

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.




The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.



All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Hiliana Leon	Principal	haleon@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/10/23	6/2/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing	6/29/23	6/29/23
Reflection: Postsecondary Success	6/29/23	6/29/23
Reflection: Partnerships & Engagement	6/29/23	6/29/23
Priorities	6/30/23	6/30/23
Root Cause	7/13/23	7/13/23
Theory of Acton	7/17/23	8/28/23
Implementation Plans	8/29/23	9/2/23
Goals	8/29/23	9/2/23
Fund Compliance	9/1/23	9/11/23
Parent & Family Plan	9/11/23	9/14/23
Approval	9/15/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/24/2023
Quarter 2	1/9/2024
Quarter 3	4/2/2024
Quarter 4	6/11/2024

Indicators of a Quality CIWP: Reflection on Foundations


Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 


[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<p>IAR SY23-24 Preliminary Results </p> <p>--> Almost half (40%) of students did not meet grade-level expectations in Reading. --> 16% students either met or exceeded expectations in Reading --> 29% of students did not meet grade-level expectations in Math --> 9% of students either met or exceeded expectations in Math</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	Students experience grade-level, standards-aligned instruction.	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>There are a significant amount of students not meeting grade level expectations. Based on additional data from the Principal's one on one's with staff, feedback was provided that there was an inconsistency in access to high quality curricular materials that are standards-aligned. Teachers were using unit plans they or a another teacher created that had gaps in standards or were difficult to follow or implement. Teachers expressed a need for curricular materials that are standard-aligned and allow for consistency, and culturally relevant/responsive to our student population.</p> <p>Grades Distribution for Grades 1-6 Data: --> The distribution of grades does not correlate with data from IAR (i.e. There's a higher percentage of students getting As as opposed to Fs, however, in the IAR assessments, the data reflects the opposite.). Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.</p> <p>Grades by ELs and DLs - SY20 - SY23 --> The trend in grades for Non-ELs & Non-DLs are toward higher instances of receiving As and Bs compared to EL and DL groups. Most recent data shows Non ELs and DLs receiving 86% As and Bs, while ELs and DLs 57% in 2023.</p> <p>Grades by Race and Gender - SY20 - SY23 --> Asian Females and Males: 99% and 94% received As and Bs respectively in SY23 -->Black F and M: 90% and 71% received As and Bs respectively in SY23 --> Latinx F and M: 77% and 68% -->White F and M: 91% and 75%</p> <p>Asian student population is outpacing all other groups. Both Latinx F and M are reflecting lower instances of achieving As or Bs than all other racial groups. Black F are outpacing Black M by almost 30% in achieving As and Bs. This is also seen in the gap between White Fs and Ms. There is a trend</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders? </p> <p>Based on stakeholder feedback, teachers need access to high quality curricular materials that are standards-aligned, culturally responsive, have a coherent scope and sequence and allow for vertical and horizontal alignment.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p>
No	The ILT leads instructional improvement through distributed leadership.	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.</p>	<p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.</p> <p>Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.</p> <p>Based on the 'No' feedback provided for the associated reference, 'The ILT leads instructional improvement through distributive leadership,' stakeholders expressed a need for structuring the ILT team in such a way to allow for distributive leadership according to the rubric provided.</p> <p>Based on the "No" response to the associated reference, Evidence-based assessments for learning practices are enacted daily in every classroom,' stakeholders believe standards-based common assessments need to be established in every classroom.</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
		Assessment for Learning Reference Document	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	

No Evidence-based assessment for learning practices are enacted daily in every classroom.


[impact on most students; impact on specific student groups] 
 Low Achievement in Reading and Math: A significant percentage of students did not meet grade-level expectations in both Reading (40%) and Math (29%). This indicates a need for interventions and support to improve student performance in these subjects.

There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

These identified problems highlight the need for targeted interventions, improved curricular materials, professional development for teachers, and strategies to address achievement gaps and promote rigorous instruction.

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Based on the information provided, there are several student-centered problems that can be identified: 

All students are not exposed to Ambitious Instruction. (Teacher Practice)

There are inequities in the implementation of a common, culturally responsive, rigorous curriculum. (Curriculum)




Achievement Gaps among Different Student Groups: There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

Lack of Higher-Level Thinking and Rigor: The data from Rigor Walks indicates a need for lessons and student work to incorporate higher levels of Bloom's Taxonomy, such as application and critical thinking/analysis. Students also need more opportunities for productive struggle and collaborative work to achieve learning targets.

Weaknesses in Math Instruction and Student Discussion: Student responses indicated weaknesses in the quality of math instruction, particularly in the subarea of "Academic Press." Teachers also rated the quality of student discussion as weak. There is a need to improve math instruction and promote meaningful student discourse in the classroom.

