Langston Hughes Elementary School

Rock Island Elementary Network

240 W 104th St Chicago, IL 60628

ISBE ID: 150162990252620

School ID: 610368

Oracle ID: 22451

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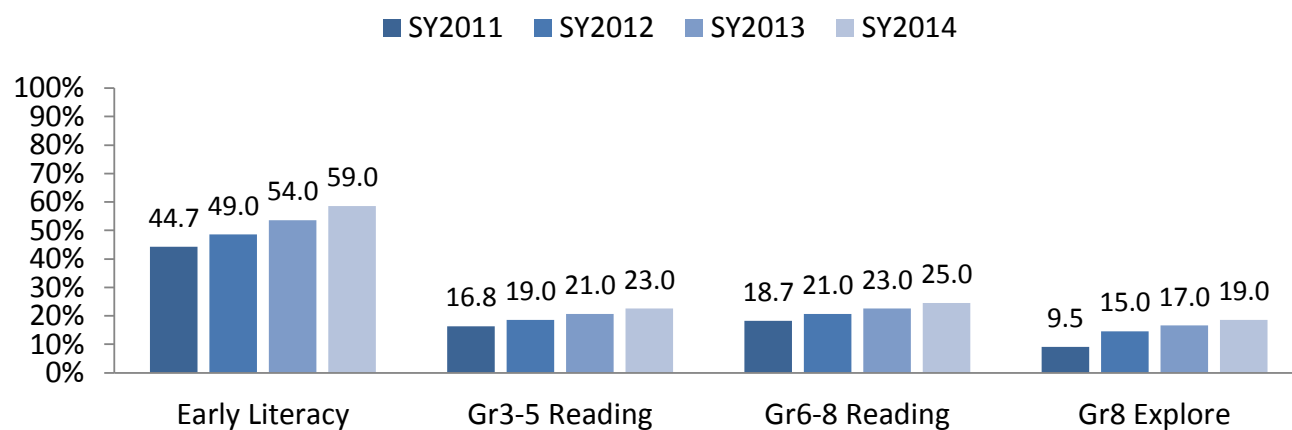
Mission Statement

The mission of Langston Hughes School is to provide meaningful learning experiences that will equip our students with 21st century skills and prepare our learning community to be lifelong learners through rigorous and relevant instruction, ongoing professional development, and opportunities for self-improvement in order to become positive contributors to humanity.
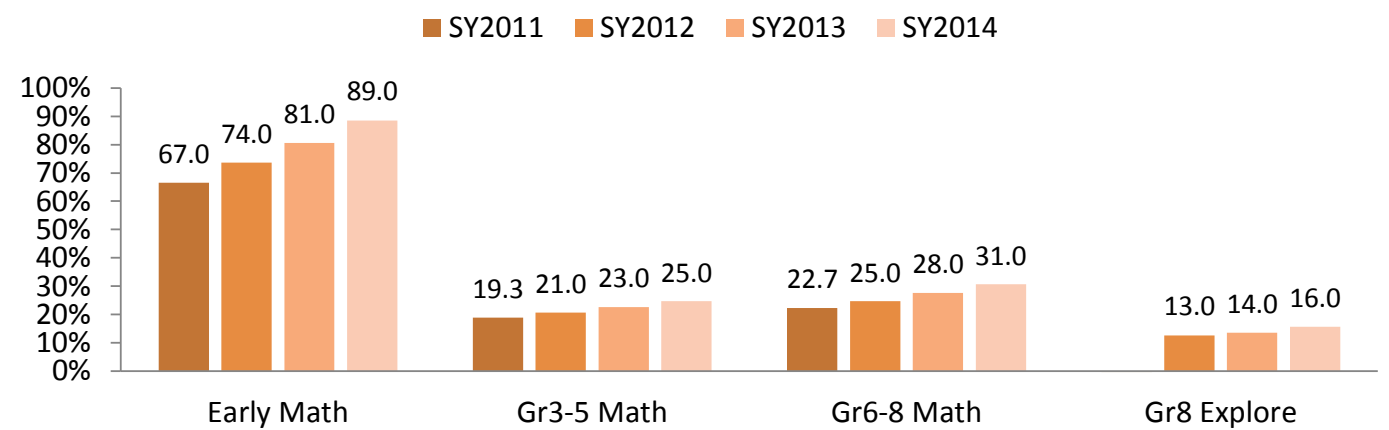
Strategic Priorities

1. Literacy instruction will be delivered using the Balanced Literacy Framework and the CCSS, supported by a variety of leveled, complex and relevant texts.

