

## CIWP Team & Schedules

Resources 

### 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 
Chris Twomey	Principal	ctwomey@cps.edu
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Jody Navarette; Julizara Kurtovic	Curriculum & Instruction Lead	jlfoss@cps.edu; jkurtovic@cps.edu
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Samantha Bellgraph	Teacher Leader	slmasterman@cps.edu
Holly Lauzze	Teacher Leader	helauzze@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/17/23	4/17/23
Reflection: Curriculum & Instruction (Instructional Core)	4/24/23	5/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/24/23	5/1/23
Reflection: Connectedness & Wellbeing	4/24/23	5/1/23
Reflection: Postsecondary Success	4/24/23	5/1/23
Reflection: Partnerships & Engagement	4/24/23	5/1/23
Priorities	5/1/23	5/15/23
Root Cause	5/17/23	5/17/23
Theory of Acton	5/17/23	5/30/23
Implementation Plans	5/30/23	5/30/23
Goals	7/13/23	8/31/23
Fund Compliance	8/31/23	8/31/23
Parent & Family Plan	8/24/23	8/31/23
Approval	9/6/23	9/6/23

## 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	10/16/23
Quarter 2	12/11/23
Quarter 3	03/11/24
Quarter 4	05/13/24

**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](#)

[Return to Top](#)

**Curriculum & Instruction**


**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**


**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>


Key takeaways:   
 1. Performance decline across grade levels for Math and Reading requires interventions to prevent further decline.  
 2. High-performing students need advanced learning opportunities and enrichment activities.  
 3. Regular curriculum evaluation is crucial, with an emphasis on differentiation, targeted intervention, and the inclusion of specific student subgroups' needs.  
 4. Consistency with vertical and horizontal articulation of the curriculum

How often are teachers regularly evaluating/reflecting if their curriculum aligns with GL standards?  
 Do they frequently use balanced assessment systems to track student progress and give helpful feedback?  
 What shifts are being implemented in the classroom to meet the unique needs of students?  
 What evidence of tailored instructional strategies, accommodations, and additional support have been provided to help the students succeed academically specifically subgroups, DLs, and ELs?

**What is the feedback from your stakeholders?**

Lack of consistency in implementation of a foundational skills scope and sequence for ELA in K-3.   
 Instructional practices need to be re-examined to ensure the curriculum and instruction gives all students, specifically 7th and 8th grade students the scaffolds they need to gain the social and academic independence they need to be successful in Math.  
 Are guided reading groups being consistently facilitated across the grade levels (including upper)?  
 Is English (writing) being taught all day long across the curriculum?  
 Do our instructional practices demonstrate an understanding of the reading-writing connection across the curriculum?  
 There should be consistency with the vertical and horizontal articulation of the curriculums to ensure optimal team collaboration and rigorous learning for all.


**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 MTSS Team at Hayt has implemented personalized learning plans through BrM to address declining performance across all grade levels. These plans incorporate targeted interventions that enable teachers to identify struggling students early and provide timely support in collaboration with interventionists. The team also tracks progress and addresses academic and behavioral challenges at different levels of achievement. Currently, the Administrative, MTSS, and Grade-level teams have been evaluating the effectiveness of the Math and ELA curriculum, with a focus on foundational skills in Math and Reading.   
 To enhance collaboration among teams and promote rigorous learning, there will be quarterly GL meetings for articulating the vertical and horizontal curriculums. We are committed to providing personalized support for students, particularly specific subgroups, ELs, and DLs, and will prioritize differentiated instruction to address learning gaps. Additionally, we will be conducting quarterly assessments to monitor student progress and evaluate teaching effectiveness during the 2023-2024 academic year.  
 Professional development opportunities are being provided by the district for teachers to enhance instructional strategies and incorporate diverse and culturally responsive teaching methodologies.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**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.

K-2 Reading, 49% of students are performing on/above grade level according to iReady   
 K-2 Math, 33% of students are performing on/above grade level according to iReady  
 3-8 Reading, 54% of students are at/above benchmark according to STAR Reading  
 3-8 Math, 43% of students are at/above benchmark according to STAR Math

3-8 IAR data shows that 38% of students met/exceeded standards on IAR Reading  
 3-8 IAR data shows that 35% of students met/exceeded standards on IAR Math

Problems experienced by most students; problems experienced by subgroups:  
 The percentage of students meeting or exceeding benchmarks has consistently decreased across all grade levels in Math and Reading, with a significant drop in 7th and 8th grades. It's crucial to ensure that our students retain knowledge better, especially if we want more graduates to be competitive in high school selection.  
 With a lot of focus on remediation for MTSS and ELL, it's essential to ensure that higher-performing scholars continue to grow.  
 While we have focused on the curriculum, we need to revisit it regularly, measure its effectiveness, and check alignment to standards and opportunities for students to meet those standards.  
 We also need to target the individualized needs of specific student subgroups, DLs, and ELs.