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Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	[takeaways reflecting most students; takeaways reflecting specific student groups]  Positive: 1. Teaming and meeting quality 2. Academic engagement (student) 3. Math Instruction (student) 4. School Safety Room for Growth 1. Tier II and III progress monitoring urgent 2. Interpret data and adjust instruction 3. Classroom rigor (student) 4. High quality, well-documented student support and support plans 5. Parent influence in decision making in schools	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]  Based on the feedback provided from stakeholders after reviewing the MTSS Continuum Rubric, we are strong in the area of systems and structure and have aspects such as routine meetings with MTSS members, MTSS members strategically using the Problem Solving Process (PSP) to make data informed, culturally, responsive decisions, fully operational. Additionally, a trend across stakeholders is that more work needs to be focused on improving in the Primary Instruction and Core Curriculum for Academics and Behavior domain. Although we now have a scientific, research-based, core curriculum, Skyline, teachers are currently being trained to intentionally plan and implement standards-based, differentiated tier 1 instruction. In relation to our English Learner (EL) student population and the data obtained from our EL Placement tool, we demonstrate a high level of strength. Specifically, 95% of our homeroom teachers (excluding special education teachers) are certified and appropriately endorsed for EL instruction, ensuring that our students are correctly assigned to suitable learning environment to maximize required Tier I instructional services. A stakeholder trend noted is that more work needs to be done to ensure consistency in the use of language objectives across classrooms and content that demonstrate how the student will use language across the content.	
			What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? [impact on most students; impact on specific student groups]  Current improvement efforts which are in progress include teacher group and 1:1 coaching to gain a deeper understanding of the curriculum, standards, and instructional practices to ensure students receive access to rigorous.	

Partially There are language objectives (that demonstrate HOW students will use language) across the content.

practices to ensure students receive access to rigorous, standards-based, tier 1 instruction and sharpen their critical thinking skills. Professional development has been planned to ensure cycles of observation/coaching, safe practice, feedback, reflection and goal setting.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Additionally, with a strong Tier I in place, interventions for students requiring additional support (those with Tier II and Tier III needs) can be more precisely targeted and tailored to their specific needs. This strategic approach enables us to allocate resources effectively and provide personalized assistance, resulting in improved academic outcomes and a more inclusive and equitable educational environment for all students at Hibbard.

[problems experienced by most students; problems experienced by specific student groups]

Based off the MTSS Continuum we are good at systems and infrastructure. The next level of work for us is primary instruction and core curriculum for academics and behavior.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>The takeaways after reviewing of metrics are:</p> <ul style="list-style-type: none"> * More than half of our students are enrolled in after school programs * Students with special needs make up more than half of students enrolled in after school program * Potential Missing Data: Asking students what makes them feel unsafe. (ie real vs imaginary (haunted bathroom). Wonder: How do we create a survey to gain more insight to what our students are thinking. * Based on the BHT Component Assessment Metrics, we are meeting criteria in Component 1: Administrative Leadership and Prioritization of Behavior Health, Component 2: Tier 1 Supports, Component 4: Referral and Screening Procedures, Component 6: Tier II Interventions, and Component 9: Data and Evaluation, especially at the beginning of the year. <p>Wonders/Questions</p> <ul style="list-style-type: none"> * Some of the 6th graders ask what the safety questions mean, they ask questions for clarification. <ul style="list-style-type: none"> - Idea: Use some of the questions from the Cultivate Survey and make them younger student friendly. * Data for request for assistance may be missing from/for Lisa, for example. * How does health play into safety and security - how to make information available to parents * More data is needed to determine if SEL curriculum is working. We can't build SEL skills if we're not following an SEL program with fidelity. * Next work is consistent SEL instruction to help students (attendance, student discourse, behavior, etc) * How do we continue to grow with using our Husky values of the month and supplement it into our curriculum. 	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
No	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> <p>The input received from stakeholders indicates that there is room for improvement concerning Tier I Healing Centered supports related to the student experience. This includes the need to enhance SEL curriculum implementation, integrate Skyline SEL instruction, and strengthen the use of restorative practices. This is reflected in the feedback, as the option "no" in the dropdown box signifies that these practices are not consistently applied.</p> <p>Regarding our ratings in the criteria that assess whether all students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs, stakeholders believe that there is a need for further development in these areas.</p> <p>Stakeholders expressed similar sentiments regarding the component concerning students who experience extended absences or chronic absenteeism. They felt that there is a need for an intentional re-entry plan to be in place, one that effectively supports attendance and ensures continued enrollment upon their return to school.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>		
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

According to the findings from the 5Essentials, we excel in several areas. Our strengths include strong peer support for academic work provided by teachers, a wide array of after-school programs with a participation rate of 40.7%, and the presence of a structured curriculum that guides our educators.

[impact on most students; impact on specific student groups]

1. In the Foundational area, our next step is to enhance student safety in unsupervised areas.

During the summer, our school extended invitations to diverse stakeholders to join in the formation of a culture and climate team. Throughout this period, the team convened to examine and assess the data utilized in the Comprehensive School Improvement Plan (CIWP) to identify areas of concern that the Culture and Climate team can focus on. The team actively participated in setting goals and devising strategies aimed at enhancing family engagement and fostering stronger collaboration and trust among educators, families, and students.

2. According to the after-school data, our next focus area involves increasing participation among our EL students.

3. Based on our SEL programs, our next objective is to ensure consistent SEL instruction

3. Based on our SEL programs, our next objective is to ensure consistent SEL instruction is implemented in all classrooms.




students.

Furthermore, during this academic year, our school has chosen to participate in SEL Tiered Teaming Support Structures to assist in addressing the aspect of ensuring that all students have access to Tier 1 Healing Centered supports.

