

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Create a scope and sequence of early reading skills for primary classes to follow and to reference when students are behind

principal, assistant principal, ILT and math committee

Aug 28, 2020 to Dec 18, 2020

Not started

Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, Math: Student Discourse, Math: Equitable Access

Provide professional development and support to teachers around primary math interventions and differentiation strategies

principal, assistant principal, ILT and math committee

Aug 28, 2020 to Jun 17, 2022

Not started

MTSS: Problem Solving Process, Math: Rigorous Tasks, Math: Equitable Access

Develop a consistently applied method for introducing math vocabulary and story problems during reading instruction

principal, assistant principal, ILT and math committee

Aug 28, 2020 to Dec 18, 2020

Not started

Leadership for Continuous Improvement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Math: Equitable Access

Create incentives to encourage students to master their math facts and attain full math fact fluency.

principal, assistant principal, math committee, classroom teachers

Aug 28, 2020 to Jun 17, 2022

Not started

Math: Rigorous Tasks

Strategy 4

If we do...

Prioritize subgroups, specifically IEP, African American females and the bilingual/EL population with curriculum and instructional decisions and practices for math, and look to find a series that provides multiple practice problems for each skill

...then we see...

Improvement in basic math skills and math confidence adjustments made to our teaching practices to address the needs of our struggling students

...which leads to...

Improvement in grades and scores, but this will lead to a growth mindset in math, and students will begin to see themselves as math students

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The following resources will be necessary to achieve the strategy and action steps: professional development time, potentially extended day buckets for committee work and funds to purchase supplemental instructional materials.

Tags:

Leadership for Continuous Improvement, Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Use grade level meeting time to routinely analyze subgroup and student level data to identify achievement gaps	principal, assistant principal, teachers	Oct 9, 2020 to Jun 17, 2022	Not started

Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

Provide professional development around math interventions and reteaching strategies	principal, assistant principal, teachers	Aug 28, 2020 to Jun 17, 2022	Not started
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Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, Math: Equitable Access

Research and choose / purchase supplemental math curriculum to support interventions and provide multiple opportunities for practice and application of needed skills	principal, assistant principal, ILT	Aug 28, 2020 to May 20, 2021	Not started
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Leadership for Continuous Improvement, Curriculum, Math: Equitable Access

Strategy 5

If we do...

Develop an articulated vision of K - 8 literacy utilizing data driven analysis of the diverse needs of our students and the required professional development to align teachers and classrooms to focus on language usage and author's craft, utilizing a school-wide curriculum of vocabulary and grammar

...then we see...

consistent practices, meaningful and purposeful instruction of author's craft and language usage to foster richer literacy within all of our students with specific professional development to support teachers

...which leads to...

Less gaps in instruction, vertical and horizontal alignment amongst grades and classrooms and higher student achievement amongst all students including underperforming sub groups

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The following resources are necessary to achieve the strategies and actions steps outlined: professional development time (principal directed days and grade level meetings), extended day funds to pay for after school committee meetings, instructional material funds

Tags:

Leadership for Continuous Improvement, Curriculum, Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Develop and communicate a vision for K-8 literacy instruction (literacy committee)	Principal, assistant principal, literacy committee	Aug 28, 2020 to Apr 16, 2021	Not started

Leadership for Continuous Improvement, Instruction

Use PD time to support the learning needs of teachers around balanced literacy / K-8 F & P curriculum, teaching strategies for effective instruction of language usage and author's craft	principal, assistant principal, literacy committee, teachers	Aug 28, 2020 to Jun 17, 2022	Not started
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Literacy: Shift 2-Leveraging Data to Close Gaps

Form a committee to select curriculum for grades 4-8, to include wide representation of teachers and expertise areas that focuses on strategies for effective instruction of language usage and author's craft (bilingual, SPED. primary, intermediate and upper grade teachers)	principal, assistant principal, literacy committee, teachers	Oct 23, 2020 to May 21, 2021	Not started
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Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Continue to utilize data to identify areas of need and subgroups needing intervention	principal, assistant principal, teachers	Aug 28, 2020 to Jun 17, 2022	Not started
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Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Action Plan

