

Charles Evans Hughes Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Lucille Howard	Principal	Lmhoward@cps.edu	Has access
Yvette Killingsworth	Counselor	yekillingsworth@cps.edu	Has access
Valerie Matar	Intermediate Lead Teacher	vgmatar@cps.edu	No Access
Nico Thigpen	Middle School Lead Teacher	nlthigpen@cps.edu	No Access
Janise Randle	Primary Lead Teacher	jcrandle@cps.edu	No Access
Marshall Langston	LSC Member		No Access
Anthony Taylor	LSC Member		No Access
Poonam Mehta	Diverse Learner Teacher	pmehta@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

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
 - 3 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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 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:** ILT and Teacher Team Meeting agendas and action items.
- 3 - Structure for Continuous Improvement
 - 2 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

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
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 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

- 2 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
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 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
 - 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 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
 - 3 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:**
- 2 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
- 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 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:**

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)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 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:**
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
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: Supportive and Equitable Approaches to Discipline	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.

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
SQRP: National School Attainment Percentile - Math (Grades 3-8)	African American		50.00	60.00
We selected Math attainment as our focus area because there was a decrease in attainment percentage from our priority group from SY18 to SY 19.				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We selected Reading attainment as our focus area because there was a decrease in our attainment percentage from our priority group from SY 18 to SY 19.	African American		35.00	50.00
Vision: Attendance Rate We selected our attendance rate as our focus area because of attendance rate has decreased from SY 18 to SY 19.	African American		94.50	95.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Build teacher capacity and improve instructional practices with professional development activities that are based on growth areas of need, rigorous tasks and data
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Then we see...	teachers implementing instructional strategies that are aligned with common core state standards and utilize rigorous tasks will require students to utilize their thinking skills.
which leads to...	an increase in the percent of students meeting/exceeding attainment on NWEA in Reading from 27% in 2019 to 45% for 2020 and from 35% in 2019 to 50% for 2020 in Math. There will also be a 5% increase in growth on NWEA for Reading and Math from 2019 to 2020.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Administer a needs based survey relevant to determine professional development activities based on teacher need and data Tags:ONS: Continuous Improvement, Personalized Learning: Tailored Learning/Differentiation (Not started) Disaggregate various BOY, MOY and EOY data to determine the instructional focus and instructional strategies to promote attainment and growth Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Develop professional development calendar with activities to meet the needs of teachers, students, various data, CCSS, scope and sequence and assessments Tags:Personalized Learning: Learner Focused (Not started) Establish small group intervention sessions based on data to meet our students' needs individually. Tags:MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation

Strategy 2

If we do...	Implement a comprehensive scope and sequence and assessment implementation schedule that is aligned to the common core state standards
Then we see...	teachers implementing instructional strategies that are rigorous tasks and require students to utilize their thinking skills, a scope and sequence that is aligned to CCSS and an assessment systems that measures academic growth
which leads to...	an increase in students meeting/exceeding attainment on NWEA from 27% in 2019 to 35% in 2020 for Reading and from 35 % in 2019 to 50 % to in Math for 2020. They will also be an increase of 5+% in Reading and Math growth on NWEA.

Budget Description	
Tags	Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Collaborate with ILT to develop timeline for implementation of our developed scope and sequence and assessment schedule Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth (Not started) Facilitate teacher collaboration time to align CCSS, Lessons/tasks and instructional materials digital and non-digital to scope and sequence Tags:CIDL: Curriculum, CIDL: Digital Learning (Not started) Implement and monitor a school wide system of grading that is uniform and consistent school wide Tags:Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 3

If we do...	Implement professional development schedule of activities based on need and school wide data
Then we see...	teachers implementing instructional strategies to meet the needs of our students that are aligned to the standards and based professional learning and data
which leads to...	an increase in the percent of students meeting/exceeding attainment on NWEA in Reading from 27% in 2019 to 45% for 2020 and from 35% in 2019 to 50% for 2020 in Math. There will also be a 5% increase in growth on NWEA for Reading and Math from 2019 to 2020.
Budget Description	
Tags	Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Conduct a needs based survey at the end of the school year to determine our school wide needs professional development needs Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, ONS: Continuous Improvement, Personalized Learning: Learner Focused

	<ul style="list-style-type: none"> • (Not started) Develop a professional development calendar with activities that meet the needs of the teachers based on EOY survey, data trends, CCSS, scope and sequence <p>Tags: Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Implement school wide schedule which provides opportunities for teacher teams to meeting weekly. <p>Tags: Instruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Implement schedule for ILT to meet to collaborate to disaggregate data to drive instructional strategies <p>Tags: ONS: Continuous Improvement, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams</p>
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Action Plan

Strategy 1

Administer a needs based survey relevant to determine professional development activities based on teacher need and data

May 18, 2020 to Jun 12, 2020 - Lucille Howard-Principal

Disaggregate various BOY, MOY and EOY data to determine the instructional focus and instructional strategies to promote attainment and growth

Jun 01, 2020 to Jul 01, 2020 - ILT

Develop professional development calendar with activities to meet the needs of teachers, students, various data, CCSS, scope and sequence and assessments

Jul 01, 2020 to Aug 28, 2020 - ILT

Establish small group intervention sessions based on data to meet our students' needs individually.