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Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	[takeaways reflecting most students; takeaways reflecting specific student groups]  District requires the Naviance tasks for 6th grade, and was fully implemented. Success Bound is lesson based and lessons were provided for the 6th grade class. Students received Success Bound lessons and completed Naviance ILP tasks during classroom counseling lessons, co-lead with counselor and homeroom teachers. There's no work based learning activities planned or implemented.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	What is the feedback from your stakeholders?  Middle grade teachers have shared interest in strengthening and highlighting college and career planning within the whole school community. This was discussed during Counseling Program Advisory Council meetings in SY22 and SY23. During our High Jump and Academy Group presentations in SY23, parents have also expressed interest in additional programs to promote college and career readiness, outside of the regular school day. Stakeholders believe there is a clear need to enhance our students' exposure to real-world experiences and career readiness opportunities.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
<p>[problems experienced by most students; problems experienced by specific student groups] </p> <p>Based upon On Track Data in Dashboard, we are good at : Overall student attendance rate has climbed since SY22 (92.5% SY22, 93.5% SY23, 94.4% SY24).</p> <p>Students are currently not receiving any Work Based Learning Activities. This next level of work can be addressed in part through our new partnership with Communities In Schools. Through this partnership, we have identified Career Awareness as one of our priorities. This will allow us to access career focused guest speakers, field trips and programming for our students at no cost.</p>			

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	Metrics
	Spectrum of Inclusive Partnerships [takeaways reflecting most students; takeaways reflecting specific student groups]  We don't have a consistent parent volunteer in classrooms (ie room parents). You also need to be pre-approved now	Cultivate

No The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.

Partially Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

[Reimagining With Community Toolkit](#)

Partially School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

room parents, you also need to be pre-approved now. Communicating with parents that are as diverse as our parents is more challenging. The times they work can pose a conflict. Younger students tend to have a bigger connection with the school. Hiliana's interviews with 1 - 1 interviews with families, asked why families don't engage with our school. There's a sense of intimidation. It's hard for them to come into the building, new immigrants. How do we engage our families, thinking outside the box, how do we create the space where we're a community hub. Inability to communicate, culture different. Perhaps we can do things outside of the building. How do we merge the different groups of families (PAC/BAC, Friends of Hibbard, PTO).

How do we build those positive relationships with parents so that when we call on they feel part of the our community.

Culture and Climate Committee Analysis:
We need an improved communication tool.
We need to improve our website.
We need more community-based activities.
We need more training on culturally responsive methods of involving parents in academics.

Data from the 5 essentials Survey in the area of community and parent voice is lacking at Hibbard. Attendance for BAC and PAC have 15 - 20 parents consistently attending. PAC meets once a month while BAC meets 5 times a year.

We have a Parent Mentor Program partnership which is continuing in SY23-24.

We currently don't have a way to track parent communication.

Student Voice
Cultivate Survey results have not been shared yet for 22-23 SY Student Leadership Council - a group that meets after school, 4th - 6th grade. They self-elected roles. They choose themes, do announcements, create posters, - Goal is to start a GSA. No official student voice structure

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 📌

Based on the feedback received from stakeholders, several key points have emerged regarding our school's engagement with parents and the community:

Inconsistent Parent Volunteers: Stakeholders have highlighted the lack of consistent parent volunteers in classrooms, such as room parents. Additionally, there's a new requirement for pre-approval, making parent involvement more challenging.

Diverse Parent Communication: Communicating effectively with parents of diverse backgrounds presents a challenge, especially when their work schedules conflict with traditional communication times. Younger students seem to have stronger connections with the school.

Barriers to Engagement: Interviews with families conducted by Hiliana have revealed a sense of intimidation, particularly among new immigrants who find it difficult to visit the school premises. Exploring alternative methods of engagement outside the building has been suggested.

Uniting Parent Groups: Concerns have been raised about merging various parent groups (PAC/BAC, Friends of Hibbard, PTO) and fostering positive relationships to create a more cohesive community.

Improvement Areas Identified by Culture and Climate Committee: The Culture and Climate Committee has identified several areas for improvement, including enhancing communication tools, improving the school website, organizing more community-based activities, and providing training on culturally responsive methods for involving parents in academics.

Lack of Data on Parent Voice: Data from the 5 Essentials Survey in the area of community and parent voice is currently lacking at Hibbard.

Parent Attendance: The attendance for BAC and PAC meetings has been consistent, with 15-20 parents attending. PAC meets monthly, while BAC meets five times a year.

Parent Mentor Program: The Parent Mentor Program partnership will continue in SY23-24, providing ongoing support for parents.

Tracking Parent Communication: Currently, there is no established method for tracking parent communication.

Student Voice: The Cultivate Survey results for the 22-23 SY have not yet been shared. The Student Leadership Council, consisting of 4th-6th graders, meets after school and aims to establish a GSA (Gender and Sexuality Alliance) while providing a platform for student input. However, there is no official student voice structure in place.

Addressing these points will be crucial in strengthening the school's connections with parents, fostering a sense of community, and improving overall engagement.

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- Based on the gathered data, our strengths include:
1. Maintaining a Student Leadership Council for students in grades 4 through 6.
 2. Establishing robust community partnerships.
 3. Utilizing a schoolwide messaging system.
 4. Hosting inclusive events that welcome all parents.
 5. Hosting an annual cultural celebration.
 6. Collaborating with the Parent Mentor program.
 7. Exploring opportunities to foster academic partnerships with parents.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

[impact on most students; impact on specific student groups] 📌

Improvements efforts in currently in progress include our engagement in robust community partnerships this school year, in particular, Communities in Schools and 2nd Story. These collaborations provide students and families with valuable resources and extracurricular opportunities while fostering a sense of community support.