Strategy 1

ON-TRACK OCT 23, 2020

+ Form an attendance committee involving stakeholders that meets monthly (counselor, school social worker, principal and assistant principal, attendance clerk) to monitor attendance data, including chronically absent students and families as well as historical attendance data

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal

Status history



ON-TRACK

Oct 23, 2020

Evidence

Weekly BHT meeting to review student referrals, needs and monitor attendance data and assess intervention and needs for those students and families

ON-TRACK

Oct 02, 2020

Evidence

Weekly meeting of BHT team to discuss student referrals/concerns as well as review weekly and historical attendance data to determine interventions to meet needs

ON-TRACK

Sep 25, 2020

Evidence

ON-TRACK

Sep 21, 2020

Evidence

ON-TRACK

Sep 18, 2020

Evidence

POSTPONED

FEB 03, 2021

+ Each homeroom teacher will develop and submit an attendance plan on how they are motivating students

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, classroom teachers

Status history



POSTPONED

Feb 03, 2021

Problem
Root Cause
Next steps

ON-TRACK FEB 03, 2021

+ Develop consistent systems and interventions to address chronically absent students and families including attendance contracts, incentives, peer and/or staff advocate etc.

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal counselor

Status history



ON-TRACK

Feb 03, 2021

Evidence

BHT Team meets each Friday to discuss each student of concern to determine the root cause of the student absence. Given COVID-19, causes include: tech issues, parents not aware, Social-emotional issues, students lack of interest in school or family issue.

ON-TRACK

Oct 23, 2020

Evidence

Behavior Health team weekly meeting consisting of various stakeholders to determine interventions for students and families with behavior and attendance concerns

ON-TRACK

Oct 02, 2020

Evidence

Weekly meeting of BHT team to discuss student referrals/concerns as well as review weekly and historical attendance data to determine interventions to meet needs. Determining systems and interventions that may benefit those students who have chronic attendance issues from review of attendance data

ON-TRACK FEB 03, 2021

+ Develop a whole school attendance incentive plan including events (spirit weeks, movie nights, etc.)

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, counselor, climate and culture committee

Status history



ON-TRACK

Feb 03, 2021

Evidence

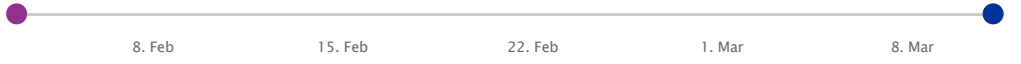
The Culture and Climate team meeting to discuss spirit days and incentives to encourage student attendance and engagement. A raffle is held each Monday and prizes are given to Pre-k to 2nd, 3rd to 5th and 6th to 8th grade bands.

ON-TRACK MAR 11, 2021

+ Develop a student survey to assess beliefs about the importance of school and reasons why students are not attending

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, climate and culture committee

Status history



ON-TRACK

Mar 11, 2021

Evidence

POSTPONED

Feb 03, 2021

Problem

Root Cause

Next steps

ON-TRACK FEB 12, 2021

+ Continue to implement restorative practices to create a safe and welcoming school learning environment including the necessary support and training of all staff members

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, climate and culture committee

Status history

Feb 12

ON-TRACK Feb 12, 2021
Evidence
School counselors reach out to students who have been identified with issues

+ Hire Right At School in order to promote positive play and conflict resolution

Jun 01, 2021 to Jun 30, 2022 - Principal and AP

Status history

Strategy 2

ON-TRACK FEB 03, 2021
+ Ensure that bilingual teachers are consulted and represented on committees tasked with selecting curriculum, making instructional decisions (ILT, Balanced Literacy Committee, Curriculum selection committees, etc.)

