CIWP

2012-2014 Continuous Improvement Work Plan

Gurdon S Hubbard High School

Southwest Side High School Network

6200 S Hamlin Ave Chicago, IL 60629

ISBE ID: 150162990250020

School ID: 609741

Oracle ID: 46341

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Mission Statement

Hubbard High School shall ensure a challenging education with equity of opportunity and access to excellence, so that each student may fulfill his or her potential and becaome a productive, contributing member of society. The Local School Council, administration, faculty and community are dedicated to providing educational direction for all studenst. A post-secondary education should be a primary goal for all students, including students with disabilites.
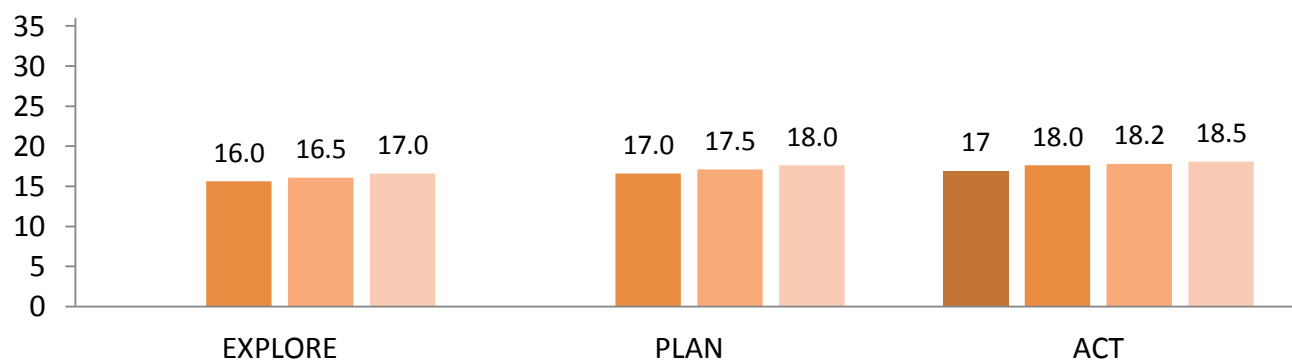
Strategic Priorities

1. Teachers will deliver instruction based on a rigorous curriculum aligned to CRS and Common Core Standards, supported by best practices in literacy and critical thinking.

2. Teachers, staff and administration will implement interventions to improve rates of On Track to Graduate for freshmen and sophomores and graduation rate for seniors so that all students will be prepared for post-secondary college and careers.

3. Hubbard will provide effective strategies to create a safe and encouraging learning climate for students, families and staff.

4. Hubbard will ensure that operational tasks such as time, building maintainance, supplies and personnel support the learning environment.
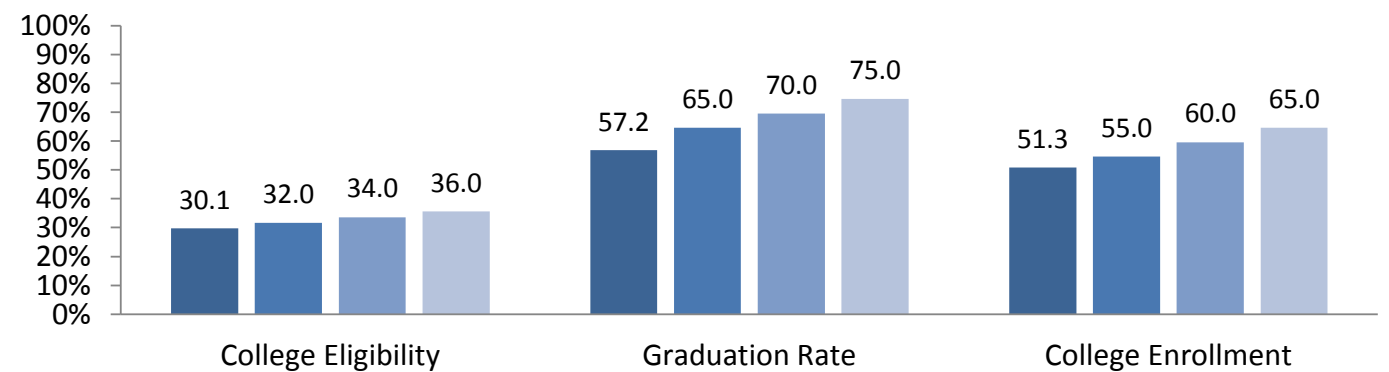
School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012		17.0	17
SY2013	16.0	17.5	18.0
SY2014	16.5	18.0	18.2
	17.0		18.5