Our Parent Mentor program collaboration empowers parents

Our Parent mentor program collaboration empowers parents to engage in their child's education, bridging language and cultural barriers while building a strong sense of community.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

IAR SY23-24 Preliminary Results
 --> Almost half (40%) of students did not meet grade-level expectations in Reading.
 --> 16% students either met or exceeded expectations in Reading
 --> 29% of students did not meet grade-level expectations in Math
 --> 9% of students either met or exceeded expectations in Math

There are a significant amount of students not meeting grade level expectations. Based on additional data from the Principal's one on one's with staff, feedback was provided that there was an inconsistency in access to high quality curricular materials that are standards-aligned. Teachers were using unit plans they or another teacher created that had gaps in standards or were difficult to follow or implement. Teachers expressed a need for curricular materials that are standard-aligned and allow for consistency, and culturally relevant/responsive to our student population.

Grades Distribution for Grades 1-6 Data:
 --> The distribution of grades does not correlate with data from IAR (i.e. There's a higher percentage of students getting As as opposed to Fs, however, in the IAR assessments, the data reflects the opposite.). Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.

Grades by ELs and DLs - SY20 - SY23
 --> The trend in grades for Non-ELs & Non-DLs are toward higher instances of receiving As and Bs compared to EL and DL groups. Most recent data shows Non ELs and DLs receiving 86% As and Bs, while ELs and DLs 57% in 2023.

Grades by Race and Gender - SY20 - SY23
 --> Asian Females and Males: 99% and 94% received As and Bs respectively in SY23
 --> Black F and M: 90% and 71% received As and Bs respectively in SY23
 --> Latinx F and M: 77% and 68%
 --> White F and M: 91% and 75%

Asian student population is outpacing all other groups. Both Latinx F and M are reflecting lower instances of achieving As or Bs than all other racial groups. Black F are outpacing Black M by almost 30% in achieving As and Bs. This is also seen in the gap between White Fs and Ms. There is a trend evident in M from all subgroups having a lower instance than F of receiving As and Bs. The associated reference for schools and classrooms focusing on the Inner Core and leveraging research-based, culturally responsive practices to ensure the learning environment meets the conditions that are needed for students to learn was rated at 'partially.' Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Rigor Walks
 Data from our Riaor Walks indicates that we are doing well in the area of the lesson target

What is the feedback from your stakeholders?

Based on stakeholder feedback, teachers need access to high quality curricular materials that are standards-aligned, culturally responsive, have a coherent scope and sequence and allow for vertical and horizontal alignment.

Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.

Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Based on the 'No' feedback provided for the associated reference, 'The ILT leads instructional improvement through distributive leadership,' stakeholders expressed a need for structuring the ILT team in such a way to allow for distributive leadership according to the rubric provided.

Based on the "No" response to the associated reference, 'Evidence-based assessments for learning practices are enacted daily in every classroom,' stakeholders believe standards-based common assessments need to be established in every classroom.

What student-centered problems have surfaced during this reflection?

Based on the information provided, there are several student-centered problems that can be identified:

All students are not exposed to Ambitious Instruction. (Teacher Practice)

There are inequities in the implementation of a common, culturally responsive, rigorous curriculum. (Curriculum)

Achievement Gaps among Different Student Groups: There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

Lack of Higher-Level Thinking and Rigor: The data from Rigor Walks indicates a need for lessons and student work to incorporate higher levels of Bloom's Taxonomy, such as application and critical thinking/analysis. Students also need more opportunities for productive struggle and collaborative work to achieve learning targets.

Weaknesses in Math Instruction and Student Discussion: Student responses indicated weaknesses in the quality of math instruction, particularly in the subarea of "Academic Press." Teachers also rated the quality of student discussion as weak. There is a need to improve math instruction and promote meaningful student discourse in the classroom.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

[impact on most students; impact on specific student groups]

Low Achievement in Reading and Math: A significant percentage of students did not meet grade-level expectations in both Reading (40%) and Math (29%). This indicates a need for interventions and support to improve student performance in these subjects.

There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

These identified problems highlight the need for targeted interventions, improved curricular materials, professional development for teachers, and strategies to address achievement gaps and promote rigorous instruction.

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

are not equitably exposed to a common, culturally responsive, and rigorous curriculum. (Curriculum)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

We use dated curricular materials created before all of the current standards and misaligned to standards. These materials are not understood by all staff members (particularly new or new to grade level) and we do not have the time, experience collaboratively revising and aligning materials to meet the needs of all our students (especially MLL and SwD) in engaging and rigorous ways, or the consistent leadership support.

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

Resources:

If we....

provide up-to-date, culturally responsive vetted curricular resources and assessment, dedicated time for collaboration, planning and targeted professional development

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

teachers equipped to utilize common, rigorous grade level, resources and balanced assessments deliver instruction that meets the diverse needs of all students align teaching practices with research-based methods share best practices, student progress and plans for units and lessons promote collaborative practices and develop strategies for addressing challenges

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

Students experiencing improved learning outcomes, increased engagement, and a more equitable educational experience that addresses the needs of all students including Multilingual Learners (MLL) and Students with Disabilities.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/24/2023 Q3 4/2/2024
 Q2 1/9/2024 Q4 6/11/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers utilize ELA/ALE Curriculum K-6 & Math 5/6	Teachers	October 1, 2023	Select Status
Action Step 1	Resources and materials are distributed prior to the start of each unit	Leadership team/support staff	before each unit starts	Select Status
Action Step 2	Collaboration with Leadership Team, SPED and Co-teaching partners to align curriculum	Teachers, Leadership team	October 1, 2023	Select Status
Action Step 3	Learning walks focused on curriculum implementation	Leadership Team, ILT	April 2, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers participate in District professional development sessions focused on implementation of ELA/ALE and 5/6 Math	District Skyline Support Facilitators	April 4, 2024	Select Status

