CIWP Team & Schedules

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 👍
Rashid Shabazz	Principal	rkshabazz@cps.edu
Lejon Ross- Busch	AP	lbross@cps.edu
Cynthia Brawner	LSC Member	cdbrawner@cps.edu
Aldina Loggins	LSC Member	arloggins@cps.edu
Michelle Warden	Teacher Leader	mlwarden@cps.edu
Jamie Johnson	Teacher Leader	jyjohnson@cps.edu
Christine Kijowski	Teacher Leader	cmkijowski@cps.edu
Susan Lightfoot	Teacher Leader	srlightfoot@cps.edu
Kizzy Peterson	Teacher Leader	kbpeterson@cps.edu
Delia Williams Bey	Teacher Leader	drwilliamsbe@cps.edu
Arkisha Thompson	Parent	arkishathompson@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/14/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/28/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/28/23
Reflection: Connectedness & Wellbeing	7/13/23	7/28/23
Reflection: Postsecondary Success	7/13/23	7/28/23
Reflection: Partnerships & Engagement	7/13/23	7/28/23
Priorities	7/31/23	8/25/23
Root Cause	7/31/23	8/25/23
Theory of Acton	7/31/23	8/25/23
Implementation Plans	8/28/23	8/31/23
Goals	8/28/23	8/31/23
Fund Compliance	8/28/23	8/31/23
Parent & Family Plan	8/28/23	8/13/23
Approval	9/1/23	8/31/23

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	9/21/23
Quarter 2	12/21/23
Quarter 3	3/7/23
Quarter 4	5/23/23

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
Yes	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	*Curricular Materials and Professional Development:* All grade level teachers from Kindergarten to 8th grade have access to high-quality curricular materials, as evidenced by ED Reports. For Reading, Grades K-2 employ the Core Knowledge Language Arts (CKLA) Curriculum, while 3rd-8th grades utilize the EL Education Curriculum. In Mathematics, the Eureka Math2 Math Curriculum is adopted for Grades K-8. Amplify Science Curriculum is employed for Science across Grades K-8, and Skyline Social Studies is used for Social Studies. The implementation of these curricula is supported by comprehensive yearly Professional Development. ✍️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction	*I-Ready Reading and Math Progress:* Positive trends have been observed in I-Ready Reading and Math data for primary grades. In Kindergarten, the percentage of students testing One Grade Below level decreased from 77% at the Beginning of Year (BOY) to 33% at the End of Year (EOY) for Reading, and from 91% to 49% for Mathematics. By the EOY, 68% of Kindergarten students were testing at or above grade level in Reading, while 51% achieved similar performance in Mathematics. Notably, 1st Grade students achieved an 11% increase in Reading at Mid or Above Grade Level, along with decreases in students scoring Two Grades Level Below in Grade 1 (10%) and Grade 2 (19%).	IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	Ensuring that all teachers consistently follow the curriculum with fidelity and identify any gaps or variations in curriculum implementation. ✍️ There continues to be a need for teachers to analyze assessment data, both formal and informal, to identify specific areas in Math, Reading, and Writing where students are struggling, thus pinpointing skills or content that need improvement. Teachers are implementing targeted interventions for students who are not meeting expectations. Teachers are setting clear, achievable assessment goals for and with students. During Grade Level Team meetings, teachers regularly collaborate, share best practices, and review assessment data, thus enhancing curriculum fidelity and students' academic performance on district assessments.	Cultivate / Grades / ACCESS
Yes	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.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** Continued targeted training (PD) centered around the curriculum and assessment platforms: EL Education, CKLA, Eureka Math2, Amplify Science, Skyline Social Studies, i-Ready, Accelerated Reader/Star360. ✍️ We have hired an instructional coach who will support teachers with navigating the intricacies of curriculum delivery and implementation with utmost fidelity. We have hired MTSS interventionist who in harmony with the Tutor Corps, will offer targeted support for the implementation of student interventions. The combined expertise of the MTSS interventionist and the Tutor Corps will forge a collaborative approach to student support, personalized to individual learning. We have a continued partnership with ANET where quarterly interim assessments and deep dive data analysis takes place.	

