

Anna R. Langford Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/27/2020	Instructional Leadership Team	CIWP 2020-2022
01/28/2020	Parent Meeting	Student Attendance-Chronic Absences

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Family & Community Engagement	3
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Literacy attainment among all students 2-8
Root Cause 1	Lack of rigorous instruction aligned to grade level standards, objectives and learning targets; and, progress monitoring with fidelity.
Area of Critical Need 1	Math attainment among all students 2-8
Root Cause 2	Lack of rigorous instruction aligned to grade level standards, objectives and learning targets; and, progress monitoring with fidelity.
Area of Critical Need 3	On Track SQRP among all students 2-8
Root Cause 3	

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Attainment G2 (Math)</p> <p>Historically, Langford students have achieved low growth as measured by NWEA. In spite of this achievement, students continue to perform below grade level. The goal is to increase the percent of Grade 2 students meeting attainment in Math, aligned to the District's 5-year vision for Langford.</p>	Overall		28.80	33.00
	African American Male			
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Historically, Langford students have achieved moderate growth in reading as measured by NWEA. In spite of this achievement, Langford students continue to perform less than 50% of Grade 2 students are meeting attainment. The goal is to increase the percent of Grade 2 students meeting attainment in Reading.</p>	Overall		39.37	45.80
	Male			
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>Historically, Langford students in Grades 2-8 have achieved growth in Math as measured by NWEA. Despite this achieved growth, less than 50% of Langford students in grades 2-8 are performing at grade level. The goal is to increase the percent of Grades 2-8 students at attainment in Math by EOY21.</p>	Overall		27.89	34.73
	Students with IEPs			
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>Historically, Langford students in Grades 2-8 have achieved reading growth as measured by NWEA. Despite this achieved growth, less than 50% of Langford students in grades 2-8 are performing at grade level. The goal is to increase the percent of students in grades 2-8 at attainment in Reading by EOY21.</p>	Overall		33.11	39.90
	Students with IEPs			
<p>Vision: Attendance Rate</p>	Overall		93.00	93.55
	Students with IEPs			

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Langford's student attendance is below 95% despite an ADA that is currently 54% higher in SY 19-20 compared to SY 18-19. Our goal is to continue to progressing toward 95% annually.				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Involved Families - Parent Involvement in School				22.00	40.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Create a tiered system of support that includes a research-based social-emotional learning Tier I curriculum and instruction implemented daily across grade levels; establish a School Climate/SEL Leadership Team to focus on schoolwide Tier I SEL; identify an MTSS team to gather and analyze student data using a problem-solving process; recruit or identify an existing team responsible for driving the school's MTSS Framework and Implementation,
Then we see...	Teachers providing a culturally relevant, high-quality, standards-aligned SEL curriculum in which social-emotional learning instruction is embedded into core content; analyzing multiple data (i.e., attendance, academic, behavioral and health) points every 4-weeks to identify students at-risk; identify and implement individual or group support; progress monitor and document student response to intervention every 4-weeks,
which leads to...	A cycle of continuous improvement in student achievement and attendance.
Budget Description	American Institutes for Research Lead 180 i-Ready Interim Assessment tool for use in progress monitoring academic growth

Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <p>• (Completed) Establish an SEL/MTSS Leadership Team focused on schoolwide Tier I SEL responsible for driving the school's MTSS Framework and implementation.</p> <p>Tags:MTSS: Curriculum & Instruction</p> <p>• (On-Track) Engage AIR (American Institutes of Research) in providing Professional Learning on Researched-based differentiated instruction and Cycles of Data Analyze.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process</p> <p>• (On-Track) Teachers submit unit plans with tiered instruction aligned to standards and learning targets every 3-weeks.</p> <p>Tags:Assessment: Balanced Assessment and Grading, MTSS: Fidelity of Implementation</p> <p>• (Completed) SEL/MTSS Leadership Team will guide the staff in selecting a research-based Tier I SEL curriculum and provide professional development to support implementation.</p> <p>Tags:Instruction, MTSS: Curriculum & Instruction</p> <p>• (On-Track) Monitor implementation of Tier 1 SEL curriculum and coach teachers on effective implementation</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: Supportive Classroom Environment</p> <p>• (Not started) Tne established SEL/MTSS leadership team will complete the Climate Self-Assessment and develop an action plan, and review annually for adjustments as needed.</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSCPA: College and Career Readiness, OSEL: Supportive Classroom Environment, SSCE: Student Voice</p> <p>• (Not started) SEL/MTSS Leadership Team will monitor the Climate Action Plan implementation.</p> <p>Tags:MTSS: Fidelity of Implementation, ONS: Continuous Improvement, OSCPA: Social/Emotional Support</p>

