

Langston Hughes Elementary School

2020-2022 plan summary

Team

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Beatrice Winfrey	LSC Community Member	beatricewinfrey62@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/27/2020	CIWP Team, Courtenay, Leavy, Spiller, Ruffin, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Goode,	School Climate Self-Assessment
02/10/2020	CIWP Team, Courtenay, Leavy, Spiller, Ruffin, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Goode,	Analyzing Hughes Student Survey data & Identify areas of critical need, set up 10 goals
02/20/2020	CIWP Team, Courtenay, Leavy, Spiller, Ruffin, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Goode,	SEF
04/23/2020	CIWP Team, Courtenay, Young, Spiller, Ruffin, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Leavy	Action Steps
04/28/2020	CIWP Team: Courtenay, Young, Spiller, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Leavy	CIWP review of network feedback; defining sub-group teams to work on criteria revisions and feedback
04/30/2020	CIWP Team: Courtenay, Young, Spiller, Thomas, Lega, Booker-Taylor, Tyler, Brown, Smith, Leavy, Goode	CIWP Root Cause Analysis
05/07/2020	CIWP Team: Booker-Taylor, Lega, Young, Tyler, Thomas, Brown, Goode, Price, Spiller, Courtenay, Leavy	Action Step development
08/10/2020	CIWP Team: Courtenay, Young, Spiller, Sevier, Thomas, Tyler, Brown, Smith, Leavy, Goode	ILT Meeting 1 for SY21 - Roles and Responsibilities; Checkpoint Assessment Overview/Check-in on module training completion
08/20/2020	CIWP Team: Courtenay, Young, Spiller, Sevier, Thomas, Tyler, Brown, Smith, Leavy, Goode	Checkpoint Assessment PD planning
08/27/2020	CIWP Team: Courtenay, Young, Spiller, Sevier, Thomas, Tyler, Smith, Leavy, Goode	Checkpoint Assessment PD prep and presentation review

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Hughes has many systems in place where nearly all practices are consistently evident for all students and/or staff. Evidence shows there are multiple shared leadership structures in place including Grade Level Team Meetings, Instructional Leadership Team meetings, Attendance Team meetings and MTSS, and BHT team meetings. The school has clearly defined instructional priorities that guide decision making, programming, and staff development. To manage change, systems of support and communication have been created to assist teachers and staff and allow for continuous feedback.
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Hughes has many structures in place to support continuous improvement as a school community. Evidence shows that as a school community we actively participate in GLT and ILT meetings with a focus on school's instructional priorities. We have instructional partnerships that support the professional development of our staff members. Administrative walkthroughs are completed weekly to provide instructional feedback to grow teacher practices. Lesson Plan feedback is provided to teachers weekly and teachers are provided with actionable feedback. An area of growth is our active participation of team members within our LSC.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** The curriculum category was rated a score of a 3. Most practices are consistently evident for some or all students. 5E surveys shows that students find ambitious instruction in Math Instruction and Academic Press as Strong. Hughes has implemented the Engage New York Math curriculum grades K-8. Engage New York is an academically rigorous curriculum that motivates students to think and contribute high quality work that expands outside the school setting. Our schoolwide math curriculum provides structure through pacing guides and curriculum maps and aligns with the common core standards. We utilize Network 13 pacing guide for ELA instruction utilizing a variety of instructional materials to build students capacity in meeting and exceeding common core state standards and provide access to a variety of genres and text complexities. Also we have implemented SEL instructional practices including, Calm Classroom, Second Step and Morning Meetings. Area of Growth for this Category is: According to the 2018-2019 five essential survey, we scored an overall neutral score for ambitious instruction
- 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
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** We have rated our Instruction practice a score of 3. Nearly all practices are supporting and developing teachers' abilities to finely hone instructional skills. Strong instructional practices are present at Hughes in order to develop teachers abilities by carefully monitoring the effect of instruction on student learning through REACH observations and summaries, lesson plan feedback and non evaluative classroom observations and pop-in visits. Teachers are gaining the expertise through teacher directed professional development to implement questions that probe student thinking and serve to extend understanding. To ensure teachers have the resources to build instructional practices all instructional resources are shared with team members electronically. Areas for growth: Providing defined professional development to support instructional practices for Diverse Learners and English language learners, MTSS practices and progress monitoring supports implemented school-wide and providing instructional opportunities for students to demonstrate student ownership.
- 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
 - 3 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
 - 3 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
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Hughes utilizes many assessment measures including, student exit slips, STEM student generated products (student e-portfolios, Engineer projects and products), Stride Interim Assessment, Amplify Assessment and progress monitoring in grades K-2 and Reach Performance Task. Assessment data is reviewed and analyzed during grade level team meetings, MTSS meetings and Instructional Leadership Team meetings. All classrooms grades K-8 have classroom data walls. Our school team also participates in Leading Educators Math Walks and peer observations in order to provide strategies to align instructional practices to our