2. Math instruction will be delivered through a systematic approach using the CCSS and supported by engaged learning that promotes conceptual and abstract understanding, reasoning skills, and problem solving that focus on real life application.

3. Science instruction will be delivered through a scientific approach supported by meaningful tasks involving the organization of knowledge around core concepts and engaged real life application activities.

4. The learning community will effectively use the strategies promoted through Foundation and SEL to create a positive and proactive school wide and classroom management system to maximize instructional time and build trusting relationships.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	44.7	49.0	54.0	59.0
Gr3-5 Reading	16.8	19.0	21.0	23.0
Gr6-8 Reading	18.7	21.0	23.0	25.0
Gr8 Explore	9.5	15.0	17.0	19.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	67.0	74.0	81.0	89.0
Gr3-5 Math	19.3	21.0	23.0	25.0
Gr6-8 Math	22.7	25.0	28.0	31.0
Gr8 Explore		13.0	14.0	16.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Langston Hughes Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Anita Muse	Principal
Rochelle Riddick	Assistant Principal
Luewilla Smith-Barnett	Lead/ Resource Teacher
Renita C. Miller	Lead/ Resource Teacher
Marlene Tyler	Classroom Teacher
Yvette Brown	Classroom Teacher
Stephanie McClendon	Classroom Teacher
Erika Yonamine	Classroom Teacher
Katherine Courtenay	Lead/ Resource Teacher
Loretta Woods	LSC Member
Arlena Duncan	Counselor/Case Manager

2012-2014 Continuous Improvement Work Plan

Langston Hughes Elementary School

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	44.7	49.0	54.0	59.0	**Early Math** % of students at Benchmark on mClass	67.0	74.0	81.0	89.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.8	19.0	21.0	23.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	19.3	21.0	23.0	25.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.8	51.0	56.0	61.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.5	60.0	66.0	73.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.7	21.0	23.0	25.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	22.7	25.0	28.0	31.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.7	48.0	53.0	58.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.0	63.0	69.0	76.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	9.5	15.0	17.0	19.0	**Explore - Math** % of students at college readiness benchmark	0.0	13.0	14.0	16.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	90.0	95.0	95.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	27.5	15.0	13.5	12.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	62.2	68.0	75.0	83.0		**ISAT - Reading** % of students exceeding state standards	6.1	7.0	7.7	8.4
ISAT - Mathematics % of students meeting or exceeding state standards	69.9	77.0	85.0	94.0		**ISAT - Mathematics** % of students exceeding state standards	8.1	9.0	10.0	11.0
ISAT - Science % of students meeting or exceeding state standards	51.4	57.0	63.0	69.0		**ISAT - Science** % of students exceeding state standards	0.0	3.0	3.3	3.6