[Return to Top](#)

**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>Key Takeaways:</p> <ol style="list-style-type: none"> <li>1. The MTSS team reflects a wide range of stakeholders, including an administrator to facilitate decision making.</li> <li>2. Staff in the interventionists role consistently used Branching Minds to document student interventions and progress monitoring. This platform was used to facilitate data based discussions during MTSS and GLM.</li> <li>3. Parents in most cases are involved throughout the MTSS process but this is not consistent across the school.</li> <li>4. District approved diagnostic assessments are used across ELA and math however there is a lack of interim assessments that are aligned at the grade levels.</li> <li>5. The last two years the percentage of students receiving instruction in the LRE 80% or more has decreased. This is somewhat related to the addition of a cluster program in pre-k. However, the school is striving to increase this percentage.</li> </ol> <p>English learners are placed using the EL placement tool provided by OLCE. There are appropriately endorsed teachers in grades pre-k-3rd within the Spanish TBE program. Other languages that require a TBE program do not have an adequate number of educators with appropriate credentials (Urdu). The large majority of homeroom teachers hold an ESL endorsement with the few remaining teachers in process. Although language objectives are present in the majority of lesson plans submitted there is a need for improved, targeted ESL instruction. This is not consistently present in social studies and science but is more consistently present in ELA and math lesson plans and instruction.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Yes	<p>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.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The MTSS process should be reviewed annually to update stakeholders on any changes to the procedures and to ensure clear communication. Additionally staff require more in depth training on the use of Branching Minds to ensure that interventions completed by the classroom teacher are appropriately documented. If teachers are more proficient with Branching Minds there would be improved collaboration between grade level teams and the school wide committee (BHT, MTSS and CCT). Continue professional development on ESL instruction would provide teachers and staff with more strategies to support English learners. English learners have underperformed their peers at all grade levels indicating a need for consistent use of ESL instruction at all grade levels to support this population with ongoing English Support that is embedded in the instructional content.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p><b>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?</b></p> <p>During the zero week the MTSS team will present to staff on the MTSS process for SY23-24 and interventionists will use grade level meeting time to train teachers on the use of Branching Minds. Interventionists will continue to support tier 3 students and meet with teachers monthly to discuss progress, adjustments, etc. Additionally the administrative team is developing systems that will create norms for instruction and collaboration in Hayt co-taught classrooms.</p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>There is a decrease in the percentage of students spending 80% or more of their time in the LRE for students with IEPs (45.3%) On the EOY I-Ready Math assessment 15% of ELs scored mid or above benchmark in math compared to 21% of non ELs. 13% of students with IEPs score mid or above benchmark compared to 19% of students without IEPs. On the EOY I-Ready reading assessment 23% of ELs score mid or above benchmark compared to 32% of non ELs. 8% of students with IEPs scored mid or above benchmark compared to 30% without IEPs. On the EOY Star 360 Math Assessment for grades 3-8, 38% of ELs are at or above benchmark compared to 63% of non ELs. 14% of students with IEPs scored at or above benchmark compared to 60% of students without IEPs. On the EOY Star 360 Reading Assessment for grades 3-8, 22% of ELs are at or above benchmark compared to 58% of non ELs. 9% of students with IEPs scored at or above benchmark compared to 48% of students without IEPs.</p> <p>Problems experienced by students (Subgroups and all students): Students in need are not consistently receiving the interventions or resources they need. This is due in part to the lack of a clear system to determine needs and match students with resources to counter their deficits. An example: interventionists work closely with students identified as in need tier 3 interventions but tier 2 students are not consistently receiving high quality interventions and supports. Students in PK through 8th grades are not consistently receiving tier 2 interventions in reading and math. Students in 5th through 8th grades are not consistently receiving tier 3 interventions in reading and math. How do we support English Language Learners as they exit tier 3 interventions - many are exiting and then re-entering interventions over time. How do we know that students with IEPs have high quality IEPs developed and monitored?</p>			


[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	Metrics
	<p><a href="#">BHT Key Component Assessment</a></p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p>


Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">SEL Teaming Structure</a>	<p>track. Hispanic and black females have the highest on track and far from on track rates at 23% and 20%.</p> <p>2. Upper grade responses on the cultivate showed that students indicated student voice and teacher caring were the areas that require the most attention.</p> <p>3. OSS suspension rates decreased in SY23 compared to SY22 but ISS increase significantly between SY23 and SY22</p> <p>How are we identifying students and connecting them with the appropriate resources (academic, social emotional and enrichment)?</p> <p>Is there a system to determine what teachers are responsible for at the classroom level regarding SEL supports, attendance and academic interventions versus when the dean of restorative practices, BHT or interventionists would support the student's needs?</p> <p>How are we determining which students receive supports from the interventionist or the ELPT?</p> <p>How are we connecting students with OST programming that meets their needs?</p> <p>How are we organizing our efforts to make a greater impact on all students?</p>		<p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Partially	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.		<p><b>What is the feedback from your stakeholders?</b></p> <p>There needs to be a defined system to support students struggling with academic and social emotional barriers. The lack of a school-wide comprehensive system at Hayt Elementary poses significant challenges in effectively monitoring and addressing issues such as chronic truancy. Without a centralized system in place, it becomes difficult to accurately determine the reasons behind student absences and to identify patterns or trends in attendance to better support all students especially students who are the most vulnerable.</p>		
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				

**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 CIWR.

Cultivate data results from the winter administration showed the following areas as having the lowest scores; Classroom Community, Teacher Caring and Student Voice.	
Highest areas are as follows; Learning Goals, Feedback and Well Organized Classrooms.	
On Track data shows that male students are less likley to be on track compared to their female peers.	
5th grade had the highest percentage of students on track or close to on track at 80% and 4th grade had the lowest at 69%.	
Grade 4 and 7 has the highest percentage of students off track or far from on track at 26% and 24%. The most common factor causing students to be off track is attendance.	
Out of School Time programming statistics show that only 36% of students participating in an OST program are from a priority group (28% students with IEPs, 35% ELL and 38% black/latinx).	
Problems experienced by students (Subgroups and all students):	
Students with academic needs are not consistently provided the appropriate academic intervention based on their needs	
Students with social emotional needs are not consistently provided resources to overcome their social emotional barriers	
Students have not been provided adequate opportunities to have a voice or to become active participants in their school community	