current assessment tools. Administration completes gradebook audits at least twice a quarter with actionable feedback.

- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 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)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 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)

- 3 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have rated our multi-tiered system of supports a score of 3. This academic school year, we have held monthly MTSS meetings providing teacher professional development of how to implement tiered support within the classroom through data- driven small group instruction. We also provided tiered 3 support for students K-8 in reading. Teachers were provided professional development in our Tier 2 and Tier 3 ELA intervention: Fountas and Pinnell leveled literacy intervention. Our growth areas fall in the following practices: (1) Our tiers 2 and 3 in Math are under-developed. (2) We do not yet have clear protocols for communication throughout the MTSS process (among teachers, MTSS team, and families). (3) We do not yet have an MTSS TEAM that includes and coordinates teachers and RLS providers to plan and monitor interventions and PLPs (4) We also do not have a clear "road map" that delineates our MTSS process and includes clear entry/exit criteria for each tier. Our MTSS system and team have yet to be developed to meet the tiered intervention needs of all students. (5) Progress Monitoring of implementation of interventions are currently not in place.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** We have rated our Transitions, College & Career Access & Persistence a score of 2. Our school counselor and 8th grade teachers are conferencing with 8th graders on HS selection and have assisted families through the application process. Our teachers have implemented data and attendance conversations with their students at all grade levels. We also have a Principal Scholars Program and students are provided opportunities to learn more about STEM Careers.

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:** We have rated Relational Trust a score of 3. There is evidence that most practices are employed for most staff and in most instances. As evidenced by interviews with teachers and students and our 5E survey as well as school developed mid-year student survey, Hughes is characterized by neutral relational trust between school participants.
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 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)
 - 2 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
 - 2 Experience a schoolwide civics culture
 - **Evidence:** The student voice, engagement, and civic life category was rated a score of 3. Most practices are consistently evident for some or all students. The school has implemented student government. Also, the school provides early and ongoing exposure to extracurricular activities and sports. We currently have a partnership with Metropolitan which provides after school programming. The partnership with BAM allows an opportunity for students grade 6-8 to participate and engage in social, volunteer activities and male mentorship. An area for growth for this category is the enhancement of programs and activities for students in primary grades (K-5th). Currently, many of the programs target middle school students. There are not many programs that give primary students the opportunity to make decisions that contribute to their school community and provides them a space for increased engagement.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 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:** In the 5Es survey, when students questioned how safe they felt within and outside of the school, 35% of students reported feeling unsafe. In order to combat how students feel within and outside of the school, we have safe passage workers and security officers within the school building to monitor student transitions, entry/dismissal, regular hallway patrol, lunch and recess Area

of Growth: Hughes should have clear communication of school wide expectations posted expectations in all areas of the school, in teachers' language in hallways and in classrooms, printed in handbooks.

- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** At Hughes We have a Behavioral Health team that meets biweekly to discuss restorative approaches to discipline and SEL interventions that should be implemented. The team reviews staff submitted discipline referrals and identifies trends and provides supports. Review of student discipline referrals demonstrates that most teachers are implementing restorative practices and interventions before implementation of more restrictive discipline measures. i.e removal from class, in-school suspensions. Students have opportunities to reflect on recent negative behaviors and work with staff members to determine ways in which they could have made better behavioral choices. All classrooms Pk-8 have a calm area within the classroom for all students to utilize. Hughes implements policies and procedures that emphasize proactive, instructive and restorative approaches that minimize punitive consequences. We also have partnerships with Social Emotional Support programs, including BAM, HELP, and Metropolitan
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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
 - 4 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:** Hughes school develops strong parent partnership through the FACE committee activities and opportunities for parents to participate and volunteer inside the school. At our open house event, community partners are invited and participate to share educational and community resources. We have implemented an attendance team that has provided innovative incentives to encourage student attendance. Parents are provided with a monthly newsletter and parent event calendar. The school website is family friendly and updated on a regular basis. Parents are also made aware of LSC and PAC meetings, agendas and minutes.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
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	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	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
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	Grade 2 literacy attainment
Root Cause 1	There is a need for primary (K-2) intervention focused on the reading foundational skills aligned to the CCSS and the progress monitoring assessments
Area of Critical Need 2	Grade 2 math attainment
Root Cause 2	There is a need for an evidence based (K-2) math intervention, a formative math assessment, and a K-1 math summative assessment
Area of Critical Need 3	Grades 3-8 literacy growth
Root Cause 3	2019-2020 was the first year with aEngage NY; There is a need for the implementation of higher-order thinking skills in mathematics to improve student's conceptual understanding.
Area of Critical Need 4	Grades 3-8 math growth
Root Cause 4	There is a need to provide explicit and common instructional practices across grade levels aligned to the CCSS Instructional Areas of Vocabulary Aquisition and Usage, Informational text, Key ideas and details
Area of Critical Need 5	Math growth among students with IEPs
Root Cause 5	2019-2020 was the first year with a new math curriculum - Engage NY; There is a need to implement foundational and remediation skills to close the achievement gap during small group instruction

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	Overall		93.50	94.00
The Vision: Attendance Rate metric is chosen based on_ On-track data - specifically the students' overall attendance rates. We also used the Vision portal attendance data to set CIWP goals for SY21 and SY22. L.Hughes attendance rate(K-8) on SQRP SY18-19 was 93.9% and 93% in SY19-20; We also consulted L.Hughes On-Track data. Framework alignment: MTSS	Students with IEPs		93.50	94.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>The Hughes SY19-20 SQRP National School Math Attainment for Gr 2nd is at the 1st percentile; This metric is a CIWP 2020-2022 Area of Critical Need based on NWEA attainment data and the N13 MOY data analysis report (59% of students are below the 21st percentile and 24% of students are between the 21st and 40th percentile). Framework alignment - Instruction</p>	Overall		30.00	34.00
	Students with IEPs		20.00	25.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>The Hughes SY19-20 SQRP National School Reading Attainment for Gr 2nd is at the 4th percentile; This metric is a CIWP 2020-2022 Area of Critical Need based on NWEA attainment data and the N13 MOY data analysis report (57% of students are below the 21st percentile and 24% of students are between the 21st and 40th percentile). Framework alignment - Instruction</p>	Overall		31.00	34.50
	Students with IEPs		25.00	30.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>L. Hughes SY19-20 SQRP National School Growth Percentile- Math overall is at the 73rd percentile and DL growth is at the 96th percentile. While students are growing in math_ This is an area of Critical Need based on MOY data analysis 12% of Hughes 3-8 students are at grade level, which leaves 88% of students not at grade level. Aligns to Balanced Assessment and Grading, Instruction</p>	Overall		75.00	78.00
	Students with IEPs		96.00	99.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Gr.3-8- L. Hughes SY19-20 SQRP National School Growth Percentile- Reading overall is at the 56th percentile and DL growth is at the 14th percentile. This is an area of Critical Need based on MOY data analysis 14% of DL students are growing in Reading; 25% of our students are between the 60th and 99th percentile, 75% of students are between the 1st and</p>	Overall		58.50	62.00
	Students with IEPs		20.00	25.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
59th percentile. Aligns to Balanced Assessment and Grading, Instruction				

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 Our SY20 goal is to be Well-Organized with an improved rating in a Safe and Supportive Environment.				5.00	5.00