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action*** -->			**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Academic Performance Goals (Performance Policy Calculator) Targeted Student Action Plans (by classroom) Theory of Action Plan	
	Principal Leadership -->			**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	**Agendas & Sign-in Sheets:** Grade-Level Staff Meetings ILT Meetings (Internal & External) Pre & Post Teacher Conferences Teacher Data Conferences Career Day College Tour (Sponsored by Community Partner) Teacher Action Plans Parent Room Parent Information Board Grandparents Day	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	**Agendas & Sign-in Sheets:** ILT Team Membership Early Childhood Lead Teacher RtI Lead Committee Chairs and Members Literacy Lead Teacher (Coaching/Mentor) Math & Science Lead Teacher (Coaching/Mentor) CIWP Team Union Representative LSC Teacher Representatives Fuller School Day Committee Grant Writing Team School Climate Team (Foundations) World Language Lead Teachers IEP Team Common Core Team	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT Team consists of a teacher from each grade band and an ancillary staff member ILT and Grade Band Teacher-Led Data Analysis Presentations with Action Plans **Agendas, Sign-in Sheets, Minutes & Notes for:** Grade-Level Meetings Lead Teachers' Coaching & Mentoring Professional Development	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	DIBELS Data/Ongoing Progress Monitoring (BOY at the beginning of the year-MOY in the middle of the-EOY at the end of the year) - Grouping Forms mClass Data - Student Analysis Forms Symphony Math Data - Individual & classroom reports Scantron Data - Teacher Action Plans (w/student recommendations)	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**2**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Quarterly Pacing Charts for Illinois Learning Standards K-2 Differentiate Instruction according to the needs of students: Guided / Walking Reading; Reading Rosters Text Reading and Comprehension (TRC) guides small groups for instructional purposes	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	PreK-8 incorporates Research Based curriculuar that aligns with the Illinois Learning Stanrdards Instructional materials that support a variety of learning modalities for all students	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Classroom data is assessible immediately on-line Mock ISAT Assessment (3-8) Mock 8th Grade Pre and Post Writing Assessment Pre-K implements: Screening, Diagnostic, and Benchmark assessments in the beginning, middle and end of the school year K-2 implements: Screening and Benchmark assessments in the beginning, middle and end of the school year Special Needs Students: Annual evaluations and 3-year re-evaluations	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Majority of teachers communicate learning objectives through oral and/or written form Emerging use of including more higher order questioning techniques Instruction is most often delievered in whole group; however, scaffolds are put in place for students that need additional support Teachers consistently monitor students comprehension during lessons using formative assessments and exit slips	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	PreK-2 has a systematic approach to administering screening assessments to identify students in need of intervention. 3-8 has a systematic approach to administer diagnostic assessments; however, the implementation of this process is inconsistent in identifying particular skill gaps. Interventions are implemented in several ways: One-to-One; Small Group, Push In and Pull Out groups for instruction Implementation of Literacy and Math "Cafe" to monitor and/maintain students' ability to continue to make gains on quarterly assessments. Interventions are closely monitored by Lead Teachers and Administration.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Created a year-long professional development calendar that aligns with our district and school needs Launched and implemented Rigor to align with school-wide vision and lesson plans Agendas and Sign -In sheets as evidenced of: Grade Level Meetings Differentiated Professional Development that supports our student population Lead Literacy, Math/Science Teachers developed on-going support for targeted students Student Portfolios, work samples lesson plans, notes and assessments	

Professional Learning (vertical label in left margin, second row)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		2
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Weekly Grade Level Meetings focus on a variety of outcomes: Formative and summative assessments, reflection on teaching methods and planning next steps that model best practices for instruction Teacher teams include both General and SPED teachers Each Grade Bands has an ILT Member and is supported by Lead Teachers	
	Instructional coaching	-->		2
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching is focused on a few teacher to support teaching and learning to impact student achievement. School-wide professional development focuses on rigor and consistent monitoring of implementation of best practices are reviewed on a regular basis. Feedback is consistently given to teachers to promote professional growth through formal pre & post conferences, and informal feedback through oral and/or written communication.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Teachers use real world application lessons to reinforce concepts and skills (leson plans & student products). Students are exposed to various career paths through our annual Career Day. Metropolitan Services sponsors a student college tour. Middle School Students completed Career Interest Surveys. Student leadership and student voice is evident through the school newspaper and student council.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Special education studens are included in general education classes. Two blended Early Childhood classrooms are established. Early Childhood has inclusive activities. There is an unofficial mentoring program for at risk youth. We hava a Black History assembly. The majority of school staff share same culture as school population. In the year 2012-2013, the SEL and enrichment programs will provide adult advocates for students. School-wide character education program is established and ongoing.	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	There are common area rules. We have a functioning Climate Committee (Foundations Program). Police officers provide daily security. Sign-in policy is enforced. We have a Dean of Students. We adhere to a structured behavior plan (Climate Binder).	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	**Expectations**	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The principal ensures that information regarding school performance is dissminated in the following ways: Head Start parent meetings Grade Band Parent Meetings (Promotion Policy, School Report Card, Principal Report Card, Scantron Parent Report) Open House (Student Academic Expectations, Student Academic Performance) Options for Knowledge Catalog and High School Fair is shared with families through the school's counselor.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Ongoing communication is done through: Home Visits, Parent Resource Room (Job Opportunities, GED Program, Computer Access, School Calendar), Informational Marquee Billboard (Advertisement for L. Hughes School), Out Call System for sharing information, Grade Band & Special Parent Informational Meetings, (Assessment Reports, Preparation & Admin. Info., Academic Expectations), Open-door policy, My School-My Voice Student &	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Literacy & Science Night Japan Trip & Japan Day Girls' Mentoring Program (Alpha Kappa Alpha Sorority, Inc.) Saturday Academy School Field/Fun Day Pep Rallies (Academic) Assemblies Science Fair Health Fair	