Action Step 1	Teachers participate in District Bridging to Skyline (summer sessions)	Teachers	August 14, 2023	Select Status
Action Step 2	Teachers participate in Summer Kick off Unit 1 Planning Summits	Teachers	August 14, 2023	Select Status
Action Step 3	Teachers participate in virtual Skyline Sprints	Teachers	April 4, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Grade Level Teams collaborate on intentional planning utilizing Skyline ELA/ALE and 5/6 Math	Leadership Team	June 6, 2024	Select Status
Action Step 1	Backwards planning utilizing end of unit assessments	teachers	Ongoing	Select Status
Action Step 2	Lesson plans are created and utilized to follow grade level scope and sequence	teachers	ongoing	Select Status
Action Step 3	Common planning/collaboration time for grade level teams and co teachers	teachers	ongoing	Select Status
Action Step 4	Teachers will utilize a yearly scope and sequence to understand that Skyline is a curriculum that spirals and students have the ability to meet a standard at a later time.			Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers participate in coaching cycles of learning utilizing Skyline ELA/ALE and 5/6 Math	Math and Literacy Coaches	June 1, 2024	Select Status
Action Step 1	All teachers participate in whole group professional development with either math or literacy coach	Teachers	August 15, 2023	Select Status
Action Step 2	K-6 teachers who teach ELA/ALE and 5/6 teachers that teach math meet individually/and or in grade level teams with literacy and/or math coach to build relationships and set goals	Teachers	September 28, 2023	Select Status
Action Step 3	K-6 teachers who teach ELA/ALE and 5/6 teachers that teach math teachers participate in planning sessions with coaches using new curriculum	Teachers	On-going SY24	Select Status
Action Step 4	K-6 teachers who teach ELA/ALE and 5/6 teachers that teach math teachers participate in planning/observation/feedback cycles of learning using new curriculum	Teachers	On-going SY24	Select Status
Action Step 5	Leadership team collaboration with literacy and math coaches to align cycles of learning to grade level collaboration sessions	Leadership Team	On-going SY24	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All classroom & DL teachers in grades K-6 will implement Skyline ELA/ALE and Math. Prek will implement Skyline foundations. Teachers will participate in District, Year 2+ Skyline Implementers Professional development. Teachers will continue with math and literacy coaching cycles of learning and grade level collaboration sessions focused on integrity of the curriculum. In Year 2+ of implementation of Skyline, pacing for ELA/SLA, we will be 100% aligned to grade level standards.	
SY26 Anticipated Milestones	Full implementation of Skyline math and ELA/ALE school-wide. Teachers will continue to participate in professional development focused on implementing curriculum with integrity using backwards approach to planning. Teacher leaders, with the support of coaches, will facilitate math and literacy cycles of learning. Teachers will utilize interim math and ELA/SLA assessments. In year 3, all co-teaching teams will have attended professional developing around co-teaching models that leads to collaborative practices and shared understanding of individualized needs and access to grade level content. In Year 2+ of implementation of Skyline, pacing for Math, we will be 100% aligned to grade level standards.	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more). Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
All students including Multilingual Learners (MLL) and Students with Disabilities experience improved learning outcomes	Yes	IAR (English)	Overall	E-1% Met 13% Approached 20% PM 22% DNYM 44%	increase of 5% students meeting expectation in bottom three performances		
Based on the Cultivate Survey, measures in meaningful work, supportive teaching and learning goals will increase which will lead to equitable engagement experiences for all students including Multilingual Learners (MLL) and Students with Disabilities	Yes	Cultivate	Overall	Meaningful work -37 supportive teaching 46 equitable engagement - 61	increase of 5%	Increase of 10%	increase of 15%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will participate in district Skyline professional development and 100% of teachers will implement Skyline ELA and ALE	100% of teachers will implementing Skyline ELA/ALE and Math, ensure that resources align with curriculum standards and are rigorous based on learning walks. Teachers will participate in District, Year 2+ Skyline Implementers Professional development and implement key learnings. As grade levels, teacher will regularly (quarterly) update and evaluate the effectiveness of these resources.	100% of teachers teaching Skyline ELA/ALE and math will utilize interim assessments and will demonstrate implementation of rigorous tasks, aligned to grade level standards and end of unit assessments.
C&I:2 Students experience grade-level, standards-aligned instruction.	In SY24 our practice goal is implement what is learned in the CPS Skyline pathway designed to ensure that all teachers are comfortable and confident teaching with Skyline, and are equipped to ensure that all students are empowered to access Skyline's rich grade-level content. We will measure this by number of teachers signing up for the PD opportunities and use data from learning walks. The learning data will be focused on evidence of implementation of Skyline curriculum in all ELA/SLA K-6 classrooms.	Teachers will continue having coaching in ELA/SLA and all teachers will receive math coaching. The ELA/SLA coaching will be whole group, and individual based on teacher preference and need and follow a planning, observation and feedback cycle. All K-4 teachers will begin Math coaching framed with The Tru Dimensions of a Powerful Classroom. This will be measured by observation data focused on "Look fors" from Tru Dimensions.	In SY26 ILT Teachers will receive individualized coaching that is designed to support their growth as a grade level or content coach. Using Skyline ELA/SLA and Math, ILT Teachers will lead grade levels in collaborative, observation and feedback rounds. These learning cycles will focus on using rubrics that ensure integrity of utilizing the Skyline curriculum, while meeting the needs of all students.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All students including Multilingual Learners (MLL) and Students with Disabilities experience improved learning outcomes	IAR (English)	Overall	E-1% Met 13% Approached 20% PM 22% DNYM 44%	increase of 5% students meeting expectation in bottom three	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Based on the Cultivate Survey, measures in meaningful work, supportive teaching and learning goals will increase which will lead to equitable engagement experiences for all students including Multilingual Learners (MLL) and Students with Disabilities	Cultivate	Overall	Meaningful work -37 supportive teaching 46 equitable engagement - 61	increase of 5%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will participate in district Skyline professional development and 100% of teachers will implement Skyline ELA and ALE	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	In SY24 our practice goal is implement what is learned in the CPS Skyline pathway designed to ensure that all teachers are comfortable and confident teaching with Skyline, and are equipped to ensure that all students are empowered to access Skyline's rich grade-level content. We will measure this by number of teachers	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