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	30.1	57.2	51.3
SY2012	32.0	65.0	55.0
SY2013	34.0	70.0	60.0
SY2014	36.0	75.0	65.0

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Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Gurdon S Hubbard High School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Manno, Andrew	Principal
Salstrand Smith, Christine	Assistant Principal
Wiley, Nancy	LSC Member
Biba-Brown Jean	Lead/ Resource Teacher
Solis, Irma	Parent/ Guardian
Kanavos, Jeanette	Special Education Faculty
Lyles, Ernest	Lead/ Resource Teacher
Mansur, Ameer	Support Staff
Pohlad, Teresa	Assessment/Data Faculty
Reynolds, Jana	Counselor/Case Manager
Szwajkowski, Maxine	Lead/ Resource Teacher
Vazquez, Charles	Support Staff

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	14.1	16.0	16.5	17.0
10th Grade - PLAN Average PLAN score	✕	15.2	17.0	17.5	18.0
11th Grade - ACT Average ACT score	17.3	15.3	18.0	18.2	18.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	30.1	32.0	34.0	36.0
5-Year Graduation Rate % of students who have graduated within 5 years	57.2	65.0	70.0	75.0
College Enrollment % of graduates enrolled in college	51.3	55.0	60.0	65.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.2	1.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	89.3	92.0	93.0	95.0
Freshman On-Track % of Freshman Students on-track	64.5	70.0	75.0	80.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	4.3	4.0	3.5	3.0
Sophomore On-Track % of Sophomore students on track	57.2	60.0	65.0	70.0