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...	administration develop opportunities for teacher professional development on best instructional practices anchored around the gradual release of responsibility (explicit and engaging instruction), Independent reading, using data to differentiate and shape student instructional groups, student discourse, selecting and planning for complex text and task aligned to the CCSS, followed up by peer observations and admin weekly pop-in visits/observations with actionable and measurable feedback/next steps.
Then we see...	teachers focused on providing grade-level and differentiated instruction that will engage all students in rigorous and engaging tasks aligned to the CCSS.
which leads to...	an EOY increase in Gr2 math attainment from the 1st percentile to the 30th percentile in SY22 and from the 35 percentile or higher in SY24; an increase in Gr2 reading attainment from the 4th percentile to the 31st percentile in SY22 and 34.50 percentile in SY24; An increase in Gr2 DL math attainment at the 20th percentile in SY22 and at the 25th percentile or higher in SY24; An increase in DL reading attainment to the 25th percentile in SY22 and increase to the 25th percentile in SY24. This strategy will also lead us to an overall increase in grades 3-8 reading growth to the 58.5 percentile and DL reading growth

	<p>at the 20th percentile in SY22; SY24 reading growth will increase to the 62nd percentile and DL will increase to the 25th percentile. Grades 3-8 math growth will increase to the 75th percentile in SY22, 78th percentile in SY24. Grades 3-8 DL math growth will increase to the 20th percentile in SY22 and the to the 25th percentile in SY24.</p>
<p>Budget Description</p>	<p>Weekly grade level team meetings, Ext. Day - Buckets Funds Local (115) for after-school PD - Hughes University, Extended Day Bucket for Reading and Math Tutoring, increase classroom library text for the student selection - Instructional materials; Budget Categories Teacher position Buckets: Substitute teacher (PD, programming, etc.), Funds Local (115) and Title I (332) Supplies, Equipment, Materials (instr. and software)</p>
<p>Tags</p>	<p>Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), Math: Student Discourse</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Provide ongoing Professional Developments on the theory of gradual release of responsibility, independent reading, student discourse, along with Professional Developments on implementing or differentiated instruction for vocabulary and usage through Vertical Team Meetings, Peer Observations and teaching accountability partners, Demo lessons, instructional coaching, and other various modes of learning. <p>Tags: Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Teachers will engage in peer observations focused on the specific components of the gradual release of responsibility instructional model; peer-teachers and coaches will use a peer observation checklist tool to provided feedback, ask questions, determine the instructional and implementation trends, and the impact on teaching and learning across grade levels. <p>Tags: Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Admin and teachers create a classroom library that will support student independent reading with accountability <p>Tags: Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> • (Not started) STEM and Fine Arts will collaborate with teachers to create opportunities for students to bring their reading, writing, and math skills to life through engaging tasks such as using media and music to respond to a text, recommend a book, use the text information to prevent or solve a world issue/problem.

	<p>Tags:Instruction, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), STE(A)M Schools: Instructional Approach (SSS4)</p> <ul style="list-style-type: none"> (Not started) Teacher leaders and admin will conduct data conversations to analyze student data and support the development of lesson plans that include aligned learning objectives, differentiation, and formative assessment <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Problem Solving Process, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) ILT will develop a strategic plan for using educational/instructional resources to support student learning (RAZ Kids, IXL, Khan Academy, NewsELA, Starfall) <p>Tags:MTSS: Shared Leadership</p>
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Strategy 2

If we do...	develop an equitable system of preventative practices such as school-wide class morning meetings, rewards, consequences, and incentives for implementing supportive and restorative disciplinary practices school-wide
Then we see...	will see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors
which leads to...	a decrease in student removal from class, a decrease of in-school, and out-of-school suspensions among 4th-8th grade students to less than 5 % and students with IEPs to less than 5% by EOY SY22; which will increase student academic growth and attainment, as articulated in Strategy 1- Instruction.
Budget Description	Budget line for Dean/Youth Interventionist, Recess Staff Bucket, Part-Time Security Bucket, Resources (Calm Classroom, Second Step, PBIS- Hughes Climate/Culture systems and structures), Budget Categories Teacher positions
Tags	ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Follow a school-wide behavior management plan with effective consequences. For Tier 1 students, create a peer mediation program to create accountability and school morale. <p>Tags:ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Professional development on effective SEL best practices - morning meeting, calm techniques, restorative practices, 2nd Step curriculum