IAR SY23-24 Preliminary Results
 --> Almost half (40%) of students did not meet grade-level expectations in Reading.
 --> 16% students either met or exceeded expectations in Reading
 --> 29% of students did not meet grade-level expectations in Math
 --> 9% of students either met or exceeded expectations in Math

There are a significant amount of students not meeting grade level expectations. Based on additional data from the Principal's one on one's with staff, feedback was provided that there was an inconsistency in access to high quality curricular materials that are standards-aligned. Teachers were using unit plans they or a another teacher created that had gaps in standards or were difficult to follow or implement. Teachers expressed a need for curricular materials that are standard-aligned and allow for consistency, and culturally relevant/responsive to our student population.

Grades Distribution for Grades 1-6 Data:
 --> The distribution of grades does not correlate with data from IAR (i.e. There's a higher percentage of students getting As as opposed to Fs, however, in the IAR assessments, the data reflects the opposite). Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.

Grades by ELs and DLs - SY20 - SY23
 --> The trend in grades for Non-ELs & Non-DLs are toward higher instances of receiving As and Bs compared to EL and DL groups. Most recent data shows Non ELs and DLs receiving 86% As and Bs, while ELs and DLs 57% in 2023.

Grades by Race and Gender - SY20 - SY23
 --> Asian Females and Males: 99% and 94% received As and Bs respectively in SY23
 --> Black F and M: 90% and 71% received As and Bs respectively in SY23
 --> Latinx F and M: 77% and 68%
 --> White F and M: 91% and 75%

Asian student population is outpacing all other groups. Both Latinx F and M are reflecting lower instances of achieving As or Bs than all other racial groups. Black F are outpacing Black M by almost 30% in achieving As and Bs. This is also seen in the gap between White Fs and Ms. There is a trend evident in M from all subgroups having a lower instance than F of receiving As and Bs. The associated reference for schools and classrooms focusing on the Inner Core and leveraging research-based, culturally responsive practices to ensure the learning environment meets the conditions that are needed for students to learn was rated at 'partially.' Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Rigor Walks
 Data from our Rigor Walks indicates that we are doing well in the area of the lesson target addressing the standards as well as aligning the student task to the learning target. However, the data also indicates a need for the taxonomy of the lesson to be reaching into the higher levels of Bloom's Taxonomy, application, for example. This is also necessary in the taxonomy of the student work. Higher levels of critical thinking/analysis is needed for students to demonstrate mastery of grade-level standards.

Under the label 'Organizing Students to Achieve the Standard' the data presented shows a trend indicating a need for students to work together in teams, interaction with each other to achieve the learning target, challenge and question each other, and experience productive struggle.

1:1 Teacher Conferences w/Hiliana
 --> 20 Team members reported that teacher-created UbD curriculum units did not fully support new teachers.
 --> 31 Team members spoke about the lack of vertical and horizontal alignment in curriculum.
 --> 19 Team members spoke about the lack of curriculum coherence and scope and sequence.

Based on the data, teachers need access to high quality curricular materials that are standards-aligned, culturally responsive, have a coherent scope and sequence and allow for vertical and horizontal alignment.

5 Essentials Data
 'Student responses to Math Instruction reflected a score of Strong. Ambitious Instruction' was scored as neutral based on student responses, with the subareas of 'Academic Press' scoring as 'Weak'.
 Teacher's also scored 'Quality of Student Discussion' weak under the same category.

Based on data from the 5 Essentials, students are building on each other's ideas and 9/13 classrooms (during the rigor walk) were addressing the grade level standards, 9/13 classrooms had student tasks aligned to the target.

Data from the rigor walk indicated a strong need for student discourse which correlates with teacher's rating of Student Discussion.

What is the feedback from your stakeholders?

Based on stakeholder feedback, teachers need access to high quality curricular materials that are standards-aligned, culturally responsive, have a coherent scope and sequence and allow for vertical and horizontal alignment.

Based on the responses to the associated references, there is high probability that the data for grade distribution being inconsistent or unreliable given that not all teachers and students had access to high quality curricular materials/instruction. Stakeholders expressed a desire to examine grade distribution practices across all grade levels.

Stakeholders expressed additional efforts need to be made to address the gaps in subgroups

Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Stakeholders expressed additional efforts need to be made to address the gaps in subgroups that are not achieving mastery of grade-level standards.