**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?**

Hayt School has an active BHT and CCT. BHT is comprised of social workers, counselor, the Dean of restorative practices, the attendance clerk and administration. Meetings are weekly. There is a referral form in place for teachers and staff to request supports. There is a menu of interventions available to pair with students based on needs. The school has adopted restorative practices and requires all classrooms to engage in talking circles and shared agreements. The school has a restorative practices coach to support a positive and safe climate. The social workers, counselor and case manager support the use of restorative responses during the scheduled hours of lunch and recess.	
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[Return to Top](#)

**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	<a href="#">College and Career Competency Curriculum (C4)</a>	<p>Key Takeaways:</p> <p>1. Students in grades 6-8 experience the Success Bound in an enrichment setting (library and technology).</p> <p>2. On Track data shows that male students are less likley to be on track compared to their female peers.</p> <p>3. 5th grade had the highest percentage of students on track or close to on track at 80% and 4th grade had the lowest at 69%.</p> <p>4. Grade 4 and 7 has the highest percentage of students off track or far from on track at 26% and 24%. The most common factor causing students to be off track is attendance.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p>
	<a href="#">Individualized Learning Plans</a>		



Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	
N/A	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).	<a href="#">Work Based Learning Toolkit</a>
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).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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 winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

**What is the feedback from your stakeholders?**

Having guest speakers from different industries, educational institutions, and occupations can greatly benefit students. The school can collaborate with local organizations like LSC, PTA, and BAC to build community partnerships that can provide parents and guardians with a wider perspective on education and career opportunities beyond elementary school. Also, it is important to educate 4th to 6th-grade students and their families about the district's selective enrollment process and testing so they can be better prepared for the HS application process. It is essential to improve the way information is shared at the school and district level.

**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?**

Hayt does not offer a college and career program. Although CPS provides Success Bound and School Links programs, it is difficult to integrate them into instructional time. Our objective is to broaden students' career opportunities beyond the usual options, especially for those whose interests do not align with the limited presentation slots. We strongly believe that partnerships between schools and businesses can help us achieve this aim. At present, Hayt does not participate in a career day event beyond individual teacher coordination.

[% 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)

**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.

The district offers Success Bound and School Links programs, but scheduling them during school instruction time can be challenging. Due to the pandemic, the school has not been able to provide a wide range of career options for students to explore on Career Day. Currently, the school does not hold a career day event, except for what individual teachers can arrange.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a>	Key Takeaways: 1. One of the key areas that can be improved in is the level of involvement among parents and families. While there are already committees in place, such as PAC, BAC, and PTA, there is still a need to increase participation and representation among families of all races and class statuses. Improving communication and offering workshops that promote diversity and language access are crucial for enhancing the well-being of our families and school community. 2. Based on the results of the Cultivate Survey, it would be beneficial to establish student voice across all systems in the school. This would help increase students' perception of the school and their self-worth, while also giving them a greater sense of ownership and control over their education. By working together, parents, families, and students can create a more inclusive and supportive learning environment that benefits everyone involved.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a> 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)
Partially	<a href="#">Reimagining With Community Toolkit</a>		Formal and informal family and community feedback received locally. (School Level Data)
Partially	<a href="#">Student Voice Infrastructure Rubric</a>	<b>What is the feedback from your stakeholders?</b> There's an interest in involving students in decision-making processes at school and classroom levels through the development of a student council committee. The wondering is around how to engage all students irrespective of their identities from PK - 8.	

**What student-centered problems have surfaced during this reflection?**

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During the last 4-5 years, our school has experienced a decline in partnership and engagement with parents and the community which was exacerbated at the start of the pandemic. As a result, there was less involvement from parents and members of the community which had a negative impact on the parents, community, and students' perception of the school.



**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?**

In the 2022-2023 academic year, the school community experienced increased parent and community involvement through the Parent Advisory Council (PAC). The PAC successfully organized workshops on mental and financial wellness, as well as the networking Meet and Mingle Art workshop. This boost in support from the PAC inspired the revival of the PTA committee. The collaboration between the PTA and PAC will focus on improving the educational experience for all students and families, with a particular emphasis on specific sub-groups. By working together, these committees will ensure that students have access to necessary resources and support for academic success, while families can benefit from valuable workshops and networking opportunities to foster personal growth.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	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.
Partially	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?

Key takeaways:  
 1. Performance decline across grade levels for Math and Reading requires interventions to prevent further decline.  
 2. High-performing students need advanced learning opportunities and enrichment activities.  
 3. Regular curriculum evaluation is crucial, with an emphasis on differentiation, targeted intervention, and the inclusion of specific student subgroups' needs.  
 4. Consistency with vertical and horizontal articulation of the curriculum

How often are teachers regularly evaluating/reflecting if their curriculum aligns with GL standards?  
 Do they frequently use balanced assessment systems to track student progress and give helpful feedback?  
 What shifts are being implemented in the classroom to meet the unique needs of students?  
 What evidence of tailored instructional strategies, accommodations, and additional support have been provided to help the students succeed academically specifically subgroups, DLs, and ELs?

What is the feedback from your stakeholders?

Lack of consistency in implementation of a foundational skills scope and sequence for ELA in K-3.  
 Instructional practices need to be re-examined to ensure the curriculum and instruction gives all students, specifically 7th and 8th grade students the scaffolds they need to gain the social and academic independence they need to be successful in Math.  
 Are guided reading groups being consistently facilitated across the grade levels (including upper)?  
 Is English (writing) being taught all day long across the curriculum?  
 Do our instructional practices demonstrate an understanding of the reading-writing connection across the curriculum?  
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 We also need to target the individualized needs of specific student subgroups, DLs, and ELs.

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?