	<p>Tags:CBE: SEL Integration, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) SOARing Hawks - Tier 1 Interventions are based on research-based systems. PBIS - Positive Behavioral Interventions and Supports <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) BHT committee - teacher and staff write a referral for students with chronic misconduct referrals, low academic performance, poor attendance, substance abuse, etc. Those students become tier 2 and the team decides the best interventions and uses those resources from in house and/or outside agencies. <p>Tags:ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions</p>
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Strategy 3

If we do...	use screening, diagnostic and progress monitoring assessments in reading and math and provide data analysis PD and data session with teachers
Then we see...	common assessments across grade levels that provide reports of instructional impact, student progress and level of proficiency
which leads to...	data informed instruction and improved student growth and proficiency on Interim Assessments.
Budget Description	Budget Categories Teacher position Ext. Day - Buckets for professional development Ext Day Bucket for After School Tutoring Funds Local (115) and Title I (332) Supplies, Equipment, Materials (instr. and software)
Tags	Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Related Service Providers, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Student performance data analysis during grade-level team sessions (bi-monthly). <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment</p> <ul style="list-style-type: none"> (Not started) The full adoption and implementation of school-wide common curricula; i.e Eureka Math/Great Minds implemented with fidelity across all grade levels. <p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Usage of common assessments in grade bands; offering professional development to teacher leaders to share with grade-level teams.

Tags:Assessment: Improving Assessment Literacy, Teacher Leader Development & Innovation: Teacher Teams

Strategy 4

If we do...	provide academic and social emotional supports for all students (Tier 1, 2, 3)
Then we see...	collaboration between teachers and Related Service Providers whereby all students receive school-wide Tier 1 instruction, as needed students receive additional targeted supports (Tier 2) and Intensive supports (Tier 3) based on individual and small group needs
which leads to...	varied instructional strategies and SEL supports for students as measured by progress monitoring of interventions, improvement in student grades and a decrease in the number of misconducts. an EOY increase in Gr2 math attainment from the 1st percentile to the 30th percentile in SY22 and from the 35 percentile or higher in SY24; an increase in Gr2 reading attainment from the 4th percentile to the 31st percentile in SY22 and 34.50 percentile in SY24; An increase in Gr2 DL math attainment at the 20th percentile in SY22 and at the 25th percentile or higher in SY24; An increase in DL reading attainment to the 25th percentile in SY22 and increase to the 25th percentile in SY24.
Budget Description	Funds Local (115) and Title I (332) Teacher position Ext. Day - Buckets for after school tutoring and professional development Materials (instr. and software) Textbooks and Intervention Materials
Tags	Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Convene a team of admin, RSPs, Interventionists, and the Counselor to form a MTSS team Tags:MTSS: Fidelity of Implementation (Not started) Have MTSS preliminary team develop a "roadmap" for our MTSS process. This "roadmap" will include entry and exit criteria for each tier, standard points within the process for parent communication, clear teacher responsibilities... Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring (Not started) Develop schedule for MTSS team meetings and teacher-driven MTSS meetings. Create protocols, systems for tracking students progress. Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership (Not started) Provide PD on intervention curriculums for reading and math. Leveled Literacy Intervention (K-8) and Math intervention (TBD)

	<p>Tags:MTSS, Literacy: Shift 4-21st Century Professional Learning, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Teachers and other identified instructional staff will provide MTSS interventions to identified Tier 2 and Tier 3 students in reading and/or math learning areas identified from using the PSP and progress monitoring data. <p>Tags:MTSS, Assessment: PreK-3 Assessment, MTSS: Fidelity of Implementation</p>
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Action Plan

Strategy 1

Provide ongoing Professional Developments on the theory of gradual release of responsibility, independent reading, student discourse, along with Professional Developments on implementing or differentiated instruction for vocabulary and usage through Vertical Team Meetings, Peer Observations and teaching accountability partners, Demo lessons, instructional coaching, and other various modes of learning.

Jul 01, 2020 to Jul 20, 2021 - Administration, STEM leads, Leading Teachers, Network 13

Teachers will engage in peer observations focused on the specific components of the gradual release of responsibility instructional model; peer-teachers and coaches will use a peer observation checklist tool to provided feedback, ask questions, determine the instructional and implementation trends, and the impact on teaching and learning across grade levels.