High School Goal Setting

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	29.1	33.0	36.0	40.0	**PSAE Reading** % of students exceeding state standards	2.0	2.5	3.0	4.0
PSAE Mathematics % of students meeting or exceeding state standards	36.6	40.0	45.0	50.0	**PSAE Mathematics** % of students exceeding state standards	0.9	1.5	2.0	3.0
PSAE Science % of students meeting or exceeding state standards	27.1	30.0	35.0	40.0	**PSAE Science** % of students exceeding state standards	0.6	1.0	1.5	2.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The ILT and administration sets yearly goals for student achievement based on the data. This team develops a strategic plan and allocates resources to support this plan. Data is monitored throughout the year on regular intervals and interventions are put in place when needed. All teachers develop curriculum and lesson plans based on the goals related to the standards and monitor students' progrees throughout the year.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal involves all stakeholders in the decision making process in regards to educational issues and instructional improvement. All staff members share accountability for student achievement and school improvement. The leadership skills of all teachers are encouraged as they work in a variety of teams, including curriculum, assessment, literacy, analysis, and school improvement. All teachers work collaboratively to direct the instructional programs. Resources are fairly and equitably managed and distributed to support the instructional programs and are aligned to the school's vision and mission. The Leadership Team meets bi-monthly to discuss strategies for student success. Teachers have been trained in data analysis and utilizing CIM. The principal encourages all staff to take ownership of improvement efforts and to be accountable for student progress and assists in the development of leadership skills as teachers work in professional learning communities. Hubbard continues to develop partnerships with local colleges, businesses, and community organizations so they can contribute to Hubbard students. The administration has an open door policy that welcomes parents, students and the community to be	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Hubbard promotes collaboration and continual improvement among its faculty. Teachers are encouraged to participate in external professional development. Professional development is ongoing at Hubbard during staff and professional development days. Analysis and use of data to drive instructional practices have been the focus of professional development for the last several years. Veteran teachers are supportive of new teachers. Teacher retention has been excellent. Disaggregated test data is analyzed by sub-groups to drive instruction. Hubbard teachers are very collaborative and work in professional learning communities. Teachers work in course teams to develop curriculum, construct assessments, discuss student work, and share best instructional strategies. Regular education and special education teachers collaborate in meeting the needs in the general classroom. Eighty-five percent of the special education students receive instruction in the Least Restrictive Environment. The principal, instructional leaders and teachers observe teachers, have walk-throughs, and engage in discussions with teachers about student learning.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is composed of core department chairs, a special education teachers, a counselor, dean of discipline, AVID coordinator and administrators. The ILT members have been involved in extensive professional development. They are the key point people in establishing goals and implementing programs to meet those goals. All staff members have meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The collaboration and shared responsibility for school improvement, with the support of the instructional leadership team, ensures equity of learning opportunities and a sustainable implementation of curricular and co-curricular programs. All staff participate in school-wide professional development and in course teams to improve instructional practice.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	All teachers have been trained in using CIM to access data about their students' achievement. Teachers meet on a regular basis in course teams, grade level teams, departments and with the administration to discuss what they data tells them about student achievement and what adjustments / interventions are needed.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**4**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Hubbard teachers are highly qualified and embrace the school's vision and mission of an equitable, rigorous education for all students, resulting in students pursuing post-secondary opportunities and becoming productive citizens. Teachers work collaboratively to plan curriculum and assessment. For the past two years, teachers have used Rubicon software to write detailed curriculum maps. All curricula is aligned to both the College Readiness Standards and CCSS. A variety of techniques and assessment tools are used to determine the success of all students, including students with disabilities nad ELL students. IEP and ELL goals and objectives are integrated into the classroom. Lessons are designed to make instruction student centered and engaging for students. Teachers work together in course teams to discuss best practices to help students improve based on their analysis of data.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials chosen by teachers are aligned to standards. All students are placed in the least restrictive environment. The majority of special needs students are placed in a cooperative classroom where there is a content teacher and a special education teacher. These teachers work collaboratively to provide all students differentiated instruction to best meet their needs. Reading comprehension is the targeted instructional area and as such, specific reading comprehension strategies are incorporated in all classrooms.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Course teams use common assessments for screening, diagnostic, formative and summative assessment. Common assmessments are given every five weeks. The data from assessments is analyzed and discussed within course teams, in department meetings and in the ILT. Teachers follow a protacol for the interim assessments that includes prediction of student performance, student reflection post-test, analysis of student performance in terms of standard and skills achievement and improvement, a re-teaching plan. This information is brought to meetings with the course team and administration. Strategies are implemented based on the results of this protacol.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers utilize a variety of instuctional techniques in their classroom in order to differientiate insturction. Observations indicate that students are aware of learning objectives. Individual student progress monitoring has been adopted both for EPAs as well as grade book. Teachers have focused on improving teaching and learning. Qualitative and quantitative data is obtained from student development projects, common grade level exams, as well as quarterly powerful practices assignments which have increased best practices in classrooms throughout Hubbard. Observations reflect increased student engagement-active rather than passive learning.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Students with IEP's and ELL students are regularly assessed and monitored to determine their needs and best placement. Grade level teachers meet on a regular basis to identify students with special needs and recommend an intervention (social, academic or attendance). Teachers adjust instruction after analyzing common and interim assessments in order to improve student achievement in areas of identified need. Teachers differentiate instruction to better assist students' varying needs. Many teachers tutor students after school in their subject area. Monday through Thursday, students can attend peer tutoring, a writing lab and a library based homework center.	