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.

All curriculums are being consistently followed and taught with fidelity. ✍️

A limited number of students are testing at or above grade level on the district's end-of-year (EOY) Reading and Math assessments.

A significant number of students are not meeting or only partially meeting expectations on the district's EOY Math, ELA, and Writing Assessments, rather than meeting or exceeding expectations.

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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	As revealed by the Root Survey, 80% of Wadsworth STEM's teachers are well-acquainted with the process of providing assistance to struggling students. ✍️ Utilizing Branching Minds, 26% of teachers engage in progress monitoring, ensuring an informed approach to student development. Diverse learners are all recipients of instruction within their	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey

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

Least Restrictive Environment. They benefit from high-quality teaching tailored to their respective grade levels.

The Case manager takes proactive measures to maintain updated and easily accessible IEPs and 504 plans, promoting efficiency and timeliness.

The Case manager plays a crucial role in fostering effective communication among parents and staff. This facilitates the

### What is the feedback from your stakeholders?

Establish a systematic approach for conducting progress monitoring assessments for Tier 2 & Tier 3 students every 2-3 weeks..

All stakeholders are responsible for ensuring that families are well-informed about the utilization of Branching Minds. This encompasses sharing diagnostics, intervention, and progress monitoring data, available upon request or as needed.

The MTSS team undertakes evaluations of both academic and SEL curriculum, assessing the quality and delivery of the curriculum.

The MTSS team, along with grade/content level teams, consistently review and implement the designated tasks within Branching Minds. This practice ensures consistent progress

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?

We have hired MTSS interventionist who in harmony with the Tutor Corps, will offer targeted support for the implementation of student interventions. The combined expertise of the MTSS interventionist and the Tutor Corps will forge a collaborative approach to student support, personalized to individual learning.

Staff will participate in PD/Trainings to support Branching Minds implementation

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.

The data highlights that Tier 3 students engaged in interventions;; however, these efforts did not effectively prevent them from receiving D's and F's.

A significant gap was identified in consistently providing immediate feedback to support student progress.

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure		
Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes — 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.			

Creating a profound sense of Connectedness & Wellbeing lies at the heart of cultivating a supportive and nurturing learning environment at Wadsworth STEM. Our daily efforts revolve around fostering a welcoming and inclusive atmosphere that affirms everyone's worth, thus nurturing a positive school culture and climate.

Our devoted Attendance Team at Wadsworth STEM has undertaken relentless endeavors to enhance our attendance rates over the past three academic years. Prior to the challenges posed by Covid-19, our yearly student attendance rate stood at an impressive 96%. However, the pandemic had its impact. Our Attendance Team took decisive actions, including calls, home visits, parent conferences, and the implementation of student/parent incentives. The outcome of their dedication is evident: over the past two academic years, we've witnessed a notable 3% increase in our attendance rate, rising from 85% to 88%. Chronic absenteeism also experienced a commendable decrease of 5%, and chronic truancy saw an 8% reduction.

Supporting students in MTSS Tier 2 and Tier 3 interventions is integral to their academic progress. We acknowledge this as an ongoing effort for our teachers and staff. Through comprehensive professional development on the Branching Minds platform, personalized learning strategies will be embraced. Teachers will adeptly analyze data, tailor interventions to each student's needs, monitor progress, and continually refine strategies for optimal impact.

What is the feedback from your stakeholders?

The transition back to in-person learning has presented us with attendance challenges that demands attention.

Attendance team has demonstrated proactive actions in support of enhancing/increasing student daily/monthly attendance rates.

Teachers are in need of additional support when it comes to Tier 2 and Tier 3 interventions. Providing professional development and training on Branching Minds platform, personalized learning strategies, tailoring interventions, and effective progress monitoring techniques will help support students' needs.