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, bilingual teachers

Status history

Feb 3

ON-TRACK Feb 03, 2021
Evidence
Bilingual & ESL Teachers are assigned to all curriculum groups

ON-TRACK MAR 11, 2021 + Form a committee (including the ELPT) to determine student placements

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, school clerks

Status history



ON-TRACK Mar 11, 2021
Evidence

POSTPONED Feb 03, 2021
Problem
Root Cause
Next steps

+ Supplement current curriculum with materials to support bilingual students and engage bilingual teachers in the selection process

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ELPT, bilingual teachers

Status history

ON-TRACK MAR 11, 2021 + Add the ESL profile to classroom positions Pre-k- 2nd this year, 3rd - 5th next year

Aug 28, 2020 to Jun 17, 2022 - principal

Status history

Feb 3

Mar 11

ON-TRACK

Mar 11, 2021

Evidence

All k-2 position have been updated.

ON-TRACK

FEB 03, 2021

+ Seek ESL endorsement opportunities / cohort program at Hayt

Aug 28, 2020 to Jun 17, 2022 - principal

Status history

Feb 3

ON-TRACK

Feb 03, 2021

Evidence

The principal sent out a survey to all teachers to create a group of those interested in an ESL endorsement and a group that wanted an ESL endorsement cohort opportunities at Hayt. The principal sends out emails to teachers when opportunities arise.

+ Provide teachers professional development focusing on best practices for bilingual students

Aug 28, 2020 to Jun 17, 2022 - Principal, assistant principal, ELPT

Status history

+ Add two additional Bilingual Teacher Assistants (For a total of 3) to support our ESL student population.

Jul 01, 2021 to Jun 30, 2022 - Principal and AP

Status history

Strategy 3

+ Create a scope and sequence of early reading skills for primary classes to follow and to reference when students are behind

Aug 28, 2020 to Dec 18, 2020 - principal, assistant principal, ILT and math committee

Status history

+ Provide professional development and support to teachers around primary math interventions and differentiation strategies

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, ILT and math committee

Status history

+ Develop a consistently applied method for introducing math vocabulary and story problems during reading instruction

Aug 28, 2020 to Dec 18, 2020 - principal, assistant principal, ILT and math committee

Status history

✚ Create incentives to encourage students to master their math facts and attain full math fact fluency.

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, math committee, classroom teachers

Status history

Strategy 4

✚ Use grade level meeting time to routinely analyze subgroup and student level data to identify achievement gaps

Oct 09, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

Status history

✚ Provide professional development around math interventions and reteaching strategies

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

Status history

✚ Research and choose / purchase supplemental math curriculum to support interventions and provide multiple opportunities for practice and application of needed skills

Aug 28, 2020 to May 20, 2021 - principal, assistant principal, ILT

Status history

Strategy 5

✚ Develop and communicate a vision for K-8 literacy instruction (literacy committee)

Aug 28, 2020 to Apr 16, 2021 - Principal, assistant principal, literacy committee

Status history

✚ Use PD time to support the learning needs of teachers around balanced literacy / K-8 F & P curriculum, teaching strategies for effective instruction of language usage and author's craft

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, literacy committee, teachers

Status history

+ Form a committee to select curriculum for grades 4-8, to include wide representation of teachers and expertise areas that focuses on strategies for effective instruction of language usage and author's craft (bilingual, SPED, primary, intermediate and upper grade teachers)

Oct 23, 2020 to May 21, 2021 - principal, assistant principal, literacy committee, teachers

Status history

+ Continue to utilize data to identify areas of need and subgroups needing intervention

Aug 28, 2020 to Jun 17, 2022 - principal, assistant principal, teachers

Status history

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement 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.

Hayt School will involve parents in the joint development and periodic review of the ESSA, Title I plan by organizing the parent ESSA-PAC and facilitating monthly meetings. At these meetings, parents will be solicited for input on how the school can best assist the parents in supporting their children. In addition, there is an on-going review of the ESSA plan, which allocates teachers and resources that are used. These allocations are reviewed and revised with parent input on the identified priorities and action plan to increase student achievement. We involve parents by organizing events to provide a forum for communicating curriculum and instruction goals (i.e. Family Nights) and advising parents of their child's progress at Report Card Pickup Days. PAC will review this policy at the organizational meeting