Whole staff professional development		-->	**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Hubbard has focused professional development for the entire staff. During the past years, all teachers participated in professional development in the areas of curriculum development and curriculum mapping, unpacking the CRS and common core standards, analyzing data and following testing protocols, literacy strategies (CRISS) designed to help all students read, write, and learn more effectively, and social emotional interventions (as part of the Culture of Calm). Teachers are strongly encouraged to seek out and attend professional development opportunities during and after school hours.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Hubbard promotes collaboration and continual improvement among its faculty. Teachers work in course teams to develop curriculum, construct assessments, discuss student work, and share best instructional strategies. Special education teachers are part of course teams and core departments. Analysis and use of data to drive instructional practices have been the focus of professional development for the last several years. Teachers follow a protocal for the interim assessments that includes prediction of student performance, student reflection post-test, analysis of student performance in terms of standard and skills achievement and improvement, a re-teaching plan. Core department chairs are part of the ILT and communicate and support the course teams.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers are welcomed at Hubbard with a pre-school luncheon and induction workshop. School policies and procedures are reviewed and key personnel are introduced. New teachers meet with their department chairs and course team members soon after being hired and work together before the school year starts to ensure they are ready for students when school starts. During the year, teachers support each other and work as a team to improve each other's instruction. Feedback is given by the administration after observations and during data analysis meetings.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	All staff promote post-secondary expectations in their classroom and related activities. Students explore career and college choices in classroms through their student development projects, through What's Next Illinois, during college, career and health fairs, through speakers and field trips and through internships and volunteer work. Students have many avenues to participate, lead and voice their concerns through the many clubs, sports and extra-curricular activities.	
	Relationships	--->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All students have mentors who support them in their goals. Senior students also mentor freshmen students and are assigned to a freshmen division. The school has an open door policy and the principal is always available to speak to parents, students and the community. This policy of engagement extends to all other staff in the school, resulting in a friendly and respectful school community. All efforts are made to communicate with parents in their home language.	
	Behavior& Safety	--->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Hubbard is considered a very welcoming and open school that values collaboration, respect and cooperation. Great effort is made to ensure the safety of all by creating a climate of high expectations and interacting with students and families in a consistent and fair way. Various social and emotional supports are available to students. Staff members identify needs of students and place them into programs as quickly as possible.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Hubbard hosts an Open House during the first month of school and encourages all families to attend. Families follow their children's schedule, visit all classrooms and meet with all teachers. Class expectations are explained at this time. School expectations are provided by written communication sent to parents and during school orientation. School report cards are distributed to parents during report card pick-up. Student standardized test results are distributed and explained to students and parents.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	There is always written communication to parents and students via mailed newsletters and the Hubbard website. Parents and students recognize that there is an open door policy at Hubbard and they are encouraged to speak to administration, teachers and staff about their childrens' needs and their concerns.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Hubbard is considered a very welcoming and open school that values collaboration, respect and cooperation. Great effort is made to ensure the safety of all by creating a climate of high expectations and interacting with students and families in a consistent and fair way. There are many opportunities for parents to participate in school events and to observer the accomplishments of the students. These include sports, student performances, team competitions and in-school events.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school coordinates and provides many services to students through the social worker, the school nurse, the counselors and the disciplinarians, as well as some outside agencies, such as Metropolitan Family Servies. These staff member also recommend outside agencies to families.	
	College & Career Exploration and election	-->		**3**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	College Lab after school, College and Career Fairs AVID/ IB/AP Programs, College sweatshirt day College acceptance letter board, College acceptance letter rewards College application rewards, College application days Student Council, Student LSC representative are all experiences that promote student awareness of college and careers.	
	Academic Planning	-->		**3**
6: College and Career Readiness Supports	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	All classes are designed to be appropriately rigorous. Students may apply to enroll in the IB program. All students have the opportunity to move into more rigorous coursework, including honors and AP, and are strongly encouraged to do so. AVID students are required to take honors and AP and a fourth year of math. Counselors and teachers assist students in understanding the requirements necessary for particular careers and college choices.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	There are a large number (over 60) of extra-curricular activities for students, including a wide range of sports, academic, social, cultural and service teams and clubs. Over 50% of students are involved in these activities.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	ASVAB is administrated to 10th, 11th & 12th grade students. Counselors administer What's Next Illinois and interest inventories sessions for all grades. All juniors take an elective ACT/ college prep classes during school and over 100 sutdents take the Kaplan ACT Prep classes after school.	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	The college counselor holds information sessions about college, college costs, FAFSA and scholarship during and after school for students and their families. Adrian DeLeon speaks with undocumented students yearly to explain their college options and opportunities.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Hubbard has a strong relationship with its elementary feeder schools. It holds yearly articulation meetings with grade schools and hosts High School Investigation Day. Students come to Hubbard to enroll and attend Summer Orientation and Freshman Connection. The various programs: AVID, IB, AP and College Bridge as well as college and career fairs / trips prepare students for college. There is also a Senior Transition Counselor during the summer.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Hubbard allocates resources for the priorities described by the strategic plan. The emphasis of this plan is to increase student achievement and success. Some community partners have provided financial support for students. Hubbard recently won an I-Pad grant to improve technology in the classroom.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Course and grade level teams are assembled based on the skills of the teachers and the needs of the students. When it is determined, based on the needs of the school, that a new teacher or staff member should be hired, potential candidates are selected for a multistep interview process. A team of teachers and administrators are included in the interview process. Hubbard provides opportunities for students from local universities to student teach and several of these students have been hired.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The longer school day schedule has been designed to give students longer instructional time in their core classes. Reading, writing, AVID, seminar and recovery classes provide interventions for selected students. Common planning time for course teams and grade level teams is incorporated into the school schedule.	