Student behavior issues seem to increase during recess. The addition of extra support staff during this time, along with

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	*addition of extra support staff during this time, along with structured recess activities, will help to create an environment that fosters positive student engagement and minimize instances of misconduct.* *We have a variety of enriching opportunities in our OST programs for our students: academics, STEM, SEL, arts, dance, clubs and sports. These offerings not only enhance their skills but also cultivate a sense of belonging and growth.* *Parents and families eagerly anticipate enrolling their children in these after school OST & Sports programs a testament to the value that they place on these enriching experiences.* *We are a healthy school where we leverage both our school and community resources to create a culture of healthy living. This ensures that our students develop healthy habits encompassing nutrition, physical activity and overall well-being, thereby laying a foundation for lifelong learning centered around wellness.*	[Student Voice Infrastructure](#) [Reduction in number of students with dropout codes at EOY](#)

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?**	
Not meeting the social emotional and academic needs of all tier II and tier III students, by providing tailored interventions that that specifically support their unique requirements. ✏️ Students facing chronic absenteeism are at risk of falling off-track and not experiencing academic success.	The attendance team is taking proactive measures to increase student daily and yearly attendance. ✏️ There is a plan being developed to provide additional support during the recess periods. New OST programs are being added to support students enrichment and academic wants and needs. Continuous support in providing and promoting a culture of healthy living to ensures that our students develop healthy habits encompassing nutrition, physical activity and overall well-being.	

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	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).	[College and Career Competency Curriculum (C4)](#)	Fostering Postsecondary Success at Wadsworth STEM: At Wadsworth STEM, we prioritize instilling the foundations for postsecondary success in our students, starting from PreK. Our approach begins with the cultivation of EPIC3 Habits – a set of essential qualities that include being Engaged Learners, Problem Solvers, Innovators, Creative, Critical Thinkers, and Collaborators. These habits we feel are essential for postsecondary success and will serve students in advanced educational environments. ✏️	[Graduation Rate](#) [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#) [3 - 8 On Track](#) [Learn, Plan, Succeed](#) [% of KPIs Completed (12th Grade)](#)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	[Individualized Learning Plans](#)	Social and Emotional Skills Development: We recognize the significance of social and emotional aptitude. Our focus extends to the development of interpersonal skills, effective communication, empathy, and resilience. By nurturing these skills, we prepare students to navigate not only academic challenges but also the complexities of interpersonal interactions. Strong STEM Foundation: Wadsworth STEM ensures that students establish a robust foundation in STEM subjects. Our approach involves fostering a deep comprehension of STEM disciplines. Additionally, our commitment to hands-on, project-based learning experiences enriches students' understanding while fostering the integration of our EPIC3 Habits. Exploration of STEM Careers: We believe in expanding horizons. Through quarterly STEM Design Challenges, themed bulletin boards, Project Based Learning, Family STEM Nights, and College & Career Week, students are exposed to a wide array of STEM careers and educational pathways. College and Career Readiness: Our dedication to postsecondary readiness is demonstrated through a specialized College and Career Readiness class for grades 6th-8th. Here, students embark on initial steps as well as discussions (with school counselor) in exploring high schools, boarding schools, colleges, careers, and programs of interest. Informed decisions are encouraged, setting the stage for their future. Diverse Extracurricular Engagement: Wadsworth STEM offers diverse extracurricular activities (OST) tailored to students'	[College Enrollment and Persistence Rate](#)
Partially	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).	[Work Based Learning Toolkit](#)	**What is the feedback from your stakeholders?** We prioritize instilling the foundations for postsecondary success in our students, starting from PreK. ✏️ The EPIC3 Habits are instrumental in shaping students' journeys toward post-secondary success.	[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).		Significant emphasis is placed on the development of social-emotional skills to empower students in navigating challenges throughout the academic school year. Our commitment to providing a robust STEM foundation and exposure to STEM careers is a pivotal step in preparing students for post-secondary success. A significant amount of students are off-track.	
	Industry Recognized Certification Attainment is	[ECCE Certification List](#)		

N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	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).	PLT Assessment Rubric
N/A	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).	Alumni Support Initiative One Pager

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?