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2012-2014 Continuous Improvement Work Plan

Langston Hughes Elementary School

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Head Start Home Visits (Parent Signatures/COPA) Social Worker on Staff (Group Counseling) Metropolitan Services (Counseling) Parent Resource Room Principal-Parent/Family One-One Meetings	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Students are exposed to experiences and info. Related to College & Careers through: Emerging Young Leaders (AKA) Career Day, Girl Scouts, Japan Trip, Field Trips, College Tour, H.S. Fair	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	EXPLORE Test Preparation - Students learn how the EXPLORE Test impacts their future education and career paths Transition Process - Kdg. & 8th Grade Transition Plans - Special Ed. College Tour Japanese World Language Program Science Fair	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Emmerging Young Leaders (AKA Sorority, Inc.) Girl Scouts, Metropolitan Services (Schedules & Student Lists) Japanese Program, Space Explorers, Joffrey Ballet	

6: College and Career Readiness Supports

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	EXPLORE Test Preparation CCSS	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable to elementary school. EXPLORE Test Preparation CCSS	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Promotion Policy Distribution Parent Meeting issued "What Students Need to Know at Primary Grades" Transition Plans (Blended/Head Start to Kdg., 8th)	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	SIPAAA Process - documented resources and goals Meetings - Sign in sheets and agendas Partnerships: Japanese Program - Japanese Government, Metropolitan Family Services Grant, Joffrey Program, Girl Scouts, PTA, Adult Education, Job Resources, GED Program, Emmerging Young Leaders (AKA Sorority, Inc.), - After School Academic Program (ASAP) - Classroom libraries - Professional Development External Conferences & Memberships, - Professional Development Library	
	Building a Team	-->		
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Money is allocated in the budget based on student and school needs. - Lead Teachers: Math & Literacy - Reached out to: "Teach for America" Program - CPS Vacancy Site - Colleges for New Teachers Rigorous and Tiered Interview Process	
	Use of Time	-->		
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.		

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Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of Langston Hughes School is to provide meaningful learning experiences that will equip our students with 21st century skills and prepare our learning community to be lifelong learners through rigorous and relevant instruction, ongoing professional development, and opportunitites for self-improvement in order to become positive contributors to humanity.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy instruction will be delivered using the Balanced Literacy Framework and the CCSS, supported by a variety of leveled, complex and relevant texts.	Less than 50% of students, in grades 3 -8, made expected gains on Scantron testing periods 1 and 2 in Reading.
2	Math instruction will be delivered through a systematic approach using the CCSS and supported by engaged learning that promotes conceptual and abstract understanding, reasoning skills, and problem solving that focus on real life application.	Less than 50% of students, in grades 3 - 8, made expected gains in Scantron testing periods 1 and 2 in Math.
3	Science instruction will be delivered through a scientific approach supported by meaningful tasks involving the organization of knowledge around core concepts and engaged real life application activities.	Less than 50% of students met their expected performance level on the winter Scantron Assessment.
4	The learning community will effectively use the strategies promoted through Foundation and SEL to create a positive and proactive school wide and classroom management system to maximize instructional time and build trusting relationships.	To decrease our number of out of school (41) and in school (51) suspesions by 25%.
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Literacy instruction will be delivered using the Balanced Literacy Framework and the CCSS, supported by a variety of leveled, complex and relevant texts.	Less than 50% of students, in grades 3 -8, made expected gains on Scantron testing periods 1 and 2 in Reading.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and teach a repertoire of quarterly literacy strategies to increase comprehension.	Instruction	All	Teachers, Lead Teachers, and Administrators	Quarter 1			
Students will become proficient readers and writers as a result of teacher modeling, repeated opportunities for student practice, and reflection & reassessment of their learning.	Instruction	All	Teachers, Lead Teachers, and Administrators	Quarter 1			
Daily implementation of CCSS through the use of the Balanced Literacy Approach in kindergarten through 8th grade.	Instruction	All	Teachers, Lead Teachers, and Administrators	Summer 2012			
Professional development provided throughout the year to ensure understanding and implementation of best practices.	Professional Development	Not Applicable	Administrators and Lead Teachers	Quarter 1			Create professional development syllabus
Formative and summative ssessments including classroom, school wide and district level will be given on a weekly, monthly or quarterly basis.	Instruction	All	Administrators and Teachers	Quarter 1			