Jul 27, 2020 to Jun 01, 2021 - Administration, STEM leads, Leading Teachers.

Admin and teachers create a classroom library that will support student independent reading with accountability

Jul 01, 2020 to Nov 30, 2020 - Admin., teachers

STEM and Fine Arts will collaborate with teachers to create opportunities for students to bring their reading, writing, and math skills to life through engaging tasks such as using media and music to respond to a text, recommend a book, use the text information to prevent or solve a world issue/problem.

Jul 01, 2020 to Jul 01, 2021 - STEM specialist, Fine Arts teachers, teachers

Teacher leaders and admin will conduct data conversations to analyze student data and support the development of lesson plans that include aligned learning objectives, differentiation, and formative assessment

Jul 01, 2020 to Jun 30, 2022 - Admin and Teachers

ILT will develop a strategic plan for using educational/instructional resources to support student learning (RAZ Kids, IXL, Khan Academy, NewsELA, Starfall)

Aug 17, 2020 to Sep 30, 2020 - ILT

Strategy 2

Follow a school-wide behavior management plan with effective consequences. For Tier 1 students, create a peer mediation program to create accountability and school morale.

Aug 17, 2020 to Jun 25, 2021 - Youth Intervention Specialist/Teacher Leaders

Professional development on effective SEL best practices - morning meeting, calm techniques, restorative practices, 2nd Step curriculum

Aug 17, 2020 to Jun 25, 2021 - SEL Specialist, Teachers, Youth Interventionist

SOARing Hawks - Tier 1 Interventions are based on research-based systems. PBIS - Positive Behavioral Interventions and Supports

Aug 17, 2020 to Jun 25, 2021 - Teachers, SEL Committee

BHT committee - teacher and staff write a referral for students with chronic misconduct referrals, low academic performance, poor attendance, substance abuse, etc. Those students become tier 2 and the team decides the best interventions and uses those resources from in house and/or outside agencies.

Aug 17, 2020 to Jun 25, 2021 - BHT Committee; (Administration, Psychologist, Social Worker, Counselor, Case Manager, Youth Interventionist)

Strategy 3

Student performance data analysis during grade-level team sessions (bi-monthly).

Aug 17, 2020 to Jun 25, 2021 - Administration/Teacher Leaders

The full adoption and implementation of school-wide common curricula; i.e Eureka Math/Great Minds implemented with fidelity across all grade levels.

Aug 17, 2020 to Jun 25, 2021 - Teachers

Usage of common assessments in grade bands; offering professional development to teacher leaders to share with grade-level teams.

Aug 17, 2020 to Jun 25, 2021 - Teacher Leader/Teachers

Strategy 4

Convene a team of admin, RSPs, Interventionists, and the Counselor to form a MTSS team

Aug 17, 2020 to Oct 16, 2020 - Administration

Have MTSS preliminary team develop a "roadmap" for our MTSS process. This "roadmap" will include entry and exit criteria for each tier, standard points within the process for parent communication, clear teacher responsibilities...

Aug 17, 2020 to Oct 30, 2020 - MTSS Team (TBD)

Develop schedule for MTSS team meetings and teacher-driven MTSS meetings. Create protocols, systems for tracking students progress.

Aug 17, 2020 to Oct 30, 2020 - MTSS Team (TBD), teachers, administration

Provide PD on intervention curriculums for reading and math. Leveled Literacy Intervention (K-8) and Math intervention (TBD)

Aug 17, 2020 to Jul 01, 2022 - Administration, Teacher Leaders, Ms. Price, Case Manager

Teachers and other identified instructional staff will provide MTSS interventions to identified Tier 2 and Tier 3 students in reading and/or math learning areas identified from using the PSP and progress monitoring data.

Nov 01, 2020 to Jun 30, 2022 - Teachers, administration, support staff (TAs, Secas)

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.

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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.

Hughes will utilize the following data sources to analyze and evaluate progress: 1) DWAs to determine areas of strength and areas of growth. 2) Teacher, student, parent, community quarterly surveys, 3) School-based learning walks and Network 13 walk-through and data feedback. Hughes will meet with the

ILT quarterly to evaluate our CIWP progress and status. We will use these various data sources to guide our meetings.