There's a goal of Refining Diverse Extracurricular Engagement by introducing new initiatives within our Out-of-School Time (OST) programs and expanding student involvement.

The MTSS team is establishing guidelines to assist and support students in maintaining their on-track progress

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.

A substantial proportion of students are not achieving on-track success, primarily due to chronic absenteeism or low grades.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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.	Spectrum of Inclusive Partnerships	Partnerships and Engagement thrive through a range of strategies and initiatives that involve parents, families, the community, and stakeholders. We maintain a consistent commitment to involving parents and families throughout the academic year, establishing open lines of communication (fliers, Robocalls, Marquee, School Website, LiveSchool etc.) between educators and parents. Our welcoming environment encourages participation in events such as Family STEM Literacy Night, Family STEM Fieldtrips, Back to School Bash, Open House, Bring your Parent to School Day, Donuts with Dad, School Assemblies, and Student Performances. Additionally, we offer volunteer opportunities that actively engage parents in our school community.	Cultivate

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) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | Collaboration with community stakeholders and universities plays a pivotal role in enriching our educational ecosystem. Partnerships with The University of Chicago, Northern Illinois, North Western University, and others bring invaluable support to our students, fostering a well-rounded educational experience. Collaborations with organizations like Openlands/Space to Grow, Museum of Science & Industry (MSI), Next Wave STEM, Woodlawn Promise Community, Junior Achievement, Forward Momentum, Definition Theatre, and The Daniel Murphy Scholarship Fund amplify our commitment to holistic growth and development.

Analysis of the Cultivate Survey reveals important insights. Over the course of the academic year, students exhibited a decrease in their willingness to engage in academic risk-taking, with the percentage of students willing to publicly embrace learning despite perceived social risks dropping from 40% to 27%. Moreover, students experienced a decline in their motivation for adopting a Growth Mindset, with the belief that one's abilities grow with effort decreasing from 28% to 20%.

Turning to The 5 Essentials Survey, the rating for Involved Families garnered a neutral response. Despite earnest efforts from the educational community, there is a sentiment that a lack of trust exists between staff and parents, contributing to a perception that parents are not fully engaged in their children's educational journey. The performance rating score of 40% underlines this sentiment. | Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| Yes | 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 | | Formal and informal family and community feedback received locally. (School Level Data) |

What is the feedback from your stakeholders?

When parents and families are not actively engaged in their student's education, it can result in missed opportunities for support, lack of guidance, and a feeling of disconnect from the educational process.

Students should have the opportunity to share their opinions, concerns, and ideas about their education.

According to the Cultivate Survey, students might be hesitant or reluctant to engage openly in the learning process. Overcoming barriers to learning participation is important for building a positive learning environment.

A growth mindset, where students believe that their abilities can improve through effort is crucial for academic success.

Continue to orge partnerships with local organizations, universities, businesses, and non-profits to provide additional resources, mentorship, and learning opportunities for students.

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.

Limited parental and family involvement and support from in their student's educational journey.

Insufficient opportunities for students to have a voice in school decision-making processes.

Students willingness to publicly embrace learning (students are hesitant or reluctant to engage in the learning process)

Students lack of motivation for adopting a growth mindset (ability to grow and improve through/with effort)

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?

To overcome these barriers, we are prioritizing daily attendance through various strategies. This includes offering student incentives and conducting home visits to promote regular attendance. Additionally, we are dedicated to fostering a sense of belonging among our students through a range of initiatives. These include providing opportunities for participation in Out-of-School Time (OST) activities, engaging in sports and dance programs, and forming valuable external partnerships.