The MTSS Team at Hayt has implemented personalized learning plans through BrM to address declining performance across all grade levels. These plans incorporate targeted interventions that enable teachers to identify struggling students early and provide timely support in collaboration with interventionists. The team also tracks progress and addresses academic and behavioral challenges at different levels of achievement. Currently, the Administrative, MTSS, and Grade-level teams have been evaluating the effectiveness of the Math and ELA curriculum, with a focus on foundational skills in Math and Reading.

To enhance collaboration among teams and promote rigorous learning, there will be quarterly GL meetings for articulating the vertical and horizontal curriculums. We are committed to providing personalized support for students, particularly specific subgroups, ELs, and DLs, and will prioritize differentiated instruction to address learning gaps. Additionally, we will be conducting quarterly assessments to monitor student progress and evaluate teaching effectiveness during the 2023-2024 academic year.

Professional development opportunities are being provided by the district for teachers to enhance instructional strategies and incorporate diverse and culturally responsive teaching methodologies.

Return to Top Determine Priorities

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

Students...  
 meeting or exceeding benchmarks have consistently decreased across all grade levels in Math and Reading, with a significant drop in 7th and 8th grades. It's crucial to ensure that our students retain knowledge, especially if we want more graduates to be competitive in high school selection.

With a significant focus on remediation for MTSS and ELL, it's essential to ensure that higher-performing scholars have enrichment opportunities in order to continue to grow.

We also need to target the individualized needs of specific student subgroups, DLs, and ELs.

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.

Return to Top Root Cause

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

As adults in the building, we...  
 are using a variety of approaches, strategies, instructional materials, and curricula to meet student needs. We are not regularly evaluating the curricula, measuring its effectiveness, and checking alignment to standards and opportunities for students to meet those standards. This leads to different student learning experiences and outcomes.

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.

Return to Top Theory of Action

### What is your Theory of Action?

If we....  
develop vertically aligned quarterly pacing charts, including interim assessments and instructional strategies that are adjusted to meet the needs of all learners



then we see....  
coherent instruction,



which leads to...  
which leads to a significant increase in the number of students on track, making consistent academic gains and growth across all content areas and grade levels.



Resources:

#### Indicators of a Quality CIWP: Theory of Action

- 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, ILT, GL, MTSS

#### Dates for Progress Monitoring Check Ins

Q1 10/16/23 Q3 03/11/24  
Q2 12/11/23 Q4 05/13/24

#### SY24 Implementation Milestones & Action Steps Who By When Progress Monitoring

		Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Develop quarterly pacing charts aligned with grade-level standards for reading and math.	Teachers	Quarterly SY 23 - 26	In Progress
<b>Action Step 1</b>	Teachers will meet to identify critical grade level priority standards to emphasize each quarter, including foundational standards that are prerequisite for vertical academic progress.	Teachers	Quarterly SY 23 - 26	In Progress
<b>Action Step 2</b>	Teachers will review and determine which instructional materials will be used to teach the identified standards.	Teachers	Quarterly SY 23 - 26	In Progress
<b>Action Step 3</b>	Vertical meetings among the grade levels and with the administrative team will occur to review quarterly pacing guides to ensure alignment to grade-level selected standards.	Teachers	Quarterly SY 23 - 26	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers will create interim assessments aligned to their quarterly pacing chart and use the interim assessment results to identify ways to support continued student learning.	Teachers	SY25 - 26	Not Started
<b>Action Step 1</b>	Grade level teams will draft interim assessments and edit or revise them as needed.	Teachers	SY25 - 26	Not Started
<b>Action Step 2</b>	Grade level teams will meet with the administrative team to review the interim assessment drafts.	Teachers & Administration	SY25 - 26	Not Started
<b>Action Step 3</b>	Teachers will analyze the interim assessment results to identify student proficiency.	Teachers	SY25 - 26	Not Started
<b>Action Step 4</b>	Teachers will identify strategies to provide targeted support based on their data analysis.	Teachers & MTSS Team	SY25 - 26	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Support teachers to develop strategies that enable them to teach writing across all content areas.	Teacher Teams	Quarterly SY23 - 26	In Progress
<b>Action Step 1</b>	Facilitate grade band meetings to stimulate a paradigm shift and identify strategies for embedding writing instruction across the curriculum..	Teachers & Administration	Quarterly SY23 - 26	In Progress
<b>Action Step 2</b>	Construct a pacing of language convention skills and genres by grade band.	Teacher Teams	Quarterly SY23 - 26	In Progress
<b>Action Step 3</b>	Foster a professional learning community where teachers deliver and/or receive mentoring.	Teachers & Administration	Quarterly SY23 - 26	In Progress
<b>Action Step 4</b>	Increase writing opportunities for all students especially ELs and DLs to authentically produce language that supports their developing English skills.	Teachers	Monthly SY23 - 26	Select Status
<b>Action Step 5</b>				Select Status



<b>Implementation Milestone 4</b>	Use evaluation practices to identify and give specific feedback to teachers about their use of high-quality instructional techniques and their delivery of the curriculum and professional practice to improve the overall quality of teaching.	Administrators, ILT, & Teachers	Quarterly SY23 - 26	In Progress
<b>Action Step 1</b>	The administrative team will review the LSI Rubric with grade teams and work with the ILT committee to set evaluation criteria and goals.	Administrators, ILT, & Teachers	Monthly SY23 - 26	In Progress
<b>Action Step 2</b>	The administrative team will implement a system of conducting regular classroom observations and utilizing the information gathered to provide personalized feedback.	Administrators	Monthly SY23 - 26	In Progress
<b>Action Step 3</b>	The administrative team will work with the network and district to offer targeted professional development opportunities for teachers based on the areas of identified improvement	Administrators, ISLs, and Network 2	Quarterly SY23 - 26	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Class walkthroughs show that 70% of classrooms are implementing standards-aligned, rigorous, differentiated tasks.	
<b>SY26 Anticipated Milestones</b>	Class walkthroughs show that 100% of classrooms are implementing standards-aligned, rigorous, differentiated tasks.	