Based on the 'No' feedback provided for the associated reference, 'The ILT leads instructional improvement through distributive leadership,' stakeholders expressed a need for structuring the ILT team in such a way to allow for distributive leadership according to the rubric provided.

Based on the "No" response to the associated reference, 'Evidence-based assessments for learning practices are enacted daily in every classroom,' stakeholders believe standards-based common assessments need to be established in every classroom.

What student-centered problems have surfaced during this reflection?

Based on the information provided, there are several student-centered problems that can be identified:

All students are not exposed to Ambitious Instruction. (Teacher Practice)

There are inequities in the implementation of a common, culturally responsive, rigorous curriculum. (Curriculum)

Achievement Gaps among Different Student Groups: There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

Lack of Higher-Level Thinking and Rigor: The data from Rigor Walks indicates a need for lessons and student work to incorporate higher levels of Bloom's Taxonomy, such as application and critical thinking/analysis. Students also need more opportunities for productive struggle and collaborative work to achieve learning targets.

Weaknesses in Math Instruction and Student Discussion: Student responses indicated weaknesses in the quality of math instruction, particularly in the subarea of "Academic Press." Teachers also rated the quality of student discussion as weak. There is a need to improve math instruction and promote meaningful student discourse in the classroom.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

[Impact on most students; impact on specific student groups]

Low Achievement in Reading and Math: A significant percentage of students did not meet grade-level expectations in both Reading (40%) and Math (29%). This indicates a need for interventions and support to improve student performance in these subjects.

There are disparities in achievement among different student groups based on English Learners (ELs) and Dual Language Learners (DLs), as well as race and gender. Efforts need to be made to address these gaps and ensure that all subgroups have equal opportunities to achieve mastery of grade-level standards.

These identified problems highlight the need for targeted interventions, improved curricular materials, professional development for teachers, and strategies to address achievement gaps and promote rigorous instruction.

[Return to Top](#) **Determine Priorities**

What is the Student-Centered Problem that your school will address in this Priority?

Resources:

[Determine Priorities Protocol](#)

Students...

All students are not exposed to ambitious instruction. (Teacher Practice)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

What is the Root Cause of the identified Student-Centered Problem?

Resources:

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

have not exposed all students to ambitious instruction because there is a lack of internalization of rigorous, and standard based lessons and units. And there is limited meaningful planning, and collaboration to dig into the understanding and unpacking of state standards, and improvement of our instructional craft (Ambitious instruction).

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

Resources:

prioritize the internalization of rigorous, standard-based lessons and units and foster a culture of continuous improvement through meaningful planning and collaboration among educators

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

significant transformation in the application and delivery of principles of ambitious instructional practices, with rigorous, grade level standard-based lessons and common assessments that are well-structured, engaging and culturally responsive to the needs of all learners deepening rigor or tasks and teaching practices

which leads to...

- students experiencing...
- learning outcomes that increase critical thinking, problem-solving skill, engagement, academic performance
- independence and a sense of empowerment to take control of their own learning
- access to content particularly our MILLS and our SwD



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team/Administration

Dates for Progress Monitoring Check Ins

Q1 10/24/2023

Q3 4/2/2024

Q2 1/9/2024

Q4 6/11/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	All teachers communicate learning targets aligned to grade level standards	Teachers	6/1/2024	Select Status
Action Step 1	In grade level teams, teachers utilize TFGs (Teacher Facilitation Guides)/Lesson Plan to identify learning targets and align to the standards	LT/Teachers	on-going	Select Status
Action Step 2	In grade level teams, for each unit, teachers will understand the unit's assessed standards by diving into unit plans and assessments	teachers/LT	on-going	Select Status
Action Step 3	In grade level team and/or during coaching cycles, teachers will use end of unit assessment to identify the conceptual understanding of the unit.	coach/teachers	on-going	Select Status
Action Step 4	In grade level team and/or during coaching cycles, teachers will use end of unit assessment to identify the priority learning targets.	LT/Teachers	on-going	Select Status
Action Step 5	In grade level team and/or during coaching cycles, teachers will plan with the learning targets in mind	teachers/LT	on-going	Select Status
Implementation Milestone 2	Teachers will gather data to plan instruction	GL Leads, Teachers,	June 1, 2024	Select Status
Action Step 1	Understands the data that iReady or STAR360 tells about the needs of our students	GL Leads, Teachers	October 2, 2023	Select Status
Action Step 2	Professional development on data driven instruction	Teachers	on-going	Select Status
Action Step 3	Teachers analyze data from common assessments to plan for instruction	Teachers/LT	June 1, 2024	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	All teachers will understand the principles of ambitious instruction and connect them to learning targets and assessments	Teachers/LT/Coaches/Admin	on-going	Select Status
Action Step 1	Admin and Coaches provide professional development focused on understanding the principles of ambitious instruction	Admin/coaches	February 1, 2024	Select Status
Action Step 2	Admin will connect ambitious instruction principles to framework for Teaching	Admin	January 1, 2024	Select Status
Action Step 3	In grade levels, teachers will use the reflection section of their lesson plan to identify how their learning target, tasks, and assessments align to ambitious instruction	Teachers	June 1, 2024	Select Status
Action Step 4	Coaches will give teachers feedback aligned to ambitious instruction	coaches	June 1, 2024	Select Status
Action Step 5	Teachers will reflect on daily assessments as aligned to the learning targets	Teachers	June 1, 2024	Select Status
Implementation Milestone 4	Students will receive feedback focused on their progress towards the mastery of the learning target	Teachers	June 1, 2024	Select Status
Action Step 1	Teachers will engage in a professional development cycle around creating obtainable Language Objectives for our language learners.	ELPT/DLC/Teachers	December 2023	Select Status
Action Step 2	Professional development on giving feedback to students as it connects to learning targets	Coaches/Teachers	ongoing	Select Status
Action Step 3	Teachers will receive coaching on ways to provide meaningful feedback to students within a lesson focused on how students will demonstrate the learning target	LT/Coaches	December 22, 2023	Select Status
Action Step 4	Grade level leads and/or coaches will model monitoring the learning as a way to give students meaningful feedback	LT Teachers	February 1, 2024	Select Status
Action Step 5	Teachers will monitor the learning during instruction as a way to give on-demand, meaningful feedback	Teachers	June 1, 20224	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones In SY25, 100% of teachers will participate in culturally responsive math and literacy unit internalization and lesson internalization. Internalization of units will be tied to the principles of ambitions instruction: Coaching cycles will focus on unit internalization, planning backwards and observation and feedback.