Sep 21, 2020 to Feb 22, 2021 - Teacher Teams

Strategy 2

Collaborate with ILT to develop timeline for implementation of our developed scope and sequence and assessment schedule

Jul 06, 2020 to Aug 21, 2020 - Principal, ILT

Facilitate teacher collaboration time to align CCSS, Lessons/tasks and instructional materials digital and non-digital to scope and sequence

May 25, 2020 to Jun 30, 2020 - Principal, ILT

Implement and monitor a school wide system of grading that is uniform and consistent school wide

Jul 27, 2020 to Jun 18, 2021 - ILT, teacher teams

Strategy 3

Conduct a needs based survey at the end of the school year to determine our school wide needs professional development needs

Jun 01, 2020 to Jul 31, 2020 - ILT

Develop a professional development calendar with activities that meet the needs of the teachers based on EOY survey, data trends, CCSS, scope and sequence

Aug 03, 2020 to Aug 14, 2020 - ILT

Implement school wide schedule which provides opportunities for teacher teams to meeting weekly.

Aug 04, 2020 to Sep 07, 2020 - Principal

Implement schedule for ILT to meet to collaborate to disaggregate data to drive instructional strategies

Aug 31, 2020 to Jun 18, 2021 - ILT

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.

Hughes is committed to providing high quality standards based instruction to all students in all core subject areas. Therefore, we disaggregate various data to determine our students' proficiencies, deficiencies and next steps. Based on data, our curriculum needs are determined, professional development activities are designed for faculty and staff, interventions and enrichment activities coordinated and various assessment protocols are established to meet the needs of all of our students.

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

Hughes implements a variety of strategies to meet the needs of all students to achieve proficient and above proficient standards academically. We will use a variety of data to implement strategies that includes but are not limited to differentiated instructional practices, specific skill small group support, enrichment classes, pull out support and various after school programs.

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.

Hughes implements a variety of instructional strategies and tools that are based on scientifically-based research that strengthens our core academic programs. These strategies includes utilizing technology within the classroom, differentiated instruction, visual learning, cooperative learning and writing.

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).

Hughes implements are variety of to meet the needs of all of our students. However, for our low performing students that are at risk, we implement the following items: small group counseling sessions, mentoring boys activities, girls groups, small group intervention sessions, secondary and post secondary activities and small group pullout sessions.

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

Hughes uses a variety of strategies to attract highly qualified teachers which include working with several agencies, universities and through referrals. Hughes is also classified as an "Opportunity School" which means teacher candidates are recommended to our school from a pool of highly qualified teachers based on our Opportunity School status.

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.

All of Hughes' faculty and staff members attend various high quality professional development activities conducted by CPS, the Network and external partners/agencies. We also implement internal professional development activities conducted by teachers within the school.

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

Hughes provides a variety of activities to increase parent engagement throughout the school year. These activities include a beginning of the year Open House, parent volunteer programs, parent workshops, various assemblies and programs, literacy/math nights and our end of the year culminating activities.

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.

Hughes conducts various activities for PK students transitioning to the next grade level and/or Kindergarten. These activities include a parent orientation meeting, end of the year transitioning activities, visiting the Kindergarten classroom to meet their new teacher and other parent information sessions.

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.

Hughes' overall goal is increased achievement for all students. As a result, we need an assessment system that informs instructions and progress monitors student growth academically. Therefore, our CIWP, ILT and Teacher Teams are instrumental in decision making relevant to assessment systems within the school. Staff members vote on the various assessments and the assessment schedule that is implemented within the school. Based on the data, instructional strategies are implemented to increase overall student achievement.

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.

We will implement various programs to provide support to students with deficiencies. These programs include extended day opportunities for all students, daily pull out intervention programs, small group with specific skilled deficiency focuses and daily differentiated instructional computer based activities.

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 will implement programs supported under No Child Left Behind, violence prevention, Early Childhood, Nutrition Programs and other various programs. We utilize various partners, faculty and staff members, community members, partners. We will conduct meetings monthly and as needed to ensure we are compliant with all federal, state and local mandates.

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.

The main objective of the Every Student Succeeds Act is to make sure all public school students are provided a quality education. In order to complete this goal, we inform parents of our goals relevant to academic achievement and parents are able to weigh in and how we can collaborate to achieve these goals. We conduct monthly LSC & PAC meetings to engage and inform parents of our progress academically and parents are able to provide suggestions and feedback. We also conduct parent conferences and meetings as needed relevant to class, grade and/or individual student progress.

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 Annual Meeting was held on September 25, 2020 at 1:00 p.m. The Title 1 PAC Organizational meeting was held September 25, 2020 at 2:00 p.m. also. These meeting notices will be sent home and posted within the school. Additionally, there will be monthly meetings in which all parents are invited. Monthly newsletters will be sent home to inform the parents with future meeting dates and times.

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.

The principal has an open door policy to address our needs immediately. We also encourage parents to be actively engaged in activities relevant to their children education. Parents are encouraged to be involved in the process to determine support to address our students' individual needs. We also conduct monthly parent meetings. Teachers also conduct conferences with parents to ensure they understand our expectations and supports available to meet the needs of our students.

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.

We receive two copies of each student's state assessment results. One copy is retained in the student's file and the other copy is given to the parent during parent and teacher conferences. The results are reviewed by the teacher and parent during the conference. The teacher also addresses any questions the parents may have about the results of the assessment. Teachers are available to provide additional support through conferences with parents as needed.

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.

Our goal is to only hire highly qualified teachers at Hughes. In the event we hire a teacher that is not highly qualified, the parent will receive written notice. The notice informs parents of the status of a teacher will be mailed the first week in October.

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.

Parents receive grades for their children every 5 weeks. Parents are informed about Federal, State and Local academic standards and expectations during our first parent meeting. Parents also receive our school wide testing schedule, our school accountability status and our goals to move students academically. We also provide information on various supports and how we will support their child if they are struggling. Also, the parents are given information about accessing the student portal to be able to monitor their child's progress.

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.

Information and resources are posted on the school's website, monthly newsletters, as well as at LSC and PAC monthly meetings. We also conduct various parent trainings to ensure they can assist their children at home. All teachers have a google phone number which enables parents to can contact the teacher by phone when additional support is needed.

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.

During our annual Open House at the beginning of the year, parents and students are invited to meet each teacher and staff. Parents are also informed of our current status and our goals as a school academically and relevant to attendance. Parents meet with each of their children's teacher to learn their expectations and goals for the year. The teacher also informs the parents of various programs of support that we to increase overall achievement for all students. We also conduct various parent meeting to provide training and support for parents to assist their children at home.

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.

The PK lead teacher meets with each parent individually to assess their child's strengths and weaknesses. Results from the assessments effectively identifies which students may be at risk as well as assist with the development of early language and Pre-reading skills that will prepare children for continued academic success.

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.

We distribute pertinent information to parents through monthly newsletters, through the school's website, and on our bulletin boards withing the school. If necessary, we will continue to distribute information in various to ensure information is accessible in various languages and understandable for all parents.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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.)

Our school promotes positive self-discipline, academic excellence utilizing high quality instruction and instructional materials in an environment that is safe and conducive for the diverse learning styles for all of our students.

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.

Parent-teacher conferences will be held twice a year. The first conference will be held in November of each year and the second conference will be held in April of each school year. Our school also has an open door policy which accommodates our parents schedules, when possible.

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

Every student receives grades every 5 weeks which indicates his or her current academic performance. Progress reports are distribute every five weeks and report cards are distributed quarterly or every ten weeks. Progress reports a distributed to students and must be returned with a parent's signature. Teachers may also request a conference with parents to discuss areas of concern relevant to student progress. Parents will also receive updates in newsletters to inform them of specific dates relevant to the distribution of progress reports and report cards.

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

The school will provide parents access to staff before and after school. Access may be in the form of a parent or teacher request as needed. Additionally, an open house will be conducted at the beginning of each year which explains the foundation for school, teachers, students and parents relevant to expectations for the entire school year. Teachers also have google numbers which is shared with parents as an additional resource to conduct conferences with parents.

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 are welcomed at anytime to participate in school wide initiatives. Parents are encouraged to complete the volunteer package and follow CPS's guidelines to become volunteers within the school.

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

Parents of our primary students also sign a contract as a collaboration effort to support their children at home academically. Our teachers also reach out to the parents of any student not meeting the expectations in attendance, academics and completion of homework.

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 participate in decisions relevant to the education of their children with the classroom teacher on a regular basis or when deemed necessary. Parents are also invited to communicate with the administration regarding their child's education. Once a conclusion has been collaboratively decided, additional educational opportunities will be provided for the student and frequent conferences will be conducted to ensure the best education is offered for all students. We discuss academic progress during our monthly LSC and PAC meetings.

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

Students will share responsibility for their academic achievement and it will be reflected throughout their classroom. Each student is aware of the criteria needed to be successful which includes daily objectives, the grading scale, the uniform policy, the attendance policy, and the conduct policy. All students and parent have access to their portal and they are encouraged to monitor the portal regularly. Our students also sign a contract as part of their effort and actions to work towards their goals to have a successful school 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.

Hughes implements a variety of parent engagement activities throughout the year. We host an Open House in September, an 8th grade parent meeting in October and Report card pick-up days in November and April. We also conduct winter assemblies and activities in December. In January, we host literacy night, test preparation meeting in February and in March we host a math night. In May, we host parent/student recognition assemblies and in June, we provide various end of the year culminating activities. In addition, we also have monthly LSC and PAC meetings, PK workshops as well as other parent informational meetings as needed.

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
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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.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$259.00
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.	\$250.00
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