Mission & Strategic Priorities

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

Mission Statement

Hubbard High School shall ensure a challenging education with equity of opportunity and access to excellence,so that each student may fulfill his or her potential and becaome a productive, contributing member of society. The Local School Council, administration, faculty and community are dedicated to providing educational direction for all studenst. A post-secondary education should be a primary goal for all students, including students with disabilites.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver instruction based on a rigorous curriculum aligned to CRS and Common Core Standards, supported by best practices in literacy and critical thinking.	Hubbard needs to implement a rigorous, standards based curriculum because only 31% of junior students met or exceeded standards on PSAE composite and 31.5% met or exceeded standards in reading.
2	Teachers, staff and administration will implement interventions to improve rates of On Track to Graduate for freshmen and sophomores and graduation rate for seniors so that all students will be prepared for post-secondary college and careers.	Hubbard needs to improve the interventions provided to students as only 65% of freshmen were on track to graduate at the end of the school year 2011 and less than 60 % of seniors graduated at the end of four years and less than 52% of graduates enrolled in college.
3	Hubbard will provide effective strategies to create a safe and encouraging learning climate for students,families and staff.	Hubbard's staff wants to continue the current pattern of reducing the number of misconducts and improving the overall attendance (which was 89.3% for 2011).
4	Hubbard will ensure that operational tasks such as time, building maintainance, supplies and personnel support the learning environment.	Time needs to be managed appropriately to allow for the implementation of the longer school day, data driven analysis and standards -based instruction and evaluation.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will deliver instruction based on a rigorous curriculum aligned to CRS and Common Core Standards, supported by best practices in literacy and critical thinking.	Hubbard needs to implement a rigorous, standards based curriculum because only 31% of junior students met or exceeded standards on PSAE composite and 31.5% met or exceeded standards in reading.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will write curriculum maps that are aligned to CRS & CC standards	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Teachers will work in course teams to plan and deliver common instruction and assessment.	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers will continue professional development on the common core standards.	Instruction	All	Teachers	On-going	On-going		
Teachers will implement the quarterly powerful practices concerning reading comprehension across the curriculum.	Instruction	All	Teachers	On-going	On-going		
Teachers will share best practices and utilize them for instruction.	Instruction	All	Teachers	On-going	On-going		
Teachers will integrate student development within their curriculum.	Instruction	All	Teachers	On-going	On-going		
Teachers will drive instruction by implementing the assessment protocol of prediction, student reflection, analysis of data, team discussion and development of a re-teaching plan that includes differentiation for EPAS, interim assessments and common unit assessments.	Instruction	All	Teachers	On-going	On-going		
Teachers will utilize edmodo and gradebook to improve communication with students about their assignments and grades.	Instruction	All	Teachers	On-going	On-going		
Teachers will incorporate the use of technology as part of their instructional plan.	Instruction	All	Teachers	On-going	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers, staff and administration will implement interventions to improve rates of On Track to Graduate for freshmen and sophomores and graduation rate for seniors so that all students will be prepared for post-secondary college and careers.	Hubbard needs to improve the interventions provided to students as only 65% of freshmen were on track to graduate at the end of the school year 2011 and less than 60 % of seniors graduated at the end of four years and less than 52% of graduates enrolled in college.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers wil differentiate instruction based on the results of assessments.	Instruction	All	Teachers	On-going	On-going		
Teachers will meet in course level and grade level teams to discuss student work, class performance and achievement on standardized.	Instruction	All	Teachers	On-going	On-going		
Teachers will mentor selected students and senior students will mentor freshmen students.	Other	Other student group	Teachers	On-going	On-going		
Teachers will communicate with students and parents about student performance and offer opportunities for students to improve their grade through various means, such as save the grade assignments, tutoring and Edmodo interactions.	Instruction	All	Teachers	On-going	On-going		
Administration will dissaggregate failure lists in terms of student, class, teacher, and class period on a weekly basis and disseminate this information to counselors and grade level teams.	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Administration will establish after school peer tutoring, a writing lab and a homework center.	After School/ Extended Day	All	Administration	Quarter 1	Quarter 1		
Hubbard will administer credit recovery opportunities via Aventa Online Learning, summer school and junior/senior recovery classes.	After School/ Extended Day	All	Administration	On-going	On-going		
Hubbard will communicate with parents on a regular basis via newsletters, phone calls, meetings and individual conferences. Hubbard will ensure that interpreters are available to facilitate communication. Parents will be trained on Gradebook.	Parental Involvement	All	Administration	On-going	On-going		