[Return to Top](#) **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 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	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the percent of students moving up or staying at/above benchmark	Yes	STAR (Reading)	Overall	41%	45%	50%	55%
			English Learners	16%	20%	25%	30%
Increase the percent of students moving up or staying at/above benchmark	Yes	STAR (Math)	Overall	52%	55%	60%	65%
			English Learners	30%	35%	40%	45%

**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:2 Students experience grade-level, standards-aligned instruction.	Teacher teams and ILT members will develop quarterly pacing charts aligned with grade-level standards for reading and math.	Teacher teams and ILT members will develop quarterly pacing charts aligned with grade-level standards for science, and social studies.	100% teachers are using quarterly pacing charts aligned with grade-level standards for all core content subjects
C&I:5 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.	Teacher teams and ILT members will develop standards aligned assessments to accompany the pacing charts for reading and math.	Teacher teams and ILT members will develop standards aligned assessments to accompany the pacing charts for science and social studies.	100% of returning teachers are using standards aligned assessments for all core content subjects.
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.	Teacher teams and ILT members will have dedicated time to analyze and create standards-aligned, rigorous and differentiated tasks in reading and math that will meet the needs for all students.	Teacher teams and ILT members will have dedicated time to analyze and create standards-aligned, rigorous and differentiated tasks in science and social studies that will meet the needs for all students.	100% of returning teachers are using rigorous differentiated tasks to deliver instruction for all core content subjects.

[Return to Top](#) **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 the percent of students moving up or staying at/above benchmark	STAR (Reading)	Overall	41%	45%	Select Status	Select Status	Select Status	Select Status
		English Learners	16%	20%	Select Status	Select Status	Select Status	Select Status
Increase the percent of students moving up or staying at/above benchmark	STAR (Math)	Overall	52%	55%	Select Status	Select Status	Select Status	Select Status
		English Learners	30%	35%	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:2 Students experience grade-level, standards-aligned instruction.	Teacher teams and ILT members will develop quarterly pacing charts aligned with grade-level standards for reading and math.	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Teacher teams and ILT members will develop standards aligned assessments to accompany the pacing charts for reading and math.	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.	Teacher teams and ILT members will have dedicated time to analyze and create standards-aligned, rigorous and differentiated tasks in reading and math that will meet the needs for all students.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
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.
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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Key Takeaways:

1. The MTSS team reflects a wide range of stakeholders, including an administrator to facilitate decision making.
2. Staff in the interventionists role consistently used Branching Minds to document student interventions and progress monitoring. This platform was used to facilitate data based discussions during MTSS and GLM.
3. Parents in most cases are involved throughout the MTSS process but this is not consistent across the school.
4. District approved diagnostic assessments are used across ELA and math however there is a lack of interim assessments that are aligned at the grade levels.
5. The last two years the percentage of students receiving instruction in the LRE 80% or more has decreased. This is somewhat related to the addition of a cluster program in pre-k. However, the school is striving to increase this percentage.

English learners are placed using the EL placement tool provided by OLCE. There are appropriately endorsed teachers in grades pre-k-3rd within the Spanish TBE program. Other languages that require a TBE program do not have an adequate number of educators with appropriate credentials (Urdu). The large majority of homeroom teachers hold an ESL endorsement with the few remaining teachers in process. Although language objectives are present in the majority of lesson plans submitted there is a need for improved, targeted ESL instruction. This is not consistently present in social studies and science but is more consistently present in ELA and math lesson plans and instruction.

What is the feedback from your stakeholders?

The MTSS process should be reviewed annually to update stakeholders on any changes to the procedures and to ensure clear communication. Additionally staff require more in depth training on the use of Branching Minds to ensure that interventions completed by the classroom teacher are appropriately documented. If teachers are more proficient with Branching Minds there would be improved collaboration between grade level teams and the school wide committee (BHT, MTSS and CCT). Continue professional development on ESL instruction would provide teachers and staff with more strategies to support English learners. English learners have underperformed their peers at all grade levels indicating a need for consistent use of ESL instruction at all grade levels to support this population with ongoing English Support that is embedded in the instructional content.

What student-centered problems have surfaced during this reflection?

There is a decrease in the percentage of students spending 80% or more of their time in the LRE for students with IEPs (45.3%)  
 On the EOY I-Ready Math assessment 15% of ELs scored mid or above benchmark in math compared to 21% of non ELs. 13% of students with IEPs score mid or above benchmark compared to 19% of students without IEPs.  
 On the EOY I-Ready reading assessment 23% of ELs score mid or above benchmark compared to 32% of non ELs. 8% of students with IEPs scored mid or above benchmark compared to 30% without IEPs.  
 On the EOY Star 360 Math Assessment for grades 3-8, 38% of ELs are at or above benchmark compared to 63% of non ELs. 14% of students with IEPs scored at or above benchmark compared to 60% of students without IEPs.  
 On the EOY Star 360 Reading Assessment for grades 3-8, 22% of ELs are at or above benchmark compared to 58% of non ELs. 9% of students with IEPs scored at or above benchmark compared to 48% of students without IEPs.

Problems experienced by students (Subgroups and all students):  
 Students in need are not consistently receiving the interventions or resources they need. This is due in part to the lack of a clear system to determine needs and match students with resources to counter their deficits. An example: interventionists work closely with students identified as in need tier 3 interventions but tier 2 students are not consistently receiving high quality interventions and supports. Students in PK through 8th grades are not consistently receiving tier 2 interventions in reading and math.  
 Students in 5th through 8th grades are not consistently receiving tier 3 interventions in reading and math.  
 How do we support English Language Learners as they exit tier 3 interventions - many are exiting and then re-entering interventions over time.  
 How do we know that students with IEPs have high quality IEPs developed and monitored?