Strategic Priority 1

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Math instruction will be delivered through a systematic approach using the CCSS and supported by engaged learning that promotes conceptual and abstract understanding, reasoning skills, and problem solving that focus on real life application.	Less than 50% of students, in grades 3 - 8, made expected gains in Scantron testing periods 1 and 2 in Math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will implement CCSS mathematical practices daily throughout the school year to students in grades prek- 8th.	Instruction	All	Teachers, Lead Teachers and Adminstrators	Quarter 1	On-going		
Professional Development given by lead teachers and teachers on employing common core math instruction for each grade level througout the school year.	Professional Development	All	Teachers, Lead Teachers and Adminstrators	Quarter 1	On-going		
After each unit of study, students in grades prek-8th will produce products/artifacts that show mastery of CCSS mathematical standards.	Instruction	All	Students, Teachers, Lead Teachers and Adminstrators	Quarter 1	On-going		
Students will have a working knowledge of algebraic concepts from kindergarten through eighth grade	Instruction	All	Lead Teacher and classroom teachers	Quarter 1			
Formative and summative assessments including classroom, school wide and district level will be given on a weekly, monthly or quarterly basis.	Instruction	All	Teachers, Lead Teachers and Adminstrators	Quarter 1			

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Science instruction will be delivered through a scientific approach supported by meaningful tasks involving the organization of knowledge around core concepts and engaged real life application activities.	Less than 50% of students met their expected performance level on the winter Scantron Assessment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Content area reading and common vocabulary strategies will be implemented monthly to help develop academic language and construct the meaning of science content.	Instruction	All	Teachers, Lead Teachers, and Admnistrators	Quarter 1			
Teachers will implement CCSS science practices that promote science inquiry through research, and weekly investigations and hands-on experiments.	Instruction	All	Teachers, Lead Teachers, and Admnistrators	Quarter 1			
Students in Pre-K through 8th grade will produce ongoing products /artifacts that show mastery of Science standards throughout the year.	Instruction	All	Students, Teachers, Lead Teachers, Administrators	Quarter 1			
Teachers will attend Professional Development throughout the year to enhance their knowledge and implementation of Science instruction/real life application.	Professional Development	Not Applicable	Teachers and Administrators	Summer 2012			
Formative and summative ssessments including classroom, school wide and district level will be given on a weekly, monthly or quarterly basis.	Instruction	All	Administrators and teachers	Quarter 1			

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
The learning community will effectively use the strategies promoted through Foundation and SEL to create a positive and proactive school wide and classroom management system to maximize instructional time and build trusting relationships.	To decrease our number of out of school (41) and in school (51) suspesions by 25%.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development twice a year for training staff in the use of SEL and Foundations with monthly check-ins.	Professional Development	All	Climate Committee	Summer 2012			
Review/revise school wide expectations to integrate SEL and display in major hallways and all rooms.	Other	All	Climate Committee	Summer 2012			
Design school wide weekly mentoring program where students in 4th-8th grade are assigned to an adult.	Other	All	Adminstrators, Social Worker	Summer 2012			Group students with adults, framework for morning meetings

Strategic Priority 4

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps