

SY24 C. E. Hughes

State of the School Address

Date: October 26, 2023 Time: 1:00 P.M.

Room: 110

WELCOME

2023-24 BOY SCHOOL YEAR STATE OF THE SCHOOL ADDRESS

- UPDATE EVERYONE ON OUR CURRENT STATUS AS A DISTRICT AND A SCHOOL
- INFORM EVERYONE OF CURRENT GOALS AND INITIATIVES MOVING FORWARD AS A SCHOOL AND A COMMUNITY

Agenda

1. CPS Vision & Blueprint
2. Looking Back at School Year 2023
3. Looking Ahead at School Year 2024

Our Mission

- To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.



Our Recommitments



- Our district has three overarching commitments that drive our work: **Academic Progress**, **Operational Excellence**, and **Building Trust**. Within each priority area, we are outlining our Recommitments — proven strategies that we are using in the immediate term and beyond to help our students and school communities fully recover from the pandemic.

CPS Instructional Core Vision

To educate for equity, the CPS Instructional Core centers on identity, community, and relationships.

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.



Our Core Values

These core values will continue to guide the work we do every day for our students. They will also guide our planning and practices as we work together with our educators, families, and communities to implement the programs, services, and initiatives detailed in this Blueprint.



Student
Centered



Whole Child



Equity



Academic
Excellence



Community
Partnership



Continuous
Learning

Graduate Profile

The Graduate Profile is what we aspire for our graduates to be. Ideally, when students graduate from CPS, they possess the knowledge and skills to pursue their interests and achieve their postsecondary goals.



Ethical and
Collaborative Leaders



Inquisitive Learners



Empowered
Decision Makers



Engaged Community
Members



Adaptable and
Independent Thinkers

Mission & Vision

MISSION

C. E. HUGHES SCHOOL'S MISSION IS TO COLLABORATIVELY AND EFFECTIVELY INCREASE OVERALL STUDENT ACHIEVEMENT BY IMPLEMENTING RIGOROUS INSTRUCTION WHILE UTILIZING HIGH QUALITY INSTRUCTIONAL RESOURCES AND HIGHLY QUALIFIED STAFF. OUR INSTRUCTIONAL GOAL ALSO ENCOMPASSESS PARENTAL AND COMMUNITY INVOLVEMENT. FURTHERMORE, WE WILL PROMOTE SELF-DISCIPLINE AND SELF-EFFICACY IN AN ENVIRONMENT THAT IS SAFE AND CONDUCIVE FOR THE DIVERSE LEARNING STYLES OF ALL OF OUR STUDENTS.

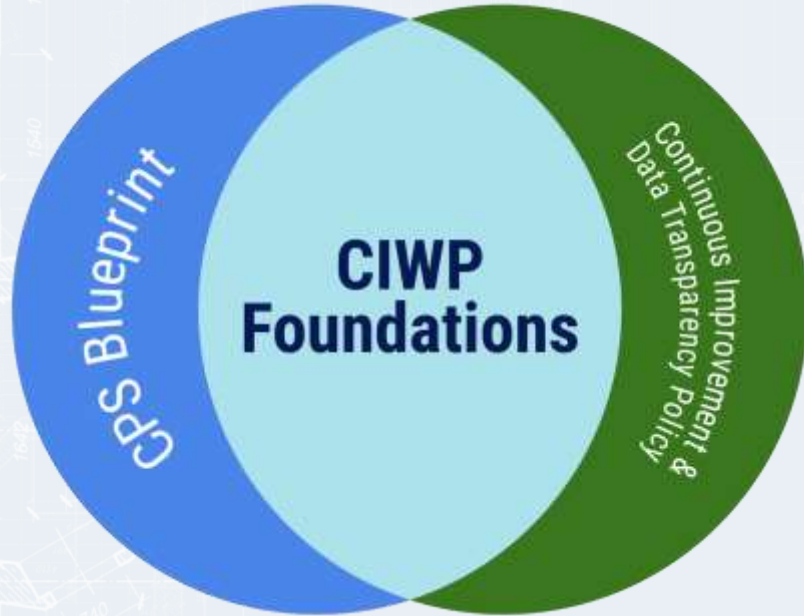
VISION

C. E. HUGHES SCHOOL'S VISION IS TO SET HIGH ACADEMIC STANDARDS FOR ALL STUDENTS, PROVIDE HIGH QUALITY INSTRUCTION WITH EMPHASIS PLACED ON LITERACY, SCIENCE, MATH AND TECHNOLOGY. BY UTILIZING THEIR ACQUIRED SKILLS, OUR STUDENTS WILL BE PREPARED FOR FUTURE CHALLENGES, CAREER CHOICES AND WORLD EXPERIENCES, AS WELL AS BEING ABLE TO CONTRIBUTE AND MAKE A DIFFERENCE IN THEIR COMMUNITY AND SOCIETY.

Part 2

1. CPS Mission & Blueprint
2. Continuous Improvement & School Year 2023
3. Looking Ahead at School Year 2024

Achieving Coherence through Our District Priorities



District, Networks, and Schools Aligning Around Foundations

- District Priorities = CIWP Foundations
- District plans and resources aligned these priorities
- Schools strategically resourcing the Foundations

Continuous Improvement Work Plan Foundations

INSTRUCTIONAL CORE

Curriculum and Instruction

All students accelerate towards grade-level proficiency.

Practices:

- Curriculum
- Instruction
- Inner Core/Learning Conditions
- Distributed Leadership
- Balanced Assessment
- Assessment for Learning

Inclusive and Supportive Learning

All students receive the targeted supports necessary to help them access grade-level instruction.

Practices:

- MTSS Framework
- MTSS Academic Interventions
- Least Restrictive Environment
- IEP Fidelity
- Tier 1 EL Instruction
- Language Objective Mastery

Connectedness and Wellbeing

All students experience safe and supportive learning communities by receiving targeted resources, supports and interventions.

Practices:

- Universal Teaming Structures
- Healing Centered Supports
- Enrichment and Engagement Programing
- Re-Entry Planning

Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful postsecondary pathway.

Practices:

- C4 Instruction Plan
- Individualized Learning Plans (ILPs) Structures
- Work-Based Learning
- HS: Advanced Coursework
- HS: Industry Recognized Certification
- HS: Postsecondary Leadership Teams
- HS: Alumni Support Initiative

Partnerships and Engagement

All students, families, and communities are empowered decision-makers.

Practices:

- School-Family Community Relationships
- Two-way Communication
- Student Voice Infrastructure

HUGHES 23, 24 BOY PERFORMANCE DATA

23 EOY ATTENDANCE RATE 91.6% 24 BOY 92.1% (10th Week)

23 EOY 3RD-8TH ON TRACK RATE 36.6% 24 32.4% (10th Week)

23 EOY IAR READING 2% Met 9% Approaching MATH 1% Met 6% Approaching

23 EOY IREADY READING AND MATH (NEXT 2 SLIDES)

Diagnostic Results

School: HUGHES C
 Subject: Reading
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 46/48



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Well or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		23%	31%	46%	0%	0%	13/13
Grade 1		14%	33%	43%	10%	0%	21/23
Grade 2		25%	25%	25%	25%	0%	12/12

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

HUGHES C
Math
2022 - 2023
Final Diagnostic
None

Overall Placement

Students Assessed/Total: 46/48



Placement by Domain



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Placement Summary

Grade

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Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		23%	31%	46%	0%	0%	13/13
Grade 1		10%	19%	57%	14%	0%	21/23
Grade 2		8%	25%	42%	25%	0%	12/12

Priority: Curriculum & Instruction

Theory of Action

- If we participate in professional development activities, implement high quality curriculum and progress monitoring tools
- Then we will see teachers implementing rigorous grade level instruction with fidelity, implementing supports based on our students' needs and using data to adjust/differentiate instruction. We will also see students engaging in rigorous tasks
- Which will lead to an increase in the number of students earning higher grades in the core subjects and an increase in the number of students showing academic growth on benchmark assessments.