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?

During the zero week the MTSS team will present to staff on the MTSS process for SY23-24 and interventionists will use grade level meeting time to train teachers on the use of Branching Minds. Interventionists will continue to support tier 3 students and meet with teachers monthly to discuss progress, adjustments, etc. Additionally the administrative team is developing systems that will create norms for instruction and collaboration in Hayt co-taught classrooms.

Return to Top Determine Priorities

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

Students...  
 in Tier 2 are not consistently receiving the interventions or resources they need. This is due in part to the lack of a clear system to determine needs and match students with resources to counter their deficits.  
 in 5th through 8th grades are not consistently receiving Tier 3 interventions in reading and math.  
 that exit Tier 3 interventions in some cases are re-entering Tier 3 after not progressing.

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.

Return to Top Root Cause

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

As adults in the building, we...

Resources:

[5 Whys Root Cause Protocol](#)

have a lack of a clear and effective system in place to determine students' needs and match them with appropriate interventions and resources.

Also, there is a need to offer opportunities for enriched and accelerated learning.

**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.

[Return to Top](#) **Theory of Action**

**What is your Theory of Action?**

If we....  
create comprehensive systems and structures that support school-based teams to define key problems and take action across all three tiers,

**Resources:**

**Indicators of a Quality CIWP: Theory of Action**

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.

then we see....  
see teachers consistently implementing the Problem Solving Process with fidelity,

which leads to...  
targeted student support and a wide range of differentiated instructional strategies with a continuous cycle of monitoring and assessment.

[Return to Top](#) **Implementation Plan**

**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, ILT, GL, MTSS, BHT

**Dates for Progress Monitoring Check Ins**

Q1 10/16/23 Q2 12/11/23 Q3 03/11/24 Q4 05/13/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Monitor student performance over time across multiple committees.	Administration, ILT, Teacher Teams, MTSS, & BHT	Quarterly SY23 - 26	In Progress
<b>Action Step 1</b>	MTSS committee will meet monthly	MTSS	Monthly SY23 - 26	In Progress
<b>Action Step 2</b>	Appoint a liaison who can assist in communicating effectively between the MTSS and BHT committees.	MTSS & BHT	December 2023	In Progress
<b>Action Step 3</b>	Seek and recruit teachers who are interested in joining the BHT committee.	Teacher Teams & BHT	December 2023	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Cultivate collaborative communities of practice that foster input from administrators, classroom teachers, and interventionists on issues related to instructional practice and student achievement	Administration, ILT, Teacher Teams, MTSS, & BHT	Monthly SY23 - 26	In Progress
<b>Action Step 1</b>	Develop a grade level/content area resource bank of strategies (academic/behavioral) that can be accessed through the Hayt Dashboard.	MTSS, BHT, & Teacher Teams	Monthly SY23 - 26	Not Started
<b>Action Step 2</b>	Create a digital space resource bank organized by grade level and content area. (tier 3 resources and strategies approved by MTSS committees)	MTSS, BHT, & Teacher Teams	Monthly SY23 - 26	Not Started
<b>Action Step 3</b>	Devote professional development time for teachers to become aware of the strategies and hear from teachers who have implemented them.	Staff & Administration	Quarterly SY23 - 26	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Staff will use Branching Minds to inform decision-making.	Staff	Quarterly SY23 - 26	In Progress
<b>Action Step 1</b>	Teachers will receive ongoing training and support on the use of Branching Minds.	Staff	Quarterly SY23 - 26	In Progress
<b>Action Step 2</b>	Develop clear expectations on the use of Branching Minds.	MTSS Team	May 2024	In Progress



Action Step 3	Develop user-friendly guides to support use of Branching Minds.	MTSS Team	August 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Tier 1 instruction will incorporate characteristics of high quality ESL instruction	Staff & Administration	SY 2026	In Progress
Action Step 1	Complete the EL Placement Recommendation Tool to maximize the bilingual/ESL services provided in classrooms and limit gaps in services	ELPT & Teachers	Yearly SY24 - 26	In Progress
Action Step 2	Dedicated planning time with Teacher Teams and ELPT to implement identified strategies for that teachers/grade level	ELPT & Teacher Teams	December 2025	In Progress
Action Step 3	Observe teachers EL instruction using a lookfor tool that is informed by EL addendum	ELPT, ILT, Teachers, and Administration	June 2025	In Progress
Action Step 4	BOY PD on Tier 1 EL student supports based on OLCE PD modules and responsive to trends seen around the school	ELPT & Teachers	Yearly SY24 - 26	In Progress
Action Step 5	100% homeroom teachers will be ESL endorsed	Teachers	June 2025	In Progress

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** MTSS Team will be fully operational in the use of Branching Minds to document and progress monitor interventions. 🍌

**SY26 Anticipated Milestones** Collaborative communities within the school learning community will be fully operational in systems and infrastructure. 🍌

[Return to Top](#) **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 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 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
Increase in the percentage of students performing in intervention or urgent intervention according to BOY STAR will have positive tier movement according to the EOY STAR Benchmark report.	Yes	MTSS Academic Tier Movement	Students in Tier 2 & 3 (Math)	52%	55%	60%	65%
			Students in Tier 2 & 3 (Reading)	41%	45%	50%	55%
Increase the percentage of student who receive tier 2 and tier 3 interventions in reading and/or math as indicated in Branching Minds.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tier 2 & 3 (Math)	37%	40%	45%	50%
			Students in Tier 2 & 3 (Reading)	41%	45%	50%	55%

**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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will establish clear guidelines for identifying when students require Tier 2 or Tier 3 interventions, utilizing data gathered from Branching Minds.	The MTSS Team will collaborate with teachers to develop a digital resource bank for each grade level and content area based on tier 3 resources and strategies approved by MTSS committee.	The MTSS Team will collaborate with teachers to develop a digital resource bank for each grade level and content area based on tier 2 resources and strategies approved by the MTSS committee.
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.	Teachers will utilize the BrM platform to document tier 2 and 3 interventions, SEL concerns, and supports, as well as parent communication.	All staff will be trained to utilize the BrM platform to document SEL concerns, supports, and parent communication.	MTSS infrastructures and systems will be fully operational for all school personnel to engage students and families with targeted support, resources, and workshops.