SY26 Anticipated Milestones

In SY26 100% of teachers will continue to engage in culturally responsive math and literacy unit internalization and lesson internalization with a lens of ambitious instruction. Evidence of unit internalization will include "look fors". Coaching will focus on strengthening practices of ITS members to support leadership opportunities and facilitation of grade level teams. In SY26 the focus will be on deepening rigor of tasks and teaching practices aligned to principles of ambitious instruction. ILT and coaching will focus on intentional action steps/feedback to teachers that address gaps in task rigor and grounded in student work trends.



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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase students showing progress towards mastery of standards as measured on standards based, common assessments	Yes	Interim Assessment Data	Overall	0	NA	10% increase students meeting expectations	15% increase students meeting expectations
Increase students showing progress towards mastery of standards as measured on IAR	Yes	IAR (English)	Overall	E-1% Met 13% Approached 20% PM 22% DNYM 44%	increase of 5% students meeting expectation in bottom three performances (DNYME, PME, AE)		

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	In SY24 100% of Teachers will understand the principles of ambitious instruction and connect to their daily instruction as measured by learning observational walks	In SY25 100% of teacher participate in Internalization of Units and Lessons: Ensure that teachers have a deep understanding of the curriculum's standards and objectives. Allocate time for teachers to deeply understand and internalize curriculum units and lessons. Encourage teachers to explore and adapt materials to suit their students' needs. Promote reflection on how the content aligns with rigorous standards. Promote the use of culturally responsive and inclusive materials	In SY26 100% of teacher demonstrate evidence of Internalization of Units and Lessons: Ensure that teachers have a deep understanding of the curriculum's standards and objectives. Allocate time for teachers to deeply understand and internalize curriculum units and lessons. Encourage teachers to explore and adapt materials to suit their students' needs. Promote reflection on how the content aligns with rigorous standards. Promote the use of culturally responsive and inclusive materials. We will measure success through a look for document that gives teacher feedback as evidence of unit and lesson internalization and observed lessons.
C&I:4 The ILT leads instructional improvement through distributed leadership.	In SY 24 we will ensure that all teachers have common planning time including our SPED department. Our practice goal is for leadership team and/or coaches to provide Collaboration Sessions Focusing on Ambitious Instruction. This will be measured through identifying the days/times that are prioritized for collaboration and planning.	In SY25 ILT receives coaching and professional development focused on leading the principles of ambitious instruction, including internalization of units and lessons. This will be measured by the number of ILT members that participate in the above.	In SY26, The ILT will lead and coach cycles of learning that includes professional development, planning, observation and feedback cycles. This will be measured through calendars and schedules of meeting and observation cycles.
Select a Practice			

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SY24 Progress Monitoring

Resources: 

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase students showing progress towards mastery of standards as measured on standards based, common assessments	Interim Assessment Data	Overall	0	NA	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Increase students showing progress towards mastery of standards as measured on IAR	IAR (English)	Overall	E-1% Met 13% Approached 20% PM 22% DNYM 44%	increase of 5% students meeting expectation in bottom three performances (DNYME, PME, AE)	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	In SY24 100% of Teachers will understand the principles of ambitious instruction and connect to their daily instruction as measured by learning observational walks	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	In SY 24 we will ensure that all teachers have common planning time including our SPED department. Our practice goal is for leadership team and/or coaches to provide Collaboration Sessions Focusing on Ambitious Instruction. This will be measured through identifying the days/times that are prioritized for collaboration and planning.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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.
- At the request of parents, 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.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- 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.
- 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.
- 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.
- 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.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- 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.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- 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.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

At Hibbard, our Title I Parent and Family Engagement goal is to increase student academic achievement through:



- Preserving and enhancing native language fluency while boosting English language proficiency through the implementation and delivery of high-quality curriculum and instruction.
- Leveraging the Culture and Climate Team to develop clear systems and structures to leverage the strengths of our families to foster trust and open communication, acknowledging and validating diverse perspectives, involving caregivers in decision-making and cultivating partnerships. Hibbard will provide workshops and resources tailored to the needs and interests of caregivers, including topics related to parenting, education, and cultural identity.
- Establishing open and frequent lines of communication between teachers and caregivers. This can include regular parent-teacher conferences, email updates, phone calls, and digital communication platforms.
- Encouraging caregivers to actively participate in their child's education by inviting them to attend school events, volunteer in the classroom, and/or participate in parent-teacher committees.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support