Strategy 2

If we do...	Adopt and implement culturally relevant instructional materials aligned vertically and horizontally to CCSS, NGSS, and ISBE Social and Emotional standards; provide multiple points of access and opportunities for all students to engage and see themselves in the learning process.
Then we see...	Teachers intentionally selecting instructional materials that reflect the population of students engaged across grade levels and excited as they identify with characters in the text,
which leads to...	Continuous improvements in assessment, grading, student achievement and attendance by EOY 2021.
Budget Description	Lead 180 will provide professional learning on selecting culturally relevant text aligned to Standards and learning targets. NWEA will professional learning on accessing and using NWEA Learning Targets.
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional learning on the selection and evaluation of culturally relevant instructional materials. <p>Tags:Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Provide professional learning on the alignment of culturally relevant materials to standards and learning tasks. <p>Tags:Curriculum, Instruction, Equity: Fair Policie sand Systems</p>

Strategy 3

If we do...	Build an infrastructure of communication and decision-making that is inclusive, transparent, and elevates student voices
Then we see...	An increase in student engagement, attendance and grades,
which leads to...	Improved student outcomes on metrics measuring student engagement, attendance and performance by EOY 2021.
Budget Description	CPS Attendance and Access
Tags	Family & Community Engagement, OSSE: Community Schools, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, SSCE: Inclusive Systems Structures
Action steps	<ul style="list-style-type: none"> (Not started) Engage ILT and Teacher Teams in completing the Student Voice, Engagement and Civic Life Self-Assessment

	<p>Tags:SSCE: Student Voice, SSCE: Student Voice CIWP, SSCE: Inclusive Systems Structures</p> <ul style="list-style-type: none"> • (Not started) Provide Professional Learning on CPS Ready to Engagement Report (K-8) and Implementation Plan <p>Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice, SSCE: Inclusive Systems Structures</p>
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Action Plan

Strategy 1

Completed Dec 10, 2020

Establish an SEL/MTSS Leadership Team focused on schoolwide Tier I SEL responsible for driving the school's MTSS Framework and implementation.

Jul 06, 2020 to Sep 04, 2020 - Principal/ILT

On-Track Oct 17, 2020

Engage AIR (American Institutes of Research) in providing Professional Learning on Researched-based differentiated instruction and Cycles of Data Analyze.

Jul 06, 2020 to May 31, 2021 - Principal/ILT/AIR

On-Track Oct 17, 2020

Teachers submit unit plans with tiered instruction aligned to standards and learning targets every 3-weeks.

Jul 06, 2020 to May 30, 2022 -

Completed Dec 10, 2020

SEL/MTSS Leadership Team will guide the staff in selecting a research-based Tier I SEL curriculum and provide professional development to support implementation.

Aug 31, 2020 to Jun 09, 2022 -

On-Track Dec 10, 2020

Monitor implementation of Tier 1 SEL curriculum and coach teachers on effective implementation

Sep 08, 2020 to Jun 18, 2021 -

The established SEL/MTSS leadership team will complete the Climate Self-Assessment and develop an action plan, and review annually for adjustments as needed.

Nov 16, 2020 to Jun 10, 2022 -

SEL/MTSS Leadership Team will monitor the Climate Action Plan implementation.

Dec 11, 2020 to Jun 09, 2022 -

Strategy 2

Provide professional learning on the selection and evaluation of culturally relevant instructional materials.

Jul 07, 2020 to Aug 31, 2020 - Principal/ILT

Provide professional learning on the alignment of culturally relevant materials to standards and learning tasks.

Jul 06, 2020 to Jun 07, 2021 - MCL and Curriculum Coordinator

Strategy 3

Engage ILT and Teacher Teams in completing the Student Voice, Engagement and Civic Life Self-Assessment

Jul 06, 2020 to Oct 02, 2020 - Principal/IILT/GLT Leads

Provide Professional Learning on CPS Ready to Engagement Report (K-8) and Implementation Plan

Jul 01, 2020 to Jun 01, 2021 - Principal/IILT/GLT Leads

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Langford will engage parents at least twice (November and April) during the 2020-2021 academic year in the development of a comprehensive needs assessment and periodic review of the student achievement data,

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

Current school-wide reform strategies that provide an opportunity for all students to meet proficient and advanced levels of achievement include direct instruction beyond the regular school (i.e, after school); enrichment and intervention instructional support aligned to individual student performance throughout the instructional day; and, progress monitoring with support to ensure continuous improvement and academic achievement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Langford is partnering with the American Institutes of Research and Lead 180 to identify and implement scientifically-based instructional research practices that strengthen the school's core academic program, increases the amount and quality of learning time; and, include strategies to that meet the needs of historically underserved populations.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Aligning Learning Standards to lesson planning, learning goals and tasks; implementing a cycle of data analyzes and progress monitoring with fidelity; and, providing continuous, research-based support that includes mentoring, counseling and other services are available to all students in our school. Additionally, Langford will implement Langford University as a strategy to increase parent engagement and provide parent training in core instructional areas to further support student progress toward academic achievement.