To enhance parent and family engagement, our coaching team actively disseminates flyers featuring weekly games and competitions. Moreover, we organize family-oriented events throughout the year, with a minimum of one event per quarter. These events, such as our welcome back bash, open house, family reading sessions, and STEM nights, along with school assemblies and end-of-the-year celebrations, ensure that families remain closely involved in our school community.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	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.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Curricular Materials and Professional Development: All grade level teachers from Kindergarten to 8th grade have access to high-quality curricular materials, as evidenced by ED Reports. For Reading, Grades K-2 employ the Core Knowledge Language Arts (CKLA) Curriculum, while 3rd-8th grades utilize the EL Education Curriculum. In Mathematics, the Eureka Math2 Math Curriculum is adopted for Grades K-8. Amplify Science Curriculum is employed for Science across Grades K-8, and Skyline Social Studies is used for Social Studies. The implementation of these curricula is supported by comprehensive yearly Professional Development.

I-Ready Reading and Math Progress: Positive trends have been observed in I-Ready Reading and Math data for primary grades. In Kindergarten, the percentage of students testing One Grade Below level decreased from 77% at the Beginning of Year (BOY) to 33% at the End of Year (EOY) for Reading, and from 91% to 49% for Mathematics. By the EOY, 68% of Kindergarten students were testing at or above grade level in Reading, while 51% achieved similar performance in Mathematics. Notably, 1st Grade students achieved an 11% increase in Reading at Mid or Above Grade Level, along with decreases in students scoring Two Grades Level Below in Grade 1 (10%) and Grade 2 (19%).

STAR 360: Wadsworth STEM experienced a 3% increase in the At or Above Category on the STAR

What is the feedback from your stakeholders?

Ensuring that all teachers consistently follow the curriculum with fidelity and identify any gaps or variations in curriculum implementation.

There continues to be a need for teachers to analyze assessment data, both formal and informal, to identify specific areas in Math, Reading, and Writing where students are struggling, thus pinpointing skills or content that need improvement.

Teachers are implementing targeted interventions for students who are not meeting expectations.

Teachers are setting clear, achievable assessment goals for and with students.

During Grade Level Team meetings, teachers regularly collaborate, share best practices, and review assessment data, thus enhancing curriculum fidelity and students' academic

What student-centered problems have surfaced during this reflection?

All curriculums are being consistently followed and taught with fidelity.

A limited number of students are testing at or above grade level on the district's end-of-year (EOY) Reading and Math assessments.

A significant number of students are not meeting or only partially meeting expectations on the district's EOY Math, ELA, and Writing Assessments, rather than meeting or exceeding expectations.

Students consistent participation in Algebra.

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?

Continued targeted training (PD) centered around the curriculum and assessment platforms: EL Education, CKLA, Eureka Math2, Amplify Science, Skyline Social Studies, i-Ready, Accelerated Reader/Star360.

We have hired an instructional coach who will support teachers with navigating the intricacies of curriculum delivery and implementation with utmost fidelity.

We have hired MTSS interventionist who in harmony with the Tutor Corps, will offer targeted support for the implementation of student interventions. The combined expertise of the MTSS interventionist and the Tutor Corps will forge a collaborative approach to student support, personalized to individual learning.

We have a continued partnership with ANET where quarterly interim assessments and deep dive data analysis takes place.

Determine Priorities

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

Students...

All curriculums are being consistently followed and taught with fidelity.

A limited number of students are testing at or above grade level on the district's end-of-year (EOY) Reading and Math assessments.

A significant number of students are not meeting or only partially meeting expectations on the district's EOY Math, ELA, and Writing Assessments, rather than meeting or exceeding expectations.

Resources: 🚀

[Determine Priorities Protocol](#)

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.

Root Cause

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

As adults in the building, we...

Are inconsistently implementing the curriculum with fidelity.

Are inconsistently and effectively analyzing assessment data, both formative and summative, to pinpoint specific areas in Math, Reading, and Writing where students are struggling, identifying skills or content in need of improvement.

Are infrequently setting clear, achievable assessment goals for and with students.

Are not regularly collaborating, sharing best practices, and reviewing assessment data, which hinders curriculum fidelity and students' academic performance on district assessments

Resources: 🚀

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

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.