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

Our CIWP articulates that we will convene a diverse MTSS team that reflects our school demographics to meet regularly across the school year to create clear MTSS process and implement a MTSS schedule that will track student progress and monitor the MTSS implementation to ensure fidelity and student achievement. Hughes will provide extended day to students across grades K-8; additional strategies include data analysis during teacher team meetings and teacher/admin data conversations to analyze and plan next action steps, targeting specific students, on-going professional development focused on key literacy and math practices and shifts.

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.

Our CIWP articulates that we will convene a diverse MTSS team that reflects our school demographics to meet regularly across the school year to create clear MTSS process and implement a MTSS schedule that will track student progress and monitor the MTSS implementation to ensure fidelity and student achievement. Hughes will provide extended day to students across grades K-8; additional strategies include data analysis during teacher team meetings and teacher/admin data conversations to analyze and plan next action steps, targeting specific students, on-going professional development focused on key literacy and math practices and shifts.

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).

Our CIWP articulates that we will convene a diverse MTSS team that reflects our school demographics to meet regularly across the school year to create clear MTSS process and implement a MTSS schedule that will track student progress and monitor the MTSS implementation to ensure fidelity and student achievement. Hughes will provide extended day to students across grades K-8; additional strategies include data analysis during teacher team meetings and teacher/admin data conversations to analyze and plan next action steps, targeting specific students, on-going professional development focused on key literacy and math practices and shifts.

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

Hughes advertises and follows the CPS hiring best practices. We have teacher teams that work with the principal and assistant principal to filter through resumes, schedule phone/virtual and in-person interviews. The hiring team uses a rubric to independently rate the potential candidate and then share and rate as a group. Our interview questions are specific to the available position (i.e. PE, Early Childhood, Math,STEM, TA). During on-boarding the new team member has an orientation with either the principal or AP to provide and review the staff handbook, district training and policy. The new staff member is assigned a point of contact (teacher mentor or staff mentor) to support the new team members integration into the school community.

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.

High quality PD is on-going weekly, bi-weekly, monthly, and quarterly throughout the school year via staff team huddles, teacher team meetings, TA/SECA team meeting. These meetings are led by admin, network staff, teacher leaders, the counselor, STEM leads, and/or the school case manager. Some meetings are facilitated through our various educational partnerships (MSI, Peggy Notebaert, Leading Educators, etc.)

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

Monthly parent meetings through PAC, school-based family/parent quarterly surveys, partnership surveys (Metropolitan, BAM, H.E.L.P., Chicago Childcare Society,), quarterly FACE activities and events, parent S.O.S. address, grade specific parent meetings, social media updates (school website, school Instagram,), monthly calendar of events and incentives, monthly family/parent newsletter, voice-blasts to communicate and celebrate students and staff.

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.

PreK team will work to create a plan to transition from early childhood to Kdg. to implement Step Up to Kdg. Also, EOY activities include Rising Kdg students visiting the Kdg. classroom to participate in circle time literacy or math activities.

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.

Teacher teams and administration convene and develop our school-wide assessment plan.

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.

Students are provided the appropriate MTSS level and intervention supports; teachers provide differentiated small group instruction; teachers progress monitoring for growth; students are provided with extended school day support and/or tutoring.

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.

Hughes coordinates, schedules, and supports programming for both students and their families via various platforms; Hughes has a BHT team and SEL lead plus partnerships with Metropolitan Community Service, CPS Office of Student Health and Wellness, F.A.C.E., BAM, H.E.L.P., and other to support our students and their families with resources, education, and support services; Hughes has a ECE cluster program with a strong parent component. In addition, to the partnerships, we facilitate monthly P.A.C., LSC, and FACE meetings and events.

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.

Hughes PAC meetings will involve parents in the development and review of the parent involvement plan. The CIWP will be a standard item on the PAC and LSC agenda and will be reviewed monthly in the Principal's Report. Parents will be a part of the reviewing process. The Title I Annual Meeting and the Title I PAC Organizational Meeting will be scheduled in September 2020.