C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A liaison will be appointed to establish communication between collaborative committees in the school.	The administration and school teams will meet at least once a month to collaborate on creating systems and structures that promote students' well-being and connectedness.	The school will meet with the Student Voice Committee (SVC) quarterly to gather and analyze student perspectives to enhance and adjust as needed the support of student connectedness and well-being.
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Return to Top 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 in the percentage of students performing in intervention or urgent intervention according to BOY STAR will have positive tier movement according to the EOY STAR Benchmark report.	MTSS Academic Tier Movement	Students in Tier 2 & 3 (Math)	52%	55%	Select Status	Select Status	Select Status	Select Status
		Students in Tier 2 & 3 (Reading)	41%	45%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of student who receive tier 2 and tier 3 interventions in reading and/or math as indicated in Branching Minds.	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tier 2 & 3 (Math)	37%	40%	Select Status	Select Status	Select Status	Select Status
		Students in Tier 2 & 3 (Reading)	41%	45%	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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will establish clear guidelines for identifying when students require Tier 2 or Tier 3 interventions, utilizing data gathered from Branching Minds.	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.	Teachers will utilize the BrM platform to document tier 2 and 3 interventions, SEL concerns, and supports, as well as parent communication.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A liaison will be appointed to establish communication between collaborative committees in the school.	Select Status	Select Status	Select Status	Select Status

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.
Partially	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?

**Key Takeaways**

- Hayt male students are more likely to be off track and black males have the highest percentage of students off track and far from on track. Hispanic and Black females have the highest off track and far from on track rates at 23% and 20%.
- Upper grade responses on the cultivate showed that students indicated student voice and teacher caring were the areas that require the most attention.
- OSS suspension rates decreased in SY23 compared to SY22 but ISS increase significantly between SY23 and SY22

How are we identifying students and connecting them with the appropriate resources (academic, social emotional and enrichment)?

Is there a system to determine what teachers are responsible for at the classroom level regarding SEL supports, attendance and academic interventions versus when the dean of restorative practices, BHT or interventionists would support the student's needs?

How are we determining which students receive supports from the interventionist or the ELPT?

How are we connecting students with OST programming that meets their needs?

How are we organizing our efforts to make a greater impact on all students?

What is the feedback from your stakeholders?

There needs to be a defined system to support students struggling with academic and social emotional barriers. The lack of a school-wide comprehensive system at Hayt Elementary poses significant challenges in effectively monitoring and addressing issues such as chronic truancy. Without a centralized system in place, it becomes difficult to accurately determine the reasons behind student absences and to identify patterns or trends in attendance to better support all students especially students who are the most vulnerable.

What student-centered problems have surfaced during this reflection?

Cultivate data results from the winter administration showed the following areas as having the lowest scores; Classroom Community, Teacher Caring and Student Voice.

Highest areas are as follows; Learning Goals, Feedback and Well Organized Classrooms.

On Track data shows that male students are less likely to be on track compared to their female peers.

5th grade had the highest percentage of students on track or close to on track at 80% and 4th grade had the lowest at 69%.

Grade 4 and 7 has the highest percentage of students off track or far from on track at 26% and 24%. The most common factor causing students to be off track is attendance.

Out of School Time programming statistics show that only 36% of students participating in an OST program are from a priority group (28% students with IEP's, 35% ELL and 38% black/latinx).

Problems experienced by students (Subgroups and all students):

- Students with academic needs are not consistently provided the appropriate academic intervention based on their needs
- Students with social emotional needs are not consistently provided resources to overcome their social emotional barriers
- Students have not been provided adequate opportunities to have a voice or to become active participants in their school community

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?

Hayt School has an active BHT and CCT. BHT is comprised of social workers, counselor, the Dean of restorative practices, the attendance clerk and administration. Meetings are weekly. There is a referral form in place for teachers and staff to request supports. There is a menu of interventions available to pair with students based on needs. The school has adopted restorative practices and requires all classrooms to engage in talking circles and shared agreements. The school has a restorative practices coach to support a positive and safe climate. The social workers, counselor and case manager support the use of restorative responses during the scheduled hours of lunch and recess.

Return to Top Determine Priorities

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

Students...  
 have expressed there's a lack of attention to meeting the academic and social-emotional needs of students, as well as a lack of opportunities for student voice and participation in the school community.

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.

Return to Top Root Cause

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

As adults in the building, we...

Resources: 

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

haven't given enough importance to intentional planning for creating structures prioritizing student voice and leadership. We haven't consistently highlighted the correlation between incorporating student voice-centered infrastructure in classrooms and its influence on school-wide decision-making.

**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.

[Return to Top](#) **Theory of Action**

**What is your Theory of Action?**

If we....  
 establish a student voice-centered infrastructure at Hayt that promotes active involvement in the decision-making process,

**Resources:**

**Indicators of a Quality CIWP: Theory of Action**  
 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.

then we see....  
 a strong sense of connectedness and well-being among students,

which leads to...  
 leads to increased engagement and confidence for all students, particularly specific subgroups.