Strategic Priority 2

Counselors will identify students on the freshmen watchlist and provide appropriate scheduling, mentoring and interventions for these students.	Instruction	Other student group	Counselors	Summer 2012	Quarter 1		
Counselors, attendance coordinator, deans of discipline and administration will meet with large and small groups and individuals concerning their performance in classes and attendance and their achievement on standardized tests. Counselors will conduct credit audits to assist students in keeping on pace.	Instruction	All	Counselors, Attendance coordinator, Dean of Discipline	On-going	On-going		
Counselors will meet regularly with students to work on What's Next Illinois.	Other	All	Counselors	On-going	On-going		
The college counselor will arrange for college field trips, speakers and college and career fairs; assist students and parents in college /scholarship applications and FAFSA in the post-secondary lab during and after school.	Other	Other student group	College Counselor	On-going	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Hubbard will provide effective strategies to create a safe and encouraging learning climate for students,families and staff.	Hubbard's staff wants to continue the current pattern of reducing the number of misconducts and improving the overall attendance (which was 89.3% for 2011).

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The administration will maintain an open door policy to promote communication with faculty, students and parents.	Parental Involvement	All	Administration	On-going	On-going		
All faculty will communicate school and class expectations, fairly and equitably enforce school rules and actively build lines of trust and respect with students.	Other	All	Faculty	On-going	On-going		
The faculty will analyze the My Voice My School student surveys and determine how they can improve the school climate for students.	Other	All	Faculty	Quarter 1	On-going		
The administration will fund a full time nurse.	Other	All	Administration	Summer 2012	Summer 2012		
The nurse will establish health and wellness programs in the school, including the Loyola Van, mentoring moms, dental and eyeglass programs.	Other	All	Nurse	On-going	On-going		
The dean of discipline will recruit and assign mentors for selected students.	Other	All	Dean of Discipline	Quarter 1	Quarter 1		
The mentoring sponsor will will assign senior students to mentor freshmen students.	Other	All	Faculty	Quarter 1	Quarter 1		
Student Council will provide students with a platform for student voice.	After School/ Extended Day	All	Faculty	On-going	On-going		
The Hubbard faculty will sponsor over 60 clubs, sports and teams to provide extra-curricular opportunities for students.	After School/ Extended Day	All	Faculty	On-going	On-going		
The disciplinarians and counselors will use positive preventive strategies for discipline and attendance.	Other	All	Dean of Discipline and counselors	On-going	On-going		
Hubbard will provide small group behavioral interventions such as CBITs, Think First and after school social worker led groups.	Other	Other student group	Dean of Discipline and counselors	On-going	On-going		

Strategic Priority 3

Disciplinarians will provide an alternative to suspension.	Other	Other student group	Dean of Discipline	On-going	On-going		
The attendance coordinator will monitor student attendance, allow for attendance recovery, provide attendance incentives and communicate with parents.	Other	Other student group	Attendance Coordinator	On-going	On-going		

Strategic Priority 4

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

Strategic Priority Description	Rationale
Hubbard will ensure that operational tasks such as time, building maintainance, supplies and personnel support the learning environment.	Time needs to be managed appropriately to allow for the implementation of the longer school day, data driven analysis and standards -based instruction and evaluation.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The programmer will include common planning time into the master schedule.	Instruction	All	Programmer	Summer 2012	Summer 2012		
The programmer will design a master scheduule that makes best use of the school's facilities and enhances teachers' instructional program.	Instruction	All	Programmer	Summer 2012	Summer 2012		
The programmer and the ILT will design an instructional program for the full school day that best meets the needs of Hubbard students.	Other	All	Programmer	Summer 2012	Summer 2012		
The ILT will enhance the instructional program by assigning teachers to courses, grade levels and support roles that best match their talents and the students' needs.	Instruction	All	ILT	Summer 2012	Summer 2012		
The administration, in collaboration with the ILT, will interview, hire and place personnel in positions that best meets the needs of the school.	Other	All	Administration	On-going	On-going		
The administration will organize professional development to assist teachers in implementing instructional best practices and developing teacher leadership capacity.	Instruction	All	Administration	On-going	On-going		
The administration will make funds available to provide the equipment, furniture, supplies and technology necessary to maintain a high quality instructional program.	Instruction	All	Administration	On-going	On-going		
The administration will have systems in place for the maintainance of the school building, classrooms and technology.	Other	All	Administration	On-going	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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