CIWP

2012-2014 Continuous Improvement Work Plan

William G Hibbard Elementary School

O'Hare Elementary Network

3244 W Ainslie St Chicago, IL 60625

ISBE ID: 150162990252265

School ID: 609994

Oracle ID: 23801

CHICAGO PUBLIC SCHOOLS | CPS
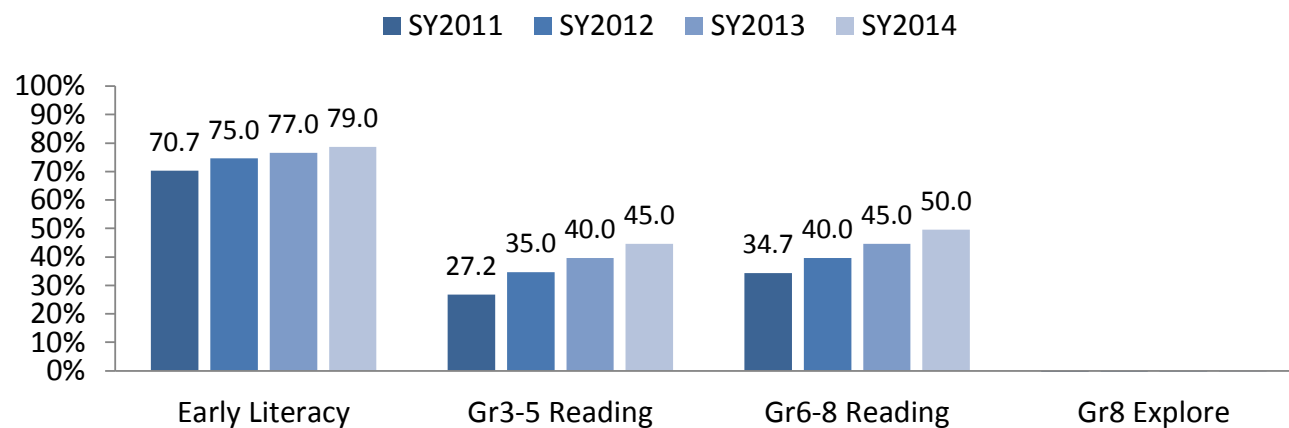
Mission Statement

Hibbard students will master skills of the school curriculum to meet the challenges of an evolving global society. The diversity of our population will be embraced through a culturally responsive school environment and "Best Practice" instruction. By meeting the individual needs of students, we will foster the development of independent, critical thinking, lifelong learners. Teachers, students, parents and the greater school community will collaborate to achieve academic and social success.
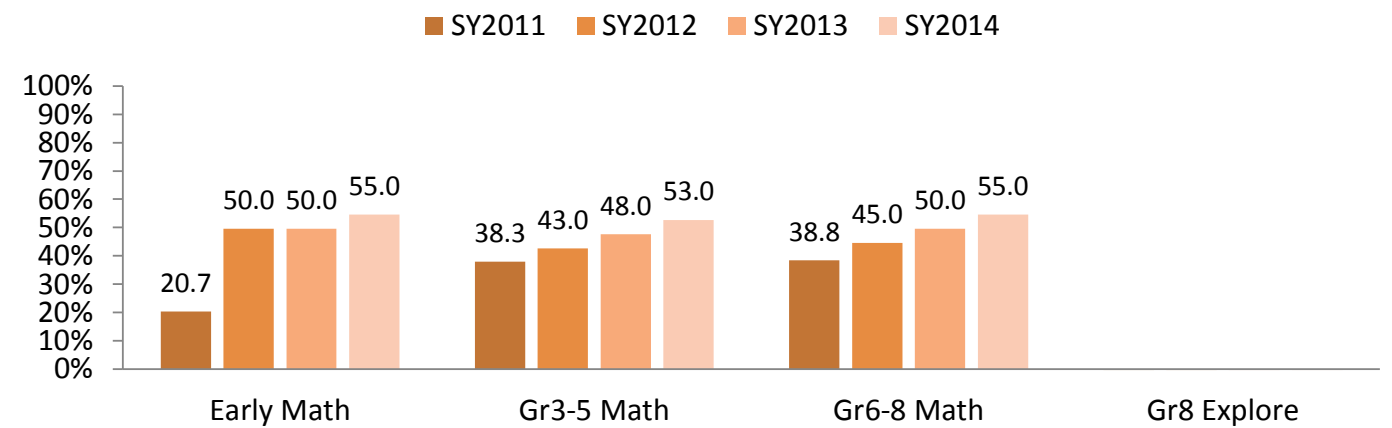
Strategic Priorities

1. Our school needs to revise our RtI plan in order to reach more students before the academic gap widens. Therefore, we need to establish a systematic approach to diagnose students' needs effectively and in a timely manner. The plan must provide teachers with the necessary resources to develop an action plan for the child's

2. We need to provide our students with a comprehensive balanced literacy curriculum that incorporates both literature and informational text to deepen understanding of all core content areas. Through creating backwards design units of study, we can ensure that students are successful in all areas of the Common

3. We need to develop an in-depth understanding of the Chicago Public School's Framework for Teaching. We will work with all four domains yet focus on Domain 1 and Domain 3. Through effective implementation of the CPS Teacher Framework, we will increase the quality of classroom instruction and consequently academic

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 70.7, 75.0, 77.0, 79.0
- Gr3-5 Reading: 27.2, 35.0, 40.0, 45.0
- Gr6-8 Reading: 34.7, 40.0, 45.0, 50.0
- Gr8 Explore: (no data)

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 20.7, 50.0, 50.0, 55.0
- Gr3-5 Math: 38.3, 43.0, 48.0, 53.0
- Gr6-8 Math: 38.8, 45.0, 50.0, 55.0
- Gr8 Explore: (no data)

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	William G Hibbard Elementary 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
Scott Ahlman	Principal
Edgar Pineda	Assistant Principal
Yolanda Fuentes	Lead/ Resource Teacher
Derek Gould	Classroom Teacher
Sarah Roche	Special Education Faculty
Katie Nelson	Classroom Teacher
Jin Dokko	Special Education Faculty
Sue Davidson	Classroom Teacher
Eddie Eng	Classroom Teacher
Guadalupe Gonzalez	LSC Member
Martha Luna	LSC Member
Claudia De Luna	LSC Member

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Elementary 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: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	70.7	75.0	77.0	79.0	**Early Math** % of students at Benchmark on mClass	20.7	50.0	50.0	55.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.2	35.0	40.0	45.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	38.3	43.0	48.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.0	50.0	60.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.7	52.0	62.0	67.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.7	40.0	45.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	38.8	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.3	48.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	33.9	44.0	75.0	80.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	na	na	na	**Explore - Math** % of students at college readiness benchmark	NDA	na	na	na

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.5	96.7	96.9	97.0	**Misconducts** Rate of Misconducts (any) per 100	3.0	2.8	2.6	2.4

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	64.8	67.0	69.0	71.0		**ISAT - Reading** % of students exceeding state standards	15.3	20.0	22.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.0	82.0	84.0	86.0		**ISAT - Mathematics** % of students exceeding state standards	19.3	24.0	26.0	28.0
ISAT - Science % of students meeting or exceeding state standards	66.0	68.0	70.0	72.0		**ISAT - Science** % of students exceeding state standards	12.1	15.0	17.0	20.0

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 1:Leadership	***Goals and theory of action***	-->		**2**
	• 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.	We followed our Theory of Action developed earlier in 2011-2012. The school established Guided Reading as our goal and we implemented Guided Reading throughout the school from Kindergarten through 5th grade.	
	Principal Leadership	-->		**3**
	• 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 communicates on a regular basis via letters, calendars, workshops, meetings and family nights. The principal carries out teacher observations, post conferences and evaluations. The principal focused professional development on Guided Reading. The principal provides the parents with the necessary information to help boost their child's academic achievement at various meetings and times throughout the school year such as; NCLB, BAC, PTO, Family Nights, Parent workshops and open house. The principal holds individual and personal meetings with various parents. The principal has empowered the parents to take leadership roles throughout the school to help other parents and the children of our school.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	Our ILT is responsible with the planning and disseminating professional development. The ILT communicates with their grade level teams on a regular basis. Some teachers have organize and participated in their own study group to address the needs of students. Many of our teachers are active members of other school committees, such as, the teacher's union, grade level chairs, PLC facilitators, that serve the school population in general.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	We have representation of most grades and departments. ILT facilitates two-way communication with the teachersj. ILT organizes some of the professional development activities. ILT leads professional development at grade level teams and whole school. ILT makes important curriculum decisions after receiving input from teachers. ILT has analyzed student data.	
Monitoring and adjusting	-->		**2**
• 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.	Teachers are given the time to analyze and group students according to their needs.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		2
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.	The school has unwrapped most of the reading standards. Some aligning with the state standards. Teachers follow scope and sequence determined by the core instruction in reading and math. Some grade levels are planning common units of for the core instruction in Science and Social Studies Students are exposed to informational text with National Geographic and Scholastic. Self-contained ESL and bilingual classrooms are designed to meet the needs of second language learners.	
	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).	We have core instructional materials for reading, writing and math that are aligned with State Standards. We have implemented Guided Reading program, which differentiates for student learning at their instructional level and supports our ESL and LD student population. We use National Geographic and Scholastics throughout the school to support our Science and Social Studies curriculum.	

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	-->		**2**
• 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.	We implement benchmark assessments such as Dibels,IDEL and Scantron Unit assessments are implemented in reading and math school wide. K-5 implements the Fountas and Pinnell Benchmark Assessment System. We implement statewide assessments We do accommodate and modify are in place for students with IEPs and ELLs for all of the assessments implemented at our school Teachers are using formative assessments.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• 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.	Some of the teachers are communicating the learning objectives with their students. . Although some teachers are asking higher order thinking questions, most teachers rely on basic type questioning techniques. Some teachers are using the standards to drive the sequence of their lessons, while others follow the lessons according to the instructional materials. Some formative assessments are utilized especially during guided reading. Some scaffolding of instruction is taking place especially during guided reading.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**1**
• 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.	Our RtI system is not well developed. We have a one size fits all intervention. Monitoring only occurs by individual teachers.	
Whole staff professional development	--->		**3**
• 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.	Our ILT and teacher driven designed our whole group professional development. Our professional development was focused on guided reading. Our staff had professional development that focused on data and how to use to address student needs. Our yearlong plan changed directions when the ILT decided to focus on Guided Reading for the whole staff.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	-->		**2**
	• 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.	Teachers meet regularly for professional development to do work on a variety of tasks such as data analysis, curriculum mapping, reading professional books and discussion. Teachers monitor data quarterly basis. Teacher teams include ELL and Special Ed members as well as the ILT representative. Agendas are used to some extent. Grade level teams addressed professional readings about Guided Reading.	
	Instructional coaching	-->		**2**
	• 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 get support through the district's mentoring program. Teachers support each other among the grade levels. Reading in Motion has provided our teachers in Kinder and 1st with coaching and support. The 6th grade team has provided their team members with coaching and support to the new teachers on the team. Administrators support new teachers with their first year needs in many aspects such as providing them with resources and workshops.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**2**
	• 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	Staff members reinforce the importance to doing well in school in order to be successful in life as they pursue college and/or careers. In parent meetings, the principal encourages parents to support their children now in school so that their children can be ready go to college and be career ready.	
	Relationships	-->		**3**
	• 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 adult members of our school act as advocates of our students. Adults and students have healthy and respectful interactions. All students are included in all facets of our school community. The cultural diversity of our school community is celebrated and respected.	
	Behavior& Safety	-->		**3**
	• 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.	We have a safe and nurturing environment that's conducive to learning. The administration uses other methods besides suspention to make sure students do not loose instruction. Parental communication with the administration and teachers has been effective tool keep our students safe. The administration, the teachers, Albany Park community center, the health clinic and our social worker provide counseling services to our students to help them with their behavior.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
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.	Principal provides families, students and teachers with the necessary information to understand what is expected from them to meet and exceed the standards through NCLB, LSC BAC and faculty meetings. Teachers provide the parents with expectations through open house, individual meetings, family nights and report card pick up.	
Ongoing communication		-->	**4**
• 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.	We have established a manner of communicating with our parents that is open and in which they can voice their concerns, suggestions and contributions. We accomplish this communication in many manners, such as, parent meetings, monthly newsletters, and family nights, etc. We have great communication with our community members such as Albany Park Community Center, Alderman's office and Heartland	
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.	The school has a warm welcoming environment. Parents are encouraged to be active members of the school. The school teachers and administrators gather with the parents at different school functions such as Family nights, school wide projects, orchestra concerts, drama presentations, Hibbard Olympics, and the orchestra cookout among other activities. Our school parents and teachers have established a PTO. Parents of the students in the orchestra also meet on a continuous basis to plan activities for the entire school community. The principal encourages the parents to be actively engaged in their child's education during meetings to support their children now as	

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• 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.	We have an onsite Family and Children Benefits Support personnel at our school. We also provide onsite Health Center that provides physical, dental and mental health services for our students and their siblings. We have a partnership with Albany Park Community Center, which provides many services to our parents such as After-school Care,	
	College & Career Exploration and election	-->		**2**
	• 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.	Teachers make attempts to discuss a variety of carrers during their instruction. Our "Choices" afterschool program provides our students with the opportunity to listen to experiences from college students who encourage them to follow their interest.	
	Academic Planning	-->		**3**
	• 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.	Our advanced students are encourages applying to selective Junior High Selective enrollment schools. We encourage our students to pursuit careers through our extracurricular programs such as the school's orchestra program, sports teams, math clubs and young authors. Each year, our school teachers and administrators encourages and supports our 6th grade students to attend "High Jump" program that provides our students with the opportunities to prepare them for college.	
	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.	Our students participate in an orchestra program that provides students with many cultural opportunities. Every year, we have participated in After-school All-stars in which encourages our students to grow in other areas of interest such as the science club,	

6: College and Career Readiness Supports

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
D I M E N S I O N	*College & Career Assessments*	-->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students have participated once in college and career ready assessments during this past year.	
	College & Career Admissions and Affordability	-->		2
	• 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.	Hibbard holds all students to high academic standards. Teachers regularly discuss requirements to attend college and encourage all students to work towards those goals. Our counselor and Children and Family Benefits representative are on hand to answer questions about financial aid and scholarships.	
	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.	Parents are given information on how to keep children actively engaged over the summer to minimize lost knowledge. Kindergarten teachers provide an informational meeting for our incoming pre-school parents. Teachers meet with upcoming students of the following year and provide information and their parents of what they need to do for the next school year. Every year our teachers provide information about the grade's expectation to make their transition to the new grade a bit	

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.	We align our funding to our needs as stated in our former SIPAAA and our CIWP. We have developed a partnership with The Peoples Music School and The Women's Board of Ravinia to sponsor our Orchestra Program. We have developed a partnership with North Park University who provide volunteers to support our struggling students. We have a partnership with the Wits program that provide our students with reading support. We also have "Jump Start" provide our pre-school students with	
	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.	The ILT and grade level team members participate in the process for interview and selecting new candidates. A multi-step process to interview has been put into place. Interviews are done with a focus of obtaining teachers that have an ample understanding of a Balanced Literacy Approach. Grade level teams are assembled to include the needed combination of knowledge and expertise.	
	Use of Time	-->		**2**
	• 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 school schedule is based on the number of minutes per subject. The school schedule allows for regular collaboration of teams on a weekly basis. Interventions for struggling students happen at discretion of the teachers during core instruction.	

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

Hibbard students will master skills of the school curriculum to meet the challenges of an evolving global society. The diversity of our population will be embraced through a culturally responsive school environment and "Best Practice" instruction. By meeting the individual needs of students, we will foster the development of independent, critical thinking, lifelong learners. Teachers, students, parents and the greater school community will collaborate to achieve academic and social success.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Our school needs to revise our RtI plan in order to reach more students before the academic gap widens. Therefore, we need to establish a systematic approach to diagnose students' needs effectively and in a timely manner. The plan must provide teachers with the necessary resources to develop an action plan for the child's success in reading and/or math, and the necessary tools to monitor their progress to ensure appropriate growth is taking place. We need to communicate this system to all stakeholders, and we need to ensure all stakeholders know how to carry out this plan effectively.	The SEF determined that we are at a 1 when it comes to Interventions because we lack a schoolwide system that is able to diagnose students' needs in a timely manner, monitor the child's progress, and evaluate the effectiveness of the interventions being delivered within the classrooms and outside of the classrooms. By establishing a system that encompasses tools that are reaserch based to identify specific needs in reading and math in a timely manner along with effective strategies to address these needs, we will begin to address academic gaps which hold our students from making adequate yearly (AYP) progress in reading and math.
2	We need to provide our students with a comprehensive balanced literacy curriculum that incorporates both literature and informational text to deepen understanding of all core content areas. Through creating backwards design units of study, we can ensure that students are successful in all areas of the Common Core State Standards.	The SEF determined that we are at a 2 when it comes to our literacy and core content curriculum. In reading, only 51% of the students met or exceeded on the ISAT. In math, only 60% of the students met or exceeded on the ISAT. And in science, only 66% of our students met and exceeded on the ISAT.
3	We need to develop an in-depth understanding of the Chicago Public School's Framework for Teaching. We will work with all four domains yet focus on Domain 1 and Domain 3. Through effective implementation of the CPS Teacher Framework, we will increase the quality of classroom instruction and consequently academic achievement.	The SEF determined that we are at a 2 when it comes to instruction. Only 30% of our students in grades 3-5 are on target to meet 2012 reading targets. According to our ISAT , we need to support our ELL and Special Education students who struggle with reading the most. By designing coherent instruction with student assessment in mind, we will engage all students in learning and therefore increase academic achievement.
4	Optional	
5	Optional	

William G Hibbard Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Our school needs to revise our RtI plan in order to reach more students before the academic gap widens. Therefore, we need to establish a systematic approach to diagnose students' needs effectively and in a timely manner. The plan must provide teachers with the necessary resources to develop an action plan for the child's success in reading and/or math, and the necessary tools to monitor their progress to ensure appropriate growth is taking place. We	The SEF determined that we are at a 1 when it comes to Interventions because we lack a schoolwide system that is able to diagnose students' needs in a timely manner, monitor the child's progress, and evaluate the effectiveness of the interventions being delivered within the classrooms and outside of the classrooms. By establishing a system that encompasses tools that are reasersch based to identify specific needs in reading and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create an RtI team consisting of ILT team and a teacher team by June 2012.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012	Completed	
Identify the roles and responsibilties of the RtI team by Summer 2012.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012	Completed	
Create a process and protocol to identify and monitor the movement of students by Summer 2012.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012	Completed	
Indentify tools for progress monitoring and assessment	ILT/ Teacher Teams	All	Teachers, adminstraton	Summer 2012	Summer 2012	Completed	
Generate an initial bank of strategies and assessments which fit a variety of needs to be implemented by teachers by Summer 2012.	ILT/ Teacher Teams	All	Administration	Summer 2012	Quarter 1	Completed	
Present the process, protocol, and initial bank of strategies and assessments to the staff by Fall 2012.	Professional Development	All	Teachers Administration	Quarter 1	Quarter 1	Completed	
Provide PD for implementation of progress monitoring tools	Professional Development	All	Teachers Administration	Quarter 1	Quarter 1	Completed	
Provide PD on how to use BAS as a diagnostic	Professional Development	All	Teachers Administration	Quarter 1	Quarter 1	Completed	
Monitor the implementation of the tiers and students' progress or lack of by the RtI team on a monthly basis.	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going	On-Track	
Introduce NWEA as our benchmark/universal screener	Professional Development	All	Administration	Quarter 1	Quarter 1	Completed	
Understanding NWEA metrics	Professional Development	All	Teachers, adminstraton	Quarter 1	Quarter 1	On-Track	
Review RtI process	ILT/ Teacher Teams	All	Administration	Quarter 4	Quarter 4	On-Track	

Strategic Priority 1

Make adjustments to process and continue to implement	Instruction	All	ILT	Year 2	Year 2		

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
We need to provide our students with a comprehensive balanced literacy curriculum that incorporates both literature and informational text to deepen understanding of all core content areas. Through creating backwards design units of study, we can ensure that students are successful in all areas of the Common Core State Standards.	The SEF determined that we are at a 2 when it comes to our literacy and core content curriculum. In reading, only 51% of the students met or exceeded on the ISAT. In math, only 60% of the students met or exceeded on the ISAT. And in science, only 66% of our students met and exceeded on the ISAT.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development around Common Core to deepen understanding of expectations for classroom delivery.	Professional Development	All	Administration, ILT	Summer 2012	Summer 2012	Behind	
Based on the districts scope and sequence, we will conduct quarterly audits of instructional materials that are aligned to Common Core state standards.	Instructional Materials	All	Teachers	Quarter 1	Quarter 1	On-Track	
Order instructional materials to enrich the literacy block and support the units of study that support Common Core implementation.	Instructional Materials	All	Administration	Quarter 1	Quarter 4	On-Track	
Map out units of study tying Social Studies and Science scope and sequence to the Literacy content framework given to us by the CPS office of Learning.	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012	On-Track	
Align Literacy Content Framework to unit of study topics for quarter 2.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 2	On-Track	
Align Literacy Content Framework to unit of study topics for quarter 3.	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 3		
Unwrap ELA standards aligned with units of study for Quarter 2	Instruction	All	Teachers, Administrators	Quarter 1	Quarter 2	Cancelled	
Unwrap ELA standards aligned with units of study for Quarter 3	Instruction	All	Teachers, Administrators	Quarter 2	Quarter 3	Cancelled	
Unwrap ELA standards aligned with units of study for Quarter 4	Instruction	All	Teachers, Administrators	Quarter 3	Quarter 4	Cancelled	
Unwrap ELA standards aligned with units of study for Quarter 1	Instruction	All	Teachers, Administrators	Quarter 4	Summer 2013	Cancelled	
Evaluate units of study	ILT/ Teacher Teams		ILT with administrators	Summer 2013	Summer 2013		
Implement Social Studies and Science scope and sequence as set by the district.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1	Completed	

Strategic Priority 2

Implement FOSS and STC curriculum	Instructional Materials	All	Teachers, Administrators	Quarter 1	Quarter 1	Completed	
Provide Professional Development for FOSS and STC	Professional Development	All	Administration	Quarter 1	Quarter 1	Completed	
Level classroom libraries	Instruction	All	Teachers	Quarter 1	Quarter 4	Behind	
Purchase additonal informational text for classroom libraries	Instructional Materials	All	Teachers, Administrators	Summer 2012	Summer 2012	Behind	Work on purchasing leveled libraries for classrooms for all classrooms
Align Math Content Framework to unit of study topics for quarter 2.	ILT/ Teacher Teams	All	Teachers	Year 2	Year 2	On-Track	
Unwrap Math standards aligned with units of study for Quarter 2	Instruction	All	Teachers, Administrators	Year 2	Year 2	On-Track	
Unwrap Math standards aligned with units of study for Quarter 3	Instruction	All	Teachers, Administrators	Year 2	Year 2	On-Track	
Unwrap Math standards aligned with units of study for Quarter 4	Instruction	All	Teachers, Administrators	Year 2	Year 2	On-Track	
Unwrap Math standards aligned with units of study for Quarter 1	Instruction	All	Teachers, Administrators	Year 2	Year 2	On-Track	

2012-2014 Continuous Improvement Work Plan

William G Hibbard Elementary School

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
We need to develop an in-depth understanding of the Chicago Public School's Framework for Teaching. We will work with all four domains yet focus on Domain 1 and Domain 3. Through effective implementation of the CPS Teacher Framework, we will increase the quality of classroom instruction and consequently academic achievement.	The SEF determined that we are at a 2 when it comes to instruction. Only 30% of our students in grades 3-5 are on target to meet 2012 reading targets. According to our ISAT , we need to support our ELL and Special Education students who struggle with reading the most. By designing coherent instruction with student assessment in mind, we will engage all students in learning and therefore increase academic achievement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a protocol for professional collaboration i.e. grade level and professional development meetings etc. (4D)	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Summer 2012	Behind	
Identify topics within the teacher framework for 2012-13 learning cycles. (4D)	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Summer 2012	Behind	
Map out learning cycle one. **First topic will be Backwards Design Planning** (4D)	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Quarter 1	Behind	
Implement learning cycles with fidelity.	ILT/ Teacher Teams	All	Administration	Quarter 1	Quarter 4	On-Track	
Develop protocol for peer observations/coaching and feedback	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Summer 2012	Critically Behind	
Implement peer collaboration and coaching	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going	Behind	
Map out a schoolwide literacy block.	ILT/ Teacher Teams	Not Applicable	ILT and Administration	Summer 2012	Summer 2012	On-Track	
Implement a schoolwide literacy block.	ILT/ Teacher Teams	All	Administration	Quarter 1	Quarter 1	On-Track	
Develop an understanding of the Teacher Framework Domain 1 and Domain 2.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 1	Quarter 4	On-Track	
Implement Daily Five	ILT/ Teacher Teams	All	ILT and Administration	Quarter 1	Quarter 2	On-Track	
Map out learning cycle two.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 1	Quarter 2		
Map out learning cycle three.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 2	Quarter 3		

Strategic Priority 3

Map out learning cycle four.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 3	Quarter 4		
Evaluate learning cycles implemented in 2012-13.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 4	Quarter 3		
Identify topics within the teacher framework for 2012-13 learning cycles.	ILT/ Teacher Teams	All	ILT and Administration	Summer 2013	Summer 2013		
Map out learning cycle one.	ILT/ Teacher Teams	All	ILT and Administration	Summer 2013	Summer 2013		
Map out learning cycle two.	ILT/ Teacher Teams	All	ILT and Administration	Year 2	Year 2		
Map out learning cycle three.	ILT/ Teacher Teams	All	ILT and Administration	Year 2	Year 2		
Map out learning cycle four.	ILT/ Teacher Teams	All	ILT and Administration	Year 2	Year 2		

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

Action Plan | | | | | | ## Monitoring

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

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