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

Strategies used to attract and retain high-quality, highly-qualified teachers include partnering with the CPS Talent Office and the Opportunity School's Program and the Empowered Schools Cohort. Both programs provide research-based strategies and leadership development that include interview and retention tools and techniques. As a result, Langford is fully staff for the first time in three years and continue its participation in both programs.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Langford is partnering with the American Institutes of Research (AIR), Lead 180 and Fulcrum Educational Solutions to provide scientifically based research throughout the 2021 Academic year.

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

Langford is the recipient of the 2021 Kindergarten Innovator Program award. As a result, we will implement Langford Parent University with programs and services designed to support parents increasing their participation in student achievement in all core areas including literacy, math, science, and social science.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Langford has designated the School Clerk and Curriculum Coordinator to support with assisting parents with transitioning their child Preschool to Kindergarten.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Langford will follow the guidelines provided by Office of Student Assessment in selecting academic assessments in order to improve the achievement of individual students and its overall instructional program.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Langford will utilize Multi-Tiered Support Systems (MTSS) with fidelity to ensure that all students receive scientifically research-based, timely support to advance beyond current levels of performance.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The School Counselor will coordinate and make available information to parents and students regarding services available in areas aligned to the school-wide needs assessment.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Langford's Parent University will serve as the vehicle for engaging parents and family in the joint development and periodic review and revision of the ESSA, Title I school parent and family engagement and policy, and the process of school review and involvement. Langford's Parent University will support parents with course offerings, training and professional growth opportunities monthly throughout the 2021 academic year.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Langford will survey parents during the first month of the 2021 academic year to determine a preferred monthly meeting day and time for ESSA, Title I meetings. Guided by the data received from the parent survey, Langford schedule monthly PAC meetings with an agenda and sign-in sheet. The school plans to hold its Annual ESSA Title I Principal Meeting on Thursday, September 17, 2020 at 2:30 p.m. The projected date of the Title I PAC Organizational meeting is Thursday, October 22, 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Langford Community Academy will respond to the request of parents for regular meetings, including School Parent Advisory Council meetings through Parent University, PAC and monthly parent meetings.

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

Langford will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading during Parent Teacher Conferences in November, 2020 and April, 2021.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Langford Community Academy will provide parents written notification via U.S. Postal Mail Service 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. Please describe how this will be accomplished.

Langford Community Academy will schedule monthly ESSA Meetings Title i parent meetings, including on the agenda topics and make available information and materials that will assist parents with understanding the state's academic content standards, the state and local academic assessments including alternative 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. Please describe how this will be accomplished.

Langford, through it's Parent University 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. Please describe how this will be accomplished.

Langford will partner with Chicago Communities and Schools to identify and provide staff training focused on the value and utility of contributions by parents and family; how to reach out, communicate and work as equal partners with parents in educating their children.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Langford will invite Preschool parents to participate in parent and family programs and activities when feasible and appropriate.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Langford will ensure that all information related to the school, parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including printing materials in languages other than English when available and appropriate.

Policy Implementation Activities

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

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

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

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

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

Langford's LSC is advisory and cannot sign off on the school's improvement plan. The LSC will advise in monitoring the CIWP.

School-Parent Compact (Complete)

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

Langford has updated its school curriculum to ensure alignment with meeting critical learning standards. Learning partners will provide professional learning focused on effective teaching and learning strategies aligned to learning standards; and, effective use of instructional materials and progress monitor.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Langford will hold Report Card Parent-Teacher conferences in alignment with the district schedule on the following days: Wednesday, November 18, 2020, and Wednesday, April 20, 2021.

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

Langford will provide parents with frequent reports on their child's progress every five-weeks throughout the 2021 Academic Year on the following dates: October 9 and December 18, 2020; and March 12 and May

21, 2021. Parents will receive student report cards on the following dates: November 18, 2020; February 12, April 21, and June 22, 2021.

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

Parents will have access to all staff during preparation periods scheduled daily throughout the school week; before and after-school upon request and teacher availability.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Langford parents who wish to volunteer and participate in their children's classes will follow the CPS Volunteer Procedures and Protocol. Information on how to access the Volunteer system will be provided by teachers, school staff, and administration throughout the academic year.

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

Teachers will share information and resources with parents to support them with monitoring their child's attendance, completing homework, and preparing for assessments throughout the school year.

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

Parents will receive advance (10-days) notification of any decision related to the education of their child with a scheduled day and time for them to meet and receive additional information from their child's teacher or other school staff.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share the responsibility for improved student academic achievement through goal-setting, self-monitoring their progress, revising, and setting new goals throughout the 2021 academic year.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Langford will use funds allocated to increase parent engagement as measured by Parent-Teacher Conference attendance in November 2020 and April 2021.

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

Account(s)**Description****Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$336.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$275.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$300.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$300.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$125.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00