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. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title 1 Annual Parent meeting will be held September 22, 2021. The ESSA-PAC Title 1 Organizational Meeting will be held on October 6, 2021. The ESSA-PAC meetings will be held on a monthly basis. At the beginning of the year, all parents receive a master schedule of all LSC, ESSA-PAC and BAC meetings. The meeting schedule is also placed on our school calendar, which is available for viewing on the school's website public calendar. All meetings are also mentioned (with day, date, and time) in the monthly parent newsletter. In addition, on a monthly basis, our school invites all parents to attend the ESSA-PAC meetings by posting the agenda on a public outdoor bulletin board and we also send out notices to parents at least 72 hours prior to the meeting.

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. Please describe how the school will immediately respond to any such suggestions.

Parents are encouraged to express their suggestions and concerns at all meetings. After which, these ideas are thoroughly explored at leadership team meetings and grade level meetings. The principal has an open door policy to meet with parents regarding any concerns and suggestions parents may have on their child's education. We give parental input every consideration as we work collaboratively to build effective instructional programs and develop our school improvement plan. Parents are encouraged to complete the My Voice, My School survey each year about their perceptions of the school.

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.

Hayt hosts an Open House at the beginning of each school year in order to introduce the parents and students to the curriculum and school-based assessments. Every five weeks, parents receive an academic progress report that indicates classroom assignments, homework, assessments and student participation. These reports also include the proficiency levels the students are expected to meet. In addition, every ten weeks, all students receive a quarterly report card. For the first and third quarters, the school conducts parent/teacher conferences. Letters that detail students' performance on state and district assessments are sent home as soon as they become available. Teachers make themselves available by appointment for 10 minutes.

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.

Each year, the parents are asked if they would like to be notified in regards to the "highly qualified" status of teacher(s). If so, parents are notified by letter of the qualifications of teachers. Please add the definition of "highly qualified", per the Title 1 Guidelines.

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

The school conveys information to parents via email and the school website, ALL state assessments and academic achievements, a list of all exams and months it will be taken. Parents need to be notified that teachers need to be contacted to determine times to meet. During parent-teacher conferences, parents are informed of how their child is progressing in meeting academic achievement standards. In addition, Parents receive information and assistance in registering with the districts Parent Portal application which helps parents access academic information on a daily basis. The school's website will have updated information.

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.

A variety of parent workshops are scheduled during the school year. Parents are given instructional material to take home to support student learning at home. Parents are encouraged to attend these training sessions as needed. The workshop schedules are posted on the school's calendar and notices are sent home with students.

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.

The Hayt staff is routinely encouraged to utilize parental involvement as an effective tool for improving student achievement. Thus, our classroom teachers communicate consistently with parents by personal notes, classroom or grade level newsletters, email, phone calls, and/or parent conferences. Teachers received training on how planning agendas can be used as a communication tool for students, teachers, and parents. The teachers are also available to meet with parents before school, as well as to use their daily prep periods to communicate with parents via email, telephone and in person during the school day. In addition to the above methods of communication, the school has provided training to teachers on how to create and utilize a classroom website.

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.

Our Pre-K teachers organize activities to promote parental involvement such as, art and virtual Pre-K activities that parents enjoy with their entire family. PreK teachers host parent meetings to share information on the transition to kindergarten as well as on Pre-K standards and rubrics. The Pre-K team encourages parents to attend all field trips.

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.

Our school posts monthly meetings and sends home informative reminders in at least 2 languages: English and Spanish. Some are also in Arabic and Urdu. Our school website has a feature that translates all information in numerous languages.

Policy Implementation Activities

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

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

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.)

We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful, enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be enriched with analytical thinking, reading, writing, and debating. Technology is an integral part of the curriculum, which enables students to meet the demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow as life-long learners.

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.

Parents are asked to pick up report card after the first and third quarters: November 17th, 2021 and April 20th, 2022. Individual conferences between parent and teachers will be scheduled on those days in 10-minute increments between 11:30 am to 6:30 pm. Teachers lunch is from 3:00pm- 3:45pm.

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

Progress reports will be distributed on October 1st, 2021, December 17th, 2021, March 4th, 2022 and May 13th, 2022. The reports will be sent home with the students. Prior to each date, parents will be notified via email, the Principal's monthly newsletter and website when the progress reports are being distributed.

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

All teachers are available to meet with parents before school and well as during their daily preparation periods to communicate with parents via email, telephone, and in person.

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.

All parents are invited to volunteer. There is a parent volunteer packet available in the office for parents to complete. Teachers and administrators invite parents to assist in the classroom, on field trips, and for special events. Parents are also informed that they may view the teaching and learning in their child's classrooms upon request. We have information sheets for parent volunteers.

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

All parents are given the district policy on attendance and homework at the beginning of the school year. If a student's attendance, behavior, or academic performance becomes problematic, the teacher and/or administrator schedules a parent conference to discuss the problem and offer solutions. The appropriate staff member assists parents whenever needed.

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

Meetings occur throughout the year that involves parents in the educational decision-making of our students. Parents receive written notice of all meetings. Parents are encouraged to confer with teachers and administrators whenever necessary to discuss the education of their children and participate in the LSC and NCLB-PAC monthly meetings.

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).

Through PBIS, we offer incentives that encourage positive behavior/attitude and academic achievement. With the use of agendas and other organizational strategies, students are explicitly taught how to manage their time and organize their materials and ideas to ensure success. In middle school, students learn how to set goals and self-monitor their progress, so they may take ownership of their learning.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities, resource material distribution and/or 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.

Goals: to increase parent involvement, to provide resources to support parents in supporting their child, to provide professional learning to support parents in supporting their child's education.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1200 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 350 .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). Services may not be rendered until a PO has been generated.	\$ 2250 .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, original, unaltered and itemized. School must keep all receipts.	\$ 250 .00

53510	Postage Must be used for parent and family engagement programs only.	\$	350	.00
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53306	Software Must be educational and for parent use only.	\$	378	.00
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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
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CIWP/Budget Approval

Budget crosswalk

Strategy 1

Theory of action

If we do...Form an attendance committee to increase overall attendance, focusing on data analysis of whole school trends, evaluation of student beliefs about the importance of attendance, identification of chronically absent students

then we see...Multifaceted response to low attendance, including efforts to change student beliefs about the importance of school, strategic incentives to counter whole school trends and organized supports provided to chronically absent students and families

which leads to...An increase in attendance and improved student beliefs about the importance of school and their presence at school

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

The following is necessary to achieve the above stated strategy and actions steps: extended day buckets to pay for teachers to participate in after school committee work directly related to the above stated strategy and actions steps.

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

1. Partial funding for a Communities in Schools / social worker, Provide support to students and families in need which specifically affect student attendance. The social worker position will focus on increasing attendance amongst our SPED students, a subgroup that has historically had lower attendance than other subgroups. The social worker will also be available to other students for social emotional supports. Providing this will increase attendance and eliminate barriers.

2. Funds will be used to purchase incentives for students above 95% (t-shirts, awards, and other student identified prizes). Incentivizing students who are showing consistently high attendance (over 96%) as well as those who show improvement (5% increase in a month) will encourage higher attendance and ultimately push the whole school percentage closer to 96%. Our Culture and Climate Team will survey students on desired incentives.

3. funds will also be used to open a student services special advocate or as we will call it a restorative practices coach. This person will help support the safe and orderly school culture and be available for supervision, student behavior management and to facilitate restorative conversations between students who have conflict.

Strategy 2

Theory of action

If we do... Prioritize our bilingual population with budget decisions, as well as taking into consideration their ACCESS scores and learner profiles to make placements, plan for their learning needs and tailor staff professional development

then we see... More appropriate placements, more responsive instruction and teachers utilizing Bilingual / ESL best practices

which leads to... Increased academic performance (ACCESS scores, grades, NWEA), language acquisition and maintenance of native languages and improved social emotional

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

The following resources are necessary to execute the strategy and action steps: professional development time must be devoted to providing training on best practices for teaching ELs. Funding will be necessary to pay any committee working extended day as well as funding for instructional materials to supplement existing curriculum.

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

1. Hire two bilingual teacher assistants. Funding 2 bilingual teacher assistants will support our bilingual students with small group instruction and inclusion support. Bilingual teacher assistants will work under the direction of Mrs. Khan the Hayt ELPT

Strategy 3

Theory of action

If we do...Place a focus on reading within math and basic fact fluency in the early primary years to ensure that all students (bilingual, diverse learners and gen ed) are prepared to solve text heavy math problems and have basic skills in place to continue to grow their knowledge of grade level math content.

then we see...Students better equipped to approach math word problems by using consistently applied strategies and using their fact fluency in application to higher level math content.

which leads to...Increased NWEA scores in 2nd grade and beyond, student confidence and math stamina, as well as students identifying themselves as mathematicians.

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

The resources necessary to accomplish the strategy and action steps are as follows: first necessary resource is time, extended day buckets to pay teachers to work on committees that will create plans mentioned in the action steps, supplies will likely be required for incentives as well as math materials to support students in learning / memorizing their math facts.

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

1. Funds will be used to pay a consultant to support teachers in improving their math instruction as it relates to supporting struggling students. The consultant will work closely with teachers and provide strategies and support ideas for teachers to implement.

Strategy 4

Theory of action

If we do... Prioritize subgroups, specifically IEP, African American females and the bilingual/EL population with curriculum and instructional decisions and practices for math, and look to find a series that provides multiple practice problems for each skill

then we see... Improvement in basic math skills and math confidence adjustments made to our teaching practices to address the needs of our struggling students

which leads to... Improvement in grades and scores, but this will lead to a growth mindset in math, and students will begin to see themselves as math students

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

The following resources will be necessary to achieve the strategy and action steps: professional development time, potentially extended day buckets for committee work and funds to purchase supplemental instructional materials.

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

1. Funds will be used to pay a consultant to support teachers in improving their math instruction as it relates to supporting struggling students. The consultant will work closely with teachers and provide strategies and support ideas for teachers to implement. The consultant will also work with teachers and admin to identify resources / curriculum to use for math remediation.

2. Resources will be set aside in math instructional materials to use toward the purchase of math intervention materials the materials will benefit staff in their work with struggling students.

Strategy 5

Theory of action

If we do...Develop an articulated vision of K - 8 literacy utilizing data driven analysis of the diverse needs of our students and the required professional development to align teachers and classrooms to focus on language usage and author's craft, utilizing a school-wide curriculum of vocabulary and grammar

then we see...consistent practices, meaningful and purposeful instruction of author's craft and language usage to foster richer literacy within all of our students with specific professional development to support teachers

which leads to...Less gaps in instruction, vertical and horizontal alignment amongst grades and classrooms and higher student achievement amongst all students including underperforming sub groups

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

The following resources are necessary to achieve the strategies and actions steps outlined: professional development time (principal directed days and grade level meetings), extended day funds to pay for after school committee meetings, instructional material funds

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?


Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

1. Funds will be used to hire a consultant to work with K-3 teachers to continue implementation of the F and P curriculum. The consultant will also work with 4th-8th grade teachers to support the implementation of the adopted ELA curriculum and implementation of literacy best practices
2. Funding will be used to pay for a technology coordinator position. The technology coordinator will support literacy through their work supporting teachers with maximizing the use of the Clear Touch panels. Additionally the technology coordinator will support teachers using the various tech devices used to enhance instruction
3. Funds will be used to hire two cadre substitutes that will be used to release teachers from their classrooms for peer observations and or planning with colleagues and or to attend professional development
4. Funds will be allocated to a bucket to pay teachers to meet after school to plan and to collaborate. The planning will enhance teacher instruction and collaboration.

Approvals

FY21 Approval Form: Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: Hayt CIWP and Budget Approval Forms.pdf

Uploaded on: May 28, 2020 

FY22 Approval Form: Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: Hayt SY22 Budget Approval.pdf

Uploaded on: May 20, 2021 