William G Hibbard Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Scott Ahlman	Principal	srahlman@cps.edu	Has access
Kyla Bailenson	Assistant Principal	klbailenson@cps.edu	Has access
Jacki Hogan	Parent	jlhogan1@cps.edu	No Access
Natalia Gomez	Dual Language Coordinator	njgomez3@cps.edu	No Access
Nick Zayas	Teacher	inzayas@cps.edu	No Access
Emily Barnowsky	Special Ed Teacher	ebarnowsky@cps.edu	No Access
Kelsey Seegers	Bilingual teacher	kseegers@cps.edu	No Access
Bernadette Payne	Teacher / LSC Member	bmpayne@cps.edu	No Access
Angela Davis	Teacher / LSC Member	asdavis@cps.edu	No Access
Adriana Chajon	Teacher Assistant / LSC Member	aachajon@cps.edu	No Access
Herve Zille	Parent / LSC Member	herve_zille@hotmail.com	No Access

Team Meetings

Date	Participants	Topic
01/16/2020	all team members were present	Timeline, SEF ratings plan
01/30/2020	all team members were present	synthesize SEF data and evidence statements from stakeholders
02/13/2020	all team members were present	Begin data analysis for critical areas of need
02/20/2020	all team members were present	Finish critical areas of need

Date	Participants	Topic
03/05/2020	all team members were present	Begin root cause analysis
03/12/2020	all team members were present	Continue. root cause analysis
03/19/2020	Scott Ahlman, Kyla Bailenson, Jacki Hogan, Natalia Gomez, Sarah Murphy, Bridget Heneghan, Nick Zayas, Kelsey Seegers, Alice Wedoff, Angela Davis, Amy Ramon via google hangouts	Finish root cause analysis

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals

- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**3**

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Family & Community Engagement	**0**

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	High percentage of students not at grade level in all grades
Area of Critical Need 2	Students not transfering SEL skills outside of classroom
Area of Critical Need 3	Lack of commong language for academics/SEL/Discipline/Restorative practices

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) We are going to be working on solidifying our primary reading , specifically planning out our foundational skills.	Overall		40.00	44.00
	Overall		62.00	66.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We typically have strong growth from our students, but they are still not achieving at grade level. Through collaboration on task descriptions vertically, we would like to see the level of rigor increase, thus pushing our students to not only make expected gains, but close the gap towards meeting grade level expectations.				
SQRP: National School Attainment Percentile - Math (Grade 2) We are going to be working on solidifying our primary instruction, specifically planning out our foundational skills.	Overall		46.00	50.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) We typically have strong growth from our students, but they are still not achieving at grade level. Through collaboration on task descriptions vertically, we would like to see the level of rigor increase, thus pushing our students to not only make expected gains, but close the gap towards meeting grade level expectations.	Overall		66.00	68.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Our diverse learners are not growing at the same rate as other students, even with individualized services and supports.	Students with IEPs		22.00	26.00

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Map out foundational skills for literacy (We want to do this because we see a lack of consistency of what is taught when)
Then we see...	How content standards are interrelated, built upon, and connected across multiple grade bands.
which leads to...	A more cohesive vertical alignment.
Budget Description	This strategy really requires the time of our teachers. We would be funding both full day subs to allow for teacher planning as well as teacher extended day.
Tags	Curriculum
Action steps	• (Not started) Form a team that is interested in looking at the break down of foundational skills Tags:Curriculum • (Not started) Team will work on creating a scope and sequence of foundational skills for literacy Tags:

Strategy 2

If we do...	Map out foundational skills for math
Then we see...	How content standards are interrelated, built upon, and connected across multiple grade bands.
which leads to...	A more cohesive vertical alignment.
Budget Description	This strategy really requires the time of our teachers. We would be funding both full day subs to allow for teacher planning as well as teacher extended day.
Tags	Curriculum

Action steps	• (Not started) Form a team that is interested in looking at the break down of foundational skills Tags:Instruction • (Not started) Team will work on creating a scope and sequence of foundational skills for math Tags:Curriculum

Strategy 3

If we do...	Model and teach SEL skills and have shared professional development related to trauma informed practices
Then we see...	SEL and Trauma informed practices being utilized within instruction and observed within classroom environments.
which leads to...	Students developing an awareness of their emotions in different situations in order to identify a coping strategy that calms them. Which in turn results in a marked decline of office referrals.
Budget Description	This goal will require teachers to be trained by both our counselor and outside agencies throughout the course of the 2 years.
Tags	OSEL: SEL Instruction
Action steps	• (Not started) Teachers will be given on going professional development regarding trauma informed instruction and practices Tags:OSEL: SEL Instruction

Strategy 4

If we do...	Clarify language and expectations with both staff and students on an ongoing basis, as well as provide professional development around trauma based instruction
Then we see...	Students taking ownership and working towards independence and students utilizing commonly taught language and strategies throughout the school day
which leads to...	Students working to exhibit positive behaviors and interactions with both students and staff which leads to a decrease in office referrals.
Budget Description	This strategy will require time for staff members to review our behavioral expectations, positive language etc.
Tags	OSEL: Supportive and Equitable Discipline Practices

Action steps	• (Not started) Refine our Husky behavioral matrix, reteach full staff (including assistants, related service providers, SECAS, etc.)matrix implementation, review expectations regularly, etc. Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) Staff professional development on positive approaches to discipline and use common strategies and language throughout the building Tags:OSEL: Supportive and Equitable Discipline Practices

Strategy 5

If we do...	If we continue to apply a social justice lens within our units of study
Then we see...	Students becoming aware of issues related to equity, access, diversity, participation, and rights
which leads to...	Becoming upstanders for themselves and others and active participants in civic life.
Budget Description	We will fund after school planning time for teachers to work on the integration of social justice concepts into our units of study.
Tags	
Action steps	• (Not started) Map out social justice topics by grade level/content area Tags:

Action Plan

Strategy 1

Form a team that is interested in looking at the break down of foundational skills

Sep 01, 2020 to Sep 30, 2020 - Administrators

Team will work on creating a scope and sequence of foundational skills for literacy

Oct 01, 2020 to Jun 01, 2021 - Literacy team

Strategy 2

Form a team that is interested in looking at the break down of foundational skills

Sep 01, 2020 to Sep 30, 2020 - Admin

Team will work on creating a scope and sequence of foundational skills for math

Oct 01, 2020 to Jun 30, 2021 - team

Strategy 3

Teachers will be given on going professional development regarding trauma informed instruction and practices

Aug 01, 2020 to Jun 01, 2022 - Counselor and Administrators

Strategy 4

Refine our Husky behavioral matrix, reteach full staff (including assistants, related service providers, SECAS, etc.)matrix implementation, review expectations regularly, etc.

Aug 01, 2020 to Jun 01, 2022 - Counselor, administration, school support team

Staff professional development on positive approaches to discipline and use common strategies and language throughout the building

Aug 01, 2020 to Jun 01, 2022 - Counselor, administration, school support team

Strategy 5

Map out social justice topics by grade level/content area

Apr 01, 2021 to Jun 30, 2021 - teacher teams

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Yes

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

Yes

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Yes

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Yes

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

Hibbard has a collaborative environment where teachers have created their own units of study ensuring that all standards are covered. Teachers have a voice in the curriculum as they have created the units themselves. There is very little turn over of teachers at Hibbard.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Yes

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

Yes

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Yes

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Yes

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Yes

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Yes. Support services are offered to all Hibbard students and families, including counseling. Community resources are made available to all families and promoted through parent meetings (PTO, PAC, BAC & LSC) as well as through class dojo and our web site. We also have a close relationship with Albany Park Community Center that provides many services for our community.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The school will distribute and review the current policy to parents at the beginning of the school year at the Annual PAC/ESSA Title I, Part A Meeting of Parents. Hibbard will receive input, suggestions and feedback from parents for the development and review of the Title I school parental involvement plan and policy through parent surveys, PAC meetings, BAC meetings, PTO meetings, and Local School Council meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will hold the Annual PAC Title I Part A meeting and monthly PAC meetings. To inform parents of the Title I, Part A annual meeting and all PAC meetings the school will: send home, post on class dojo, and post on our web site the meeting dates and times for the year, send home monthly updated calendars with all meeting days, post a Notice and Agenda for each meeting in the school's main lobby by at least the required time in advance, announce meeting dates at LSC meetings, and send a reminder notice of meeting home via students at least two days prior to the meeting. The projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting will be on 9/25/20.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Hibbard will continue helping parents understand their active role in suggesting programs and opportunities that benefit their children. Schedule for all PAC meeting for the entire school year will be distributed to parents in September. At each meeting, parents will be given an opportunity to provide any suggestions. Administration will immediately respond to these suggestions. If more information needs to be gathered with regards to this suggestion, a response will be provided within 3 school days.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Hibbard will distribute and explain to each parent a report provided by the State of Illinois of their child's individual performance on the State Assessments during the fall report card pick-up conferences.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Although this is not an issue, if for some unknown reason a teacher is deemed not "highly qualified," Hibbard will send a notice letter to each parent home with the student and by regular and/or certified U.S. Mail to the parent's address of record with the school at the end of the fourth week.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

In addition to the Title I Informational/Organizational meetings where this information will be provided, we will also provide information on the school website, parent packets, newsletters, and informational handouts distributed at open houses, parent-teacher conferences, monthly PAC meetings, and LSC meetings.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The PAC parents have approved their budget for the following school year that includes 1) Rosetta Stone subscriptions for parents to learn English and 2) Consultant Fees to pay a renown child psychologist who provides presentations on how parents can support their children improve their academic achievement. Parents are also given ample opportunities to volunteer at the school. Participating in our annual Cultural Celebration, Food Fundraisers, Movie Nights, Car Washes, Valentines Sale, Taffy Apple Sale, Bingo Night, Children's Day, and working in individual classrooms is always encouraged. Parents also assist with the ROBERTO daily reading program. Parents attend Family Event activities to learn to help their children with reading, math, and science. Classroom teachers will provide parents with information on classroom curriculum and content for parent support at home. Parents will participate in parent workshops offered through PAC funding. These workshops will give parents strategies on how to help their students at home as well as giving them other skills to help their students such as learning
English or learning how to use technology.

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

All staff members are encouraged and required to include parents in the education of their own children. Opening Staff PD sessions in August always include the principal's expectations and value of parental involvement. Teachers invite parents into the classrooms to volunteer and join in classroom celebrations, office personnel invite parents to help with clerical work, and support staff include parents with supervision of younger students during breakfast, recess and lunch. Parents are also encouraged to participate in our annual Cultural Celebration where they formally present information about their own cultures and organize dances and songs at our assembly.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Hibbard has a Pre-K program that feeds seamlessly into our regular kindergarten program. Teachers from Pre-K and Kindergarten collaborate to ensure a smooth articulation of services. Hibbard also hosts a Pre-K family visit day with Albany Park Community Center (except for this year due to the Covid 19 outbreak) to ensure that new families coming into kindergarten feel welcomed and informed. Through the established Parent Advisory Committee, Bilingual Advisory Committee, PTO and a Local School Council we communicate this plan very effectively. Hibbard also host many prospective parent information events and tours to reach out the community at large. Individual tours and meetings with parents also happen on a regular basis.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The school will post a Notice and Agenda for the Annual Meeting and all PAC meetings in the school's main lobby at least 48 hours in advance. To inform parents of the Title I, Part A annual meeting and all PAC meetings the school will: Send home all meeting dates for the year, send home monthly updated calendars

with all meeting days, post a Notice and Agenda for each meeting in the school's main lobby by at least the required time in advance, announce meeting dates at LSC meetings, and send a reminder notice of meeting home at least two days prior to the meeting. Monthly Parent Letters are sent in English, Spanish and Arabic to ensure that parents are well informed of all activities and announcements. Individual flyers are also sent to highlight specific parent meetings, children events, and important information.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

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

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

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Hibbard School is a community of diverse languages, cultures, and learners where students are becoming:
- Critical Thinkers who evaluate information and claims encountered at school and beyond for clarity, accuracy, sound evidence, and good reasoning to determine what?s best.
- Lifelong Learners who develop a curiosity for learning about the world around us to make connections with others by expressing ourselves creatively and appreciating the
expressions of others.
- Problem Solvers who make sense of never before seen ?messy problems? and persevere in solving them.
- Risk Takers who try something new and different by drawing on your mistakes, successes, and resources with confidence.
- Advocate for Oneself and Others by demonstrating empathy and assertiveness in order to contribute positively to the community.
- Global Citizens who appreciate and celebrate all cultures. Students who participate in the Dual Language Program will become bilingual and biliterate.

Hibbard is a place where students and families of all languages and cultures are welcome, respected, and celebrated, In addition, we will teach students to value take pride in their own cultural heritage. The Hibbard School community is committed to working together, achieving academic and social success, and meeting the needs of individual students.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The school will hold report card pick-up parent-teacher conferences per CPS School Calendar on November 18, 2020 and April 21, 2021. Parent-teacher conferences will also be scheduled throughout the year per individual student/parent/teacher concerns. Any administrator, parent, or teacher can schedule an individual conference before, during or after school to meet the needs of individual students.

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

We will hold parent-teacher conferences in November and April at the end of the 1st and 3rd quarters to give every family the opportunity to meet with their children's teachers for individual conferences. In addition, any parent or teacher can schedule an individual conference at any time during the year by calling the school or coming to the office. Meetings can be held before, during or after school. We also send home progress reports in October, February, and May. Quarterly BAS (Benchmark Assessment for Reading) parent letters will also be sent to show parents the actual reading level of their children. NWEA reports will also be sent home after the test has been administered.

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

Parents come for report card pick-up on one day in November and one day in April to meet with teachers. Parents go to teachers' rooms for these conferences or can be held virtually. Parents can meet with teachers before, during, and after school as well. With administrative support to free up teachers, parent meetings can also take place during the school day. Parents and teachers can schedule meeting times individually in person, by phone, through e-mail and through class dojo. Meetings can also be set up in the office if parents need assistance.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents may, and are encouraged to, volunteer or visit classrooms. Parents should coordinate volunteer times with their teachers. Parents may volunteer for field trips. Parents may also volunteer in the office with clerical work and with our support staff supervising students during breakfast, recess and lunch. Parents come for Family Events, for special classroom programs, celebrations, and performances, for assemblies, our Cultural Celebration and for Awards Presentations.

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

Parents need to monitor their children's attendance and punctuality. Parents also need to ensure that homework is completed, including daily monitoring of ROBERTO and the assignment notebook. Parents also need to monitor the amount of television children watch and other "screen time" activities. Attending Family Events throughout the year and learning to support their children academically through playing educational games, learning reading techniques, and engaging in special projects such as our Science Engineering projects is very important. Volunteering in their children's classroom is also an expectation. We also expect that parents promote the positive use of child's extracurricular time and that they take advantage of the numerous after school programs we offer including our incredible orchestra. Parents need to stay informed by promptly reading all notices from the school and/or district and responding promptly when needed. Parents need to take the initiative to be involved as there are many opportunities

at Hibbard school such as serving on parent groups like the PAC, BAC, PTO, and LSC or volunteering in any other capacity. Parents also need to communicate with the school if they have any questions or concerns and also comment on the positive ways that Hibbard is educating their children.

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

Parents are welcome to give suggestions and comments at all PTO, LSC, PAC, and BAC meetings. Parents vote on how the parent involvement money is spent. We have an open door policy for all parents to talk about the education of their children. Individual meetings are convened for parents who want to talk about the needs and education of their children.

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

Students must share in the responsibility for academic achievement in many ways. Students need to read nightly through the ROBERTO program. They should also engage daily in the online math programs "Freckle" and "Xtra Math." Students need to go to bed on time and ensure that they are ready for school arriving on time. Students must be prepared for class by completing all homework. Parents need to review homework and provide signatures nightly. Students will also determine their own individual goals by looking at their test data and setting realistic goals for where they want to be by a certain time. Students will also follow the "Husky Way" by being safe, respectful and responsible. Through our 2nd step program, students will learn how to build community in the classroom and school-wide and become active participants in their own education.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Ongoing subscriptions to Rosetta Stone will help individual parents receive differentiated instruction on learning English and Spanish. Parents will have the flexibility of using this program at any time. The English/Spanish instruction will be focused - meeting the needs of each parent. A consultant will come to Hibbard for meetings to help parents help their children. This consultant will be a psychologist or other expert speaking to the parents regarding academic supports as well as parenting skills that will help parents guide their children to be not only successful students but successful people. Supplies will be used to support all of the meetings and activities of the parents.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$597.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1370.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1380.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$2136.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00