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

The Title I Annual Meeting and the Title I PAC Organizational Meeting will be scheduled in September 2020. Monthly PAC meetings will be held for all parents during School Years 2020-2022; a calendar and schedule will be posted on our school website, posted on the parent board, and published on our family monthly communications. Parent notifications will be sent home prior to each monthly meeting. Parents will receive quarterly recognition for participation in meetings, workshops, and for volunteering at the school.

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.

Parents will receive a monthly school calendar that will include Title I activities. At the first Title, I meeting the Principal will provide parents with information regarding the curriculum, academic assessments, and the proficiency levels students are expected to meet. Parents will be provided with strategies to support students at home. Communication with parents will also be included on the school social media sites, in the school Newsletter, and through the automated calling voice blast system. Parents will be able to schedule teacher-parent conferences, in addition to the Parent-Teacher Conferences that occur during Report Card Pick-Up.

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.

Our school will provide parents with a report on their child's performance in the district and state assessments. Parents will also be able to set up conferences with teachers for further conversation regarding the results. Parents will be provided training on Parent Portal set up and given information regarding the school progress through the State of the School presentation.

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.

Letters will be sent home upon parent request of teacher qualifications based on the "Right to Ask" notifications. The school will send a letter home to parents to inform them that their child has not been taught by a highly qualified teacher for four 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.

The Principal will attend the PAC meeting to discuss issues with parents and possible solutions. The meeting will include a question and answer segment. The school will also hold parent meetings whereby teachers will share information regarding standards, assessments and how to partner with your child's teacher in helping your child at home.

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.

Langston Hughes will partner with Metropolitan Family Services and the Office of Early Childhood Education. Through these programs, they will train parents on how to help students with school work as well as participate in school activities such as volunteering and school support.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The Principal will utilize time during the school's grade-level team meetings and during professional development days to address best practices on building partnerships and relationships with parents.

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.

Through the LSC, PAC, and the Parent Organizations, the school will keep the lines of communication open through monthly meetings and distribution of literature that encourages parents to participate in their child's education.

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.

Parents will receive a monthly school calendar of events including Title I activities. Our voice blast system, school Newsletters, social media platforms, and marquee will also be used to update parents.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of Langston Hughes STEM School is to provide meaningful learning experienced 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 selfimprovement in order to become positive contributors to humanity.

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.

Langston Hughes will hold its two formal parent teacher conference on November 2020, April 2021, November 2010, and April 2022. Parents will be able to schedule conferences with teachers Monday through Friday by scheduling an appointment.

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

Parents will receive regular 5 week progress reports. Progress reports for students in grades K-8 will be sent home through the students. Parents will sign the Progress Report indicating it was reviewed and return it to the teacher.

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

Appointments are required for teacher conferences. Parents can complete a Parent Teacher Conference form located in the main office. Before school, after school hours and at scheduled prep times are encouraged. Parents can also schedule virtual conferences via phone or google meet.

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.

Parents must submit the required CPS Volunteer Information on-line. Parents will volunteer their services through classroom support for students, lunchroom supervision, hall monitoring, playground supervision, and extracurricular activities. Hughes team members will provide parent support with the volunteer process.

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

Parents will ensure that their children are at school daily and on time. Parents will monitor homework and technology use. Parents will be proactive and request teacher conferences to discuss their child's progress. Parents will sign up for Parent Portal to monitor grades and student performance.

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

Langston Hughes will hold its two annual formal parent teacher conferences on November 2020, April 2021, November 2021 and April 2022. Parents will be able to schedule conferences with teachers Monday through Friday by scheduling an appointment. Parents will also be able to schedule conferences with teachers by completing a Parent-Teacher Conference Form. Parents will also provide a signature on 5 Week Progress Reports and indicate the need for a conference. The Title I Annual Meeting and the Title I PAC Organizational Meeting will be held on September 2020

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 participate in Langston Hughes Assemblies to review expectations for academics and behavior; celebrate student achievements both academic and SEL. Students will collaborate with classroom teachers during Morning Meetings to share and discuss student responsibility for attendance, positive attitude and improved achievement. Each morning students will recite a pledge committing themselves to Hughes Habits.

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.

It is our goal and commitment to engage and encourage our families and the community to assist in preparing our students in becoming college and career ready. Parent Compact will be developed and adjusted with parent input.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1740.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$433.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
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 be used only by parents.	\$0.00