[Return to Top](#) **Implementation Plan**

**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.

**Resources:**

**Team/Individual Responsible for Implementation Plan**   
 Administration, ILT, GL, MTSS, BHT, Support Staff, SECA



**Dates for Progress Monitoring Check Ins**  
 Q1 10/16/23 Q3 03/11/24  
 Q2 12/11/23 Q4 05/13/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Empower student success by defining expectations and setting goals	Teachers, Staff, & Administration	Quarterly SY24 - 26	In Progress
<b>Action Step 1</b>	Develop a student voice framework that outlines the strategies, tools, and channels through which student voice will be heard and valued.	Administration, ILT and Teacher Teams	SY 2025	Not Started
<b>Action Step 2</b>	Regularly assess the effectiveness of the student voice-centered infrastructure through surveys, focus groups, academic performance indicators and <a href="#">SVC rubric</a> .	Administration, ILT, CCC, and Teacher Teams	Monthly SY24 - 26	Not Started
<b>Action Step 3</b>	Promote a near-peer mentorship program through classroom partnerships.	Administration and Teacher Teams	Quarterly SY24 - 26	In Progress
<b>Action Step 4</b>	Embed career exploration and life skill activities across grade levels and through the curriculum.	Teachers, Staff, & Administration	SY 2025	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Support teachers and staff in developing strong classroom management and community-building skills.	Administration, ILT and Teacher Teams	SY 23 - 26	In Progress
<b>Action Step 1</b>	Create a framework for analyzing and improving classroom management that spans the school year.	Administration, ILT and Teacher Teams	SY 23 - 26	In Progress
<b>Action Step 2</b>	Establish a checklist of protocols and expectations in collaboration with SECAs.	Administration and Staff	SY 23 - 26	Completed
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Enhance community engagement by strengthening connections between the school and the wider community.	Administration and Staff	Quarterly SY23 - 26	In Progress
<b>Action Step 1</b>	Continue organizing a diverse range of family events.	Administration and Staff	Ongoing	In Progress
<b>Action Step 2</b>	Collaborate with parent organizations to facilitate workshops for parents and families.	Administration and Staff	Quarterly SY23 - 26	In Progress



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>			Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan						
Action Step 3	Appoint a liaison who can assist in communicating effectively between the school and parent/community committees.			Administration and Staff	SY24 - 26	In Progress		
Action Step 4						Select Status		
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

<b>SY25 Anticipated Milestones</b>	Students take on inclusive partnership and leadership roles with the development of the school's vision and mission statement and near-peer mentorship program noted in the Participation and Lead Domain of the Student Voice Infrastructure Rubric.	
<b>SY26 Anticipated Milestones</b>	School leadership teams and the Student Voice Committee will collaborate to provide opportunities for students to co-create ideas for targeted improvements and school decision-making, as noted in the Collaborate Domain of the Student Voice Infrastructure Rubric.	

## Return to Top 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 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 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Percentage of students on track	Yes <input type="checkbox"/>	3 - 8 On Track	Overall <input type="checkbox"/>	45%			
			NA <input type="checkbox"/>				
Student Voice Domain of the Cultivate Survey	Yes <input type="checkbox"/>	Cultivate	Overall <input type="checkbox"/>	36%			
			NA <input type="checkbox"/>				

### 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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A liaison will be appointed to establish communication between collaborative committees in the school.	The administration and school teams will meet at least once a month to collaborate on creating systems and structures that promote students' well-being and connectedness.	The school will meet with SVC quarterly to gather and analyze student perspectives to enhance and adjust as needed the support of student connectedness and well-being.
P&E:3 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).	Appoint a lead to facilitate the development of the Student Voice Committee, including creating a meeting schedule, reviewing the Cultivate Data and Student Voice Rubric, and setting committee goals.	Create a Student Voice Committee (SVC) that will meet on a monthly basis to create a plan for developing student voice school-wide.	The school administration, school teams, parent organizations, and SVC will hold monthly meetings to gather insights and perspectives from the students who are most affected by the proposed solutions aimed at addressing the problems.

<p>P&amp;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.</p>	<p>School leadership teams and staff will collaborate with parent organizations such as PAC, BAC, and PTA to identify engagement activities and targeted support, including workshops and resources.</p>	<p>A liaison will be appointed to establish communication between SVC and school teams. They will meet monthly to co-create ideas for developing partnerships with families for the school's Cultivate conditions.</p>	<p>School leaders, the SVC, PAC, BAC and PTA will organize workshops in partnership with school leadership to create outreach activities, resources for families and civic opportunities for students.</p>
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[Return to Top](#) **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
Percentage of students on track	3 - 8 On Track	Overall	45%		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		NA			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Student Voice Domain of the Cultivate Survey	Cultivate	Overall	36%		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		NA			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A liaison will be appointed to establish communication between collaborative committees in the school.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
P&E:3 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).	Appoint a lead to facilitate the development of the Student Voice Committee, including creating a meeting schedule, reviewing the Cultivate Data and Student Voice Rubric, and setting committee goals.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	School leadership teams and staff will collaborate with parent organizations such as PAC, BAC, and PTA to identify engagement activities and targeted support, including workshops and resources.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

## 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.

School leaders and staff members will work together with parent organizations, such as PAC, BAC, and PTA to identify engagement activities and provide targeted support, including workshops and resources. Examples of such programs include:



- Workshops focused on homework support for core content areas
- Workshops focused on safe technology use and social-emotional learning support
- Workshops focused on navigating the district's systems, such as Aspen Parent Portal, Go CPS, and Google Classroom
- ESL classes for families
- Building community partnerships with the school's parent organization committees

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