Curriculum and Instruction

Theory of Action #2

- If we develop and implement MTSS intervention plans for Tier 2 and Tier 3 students that are effective, intentional, consistent and well documented with fidelity
- Then we will see students engaging in data drive intervention plans that are consistent, intentional and designed based on their individual deficiencies and individual learning styles
- Which will lead to an increase in the amount of students growing academically as a result of their tiered intervention plans for reading and math.

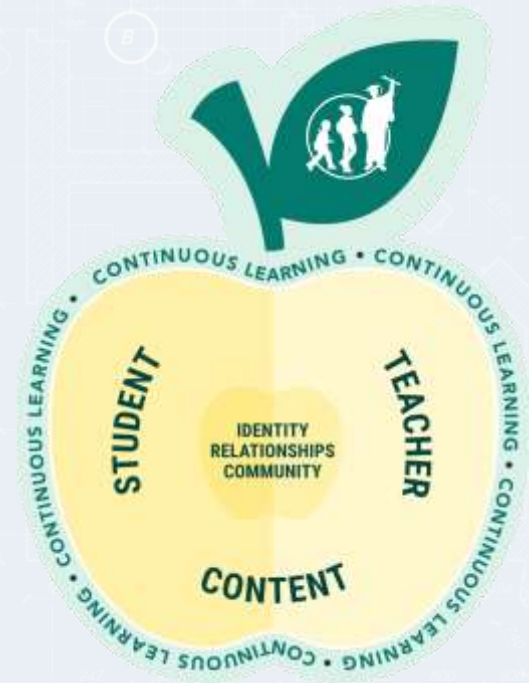
Part 3

1. CPS Mission & Blueprint
2. Continuous Improvement & School Year 2023
3. Looking Ahead at School Year 2024

CPS' District-Wide Support for Vision & Strategies

The FY2024 budget included \$243 million in new funding for school budgets to maintain and augment FY2023 investments focused on resourcing the instructional core, prioritizing:

- Reasonable class sizes
- Limited split-grade classrooms
- Greater access to the arts for a well-rounded education
- Intervention supports
- Funding for local level priorities



CPS' District-Wide Support for Vision & Strategies

The additional \$243 million in school-level funding FY2024 budget reflects the District's investments in core instructional priorities and resource equity. Highlights include:

- \$128 million in additional funding for **special education** teachers and paraprofessionals.
- \$32 million in new funding for **teaching positions** with an emphasis on our highest-need schools.
- \$15 million increase in funding for **bilingual instruction**, including \$8 million in additional funding for enrollment adjustments at schools receiving newly arriving students.
- \$5 million increase in Equity Grants for **smaller and under-enrolled schools**.
- Expanding pre-k by 480 seats with programs in all Chicago communities, and increasing the level of direct outreach to parents of young learners.

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Resourcing Our Vision & Strategies at the School Level

- Instructional coach position—2nd year
- Interventionist—1st Year
- Implementation of Skyline--high-quality, rigorous, and culturally responsive curriculum with professional development opportunities
- Professional learning,. ILT, Distributed Leadership>>
- Skyline Teaching Lab Support
- OST programming—Summer, Fall, Winter & Spring (Enrichment and Activities)
- MTSS—Branching Mind—Freckle, Amira
- BHT—SEL supports

Planning for High School

Opportunities for students and families to learn about HS planning and GoCPS

- K-9 Application for 23-24 school year is open! Apply by Thursday November 9th, 2023 at www.cps.edu/GoCPS
- The CPS HS Admissions Test for ninth-grade applicants will be administered in the fall. CPS students will take the exam on/during the school day Tuesday, October 24th or Wednesday, October 25th 2023 depending on their school's administration date. Visit www.cps.edu/GoCPS for more information.
- SY24 Individualized Learning Plan Scope & Sequence for 6th-8th grade is launched and active for student completion in [SchoolLinks](#), tasks culminate to build students postsecondary portfolio!

Family & Community Partnerships

Partnerships

UIC—Mentoring Program with Middle School Students

Catholic Charites—Individual Counseling

Prevention Partnerships

Join our efforts! Here are some family/community groups supporting our school and when they meet:

- LSC/PAC—Meet every 3rd Friday of the month @ 2:00 P.M.
- Parent Volunteer Program (Recess/Lunch Support, Field Trips)

THANK YOU!