Theory of Action

What is your Theory of Action?

If we....

provide access to high quality curricular materials for all grade levels and foster a culture of continuous improvement by encouraging teacher collaboration, reflection and innovation through targeted professional development opportunities for teachers to enhance their instructional strategies and content knowledge as well as regularly assess student learning

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Curriculum & Instruction

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.

through formative and summative assessment, set goals for improvements in our school practice and student performance by implementing a robust teaching and learning cycle that incorporates cycle of planning (SAS) reviews of student tasks and achievement data

then we see....

Aligned curriculum that meets the needs of all students and aligns with the standards, teachers' implementing the curriculum with fidelity, delivering content-rich lessons, and incorporating tasks that reflect key shifts in literacy, mathematics, and science, Clear instructional expectations set for each quarter, along with high-quality interim assessments and engaging project-based learning tasks, a well-rounded challenging instructional program, data analysis of student work, Effective re-teaching strategies aimed at mastery and meaningful collaboration among teachers.

which leads to...

high quality instruction that meets the diverse needs of all students, greater percentage of standards mastery of CCSS in reading and math, improved academic achievement across all grade levels, alignment of curriculum and instruction with academic standards and real world relevance, a culture of continuous improvement and professional growth among teachers, and a noticeable and tangible growth school-wide, with students meeting or exceeding grade-level expectations in i-Ready (K-2), Star360 (3-8), and IAR (3-8) reading and math assessments as aligned with our CIWP's metric goals

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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, STEM Specialist

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	3/7/23
Q2	12/21/23	Q4	5/23/23

	SY24 Implementation Milestones & Action Steps ✍️	**Who** 👍	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	100% teacher participation in enhancing curriculum implementation with fidelity and improving student learning outcomes through targeted professional development opportunities.	Coaches/Vendor	August 15, 2023	Completed
Action Step 1	Develop and implement customized professional development sessions that address the identified needs, with a focus on enhancing curriculum implementation with fidelity and pedagogical strategies that impact student achievement.	Teachers	8/14/2023 - 8/17/23	Completed
Action Step 2	Professional Development/Training on Core Knowledge Language Arts (CKLA)/EL Education, Eureka Math Squared,Skyline Social Science (Middle School) & Teaching Strategies Gold Curriculums.	Teachers	8/15/2023 - 8/17/23	Completed
Action Step 3	Establish a curriculum leadership team responsible for monitoring curriculum fidelity and providing support to teachers.	ILT/Coaches	August 2023	Completed
Action Step 4	Review and provide feedback on teachers' lesson plans to ensure use of the core curriculum during GLTs.	ILT/Coaches	August 15- 16, 2023	In Progress
Action Step 5	Learning walks/walkthroughs to assess curriculum implementation and provide feedback to teachers. (monthly).	ILT/Coaches/Teachers	Ongoing	Select Status
Implementation Milestone 2	Instructional Coaches will collaborate with all instructional staff members to support scaffolded instruction, small group instruction, and curriculum implementation.	Coaches	Ongoing	In Progress
Action Step 1	Assign instructional coaches to work closely with teachers, providing ongoing support and guidance to ensure fidelity in curriculum implementation and its alignment with student learning objectives.	Coaches	August 24, 2023	Completed
Action Step 2	Teachers will participate in data cycles with the instructional coaches, thus equipping teachers with the skills and tools necessary for data-driven decision-making, allowing them to continually assess student progress and adjust instructional practices accordingly.	Teachers/Instructional Coaches	8/28/23 - 5/31/23	In Progress
Action Step 3	Instructional Coaches will meet weekly with Adminstration	Instructional Coaches	August 24, 2023	In Progress
Action Step 4	Teachers will participate in on-going curriculum and instruction Professional Development/Training	Vendor	On-going	In Progress
Action Step 5	Small Group instruction support to address diverse needs of the students.	Instructional Coaches/ILT	8/28/23 - 5/31/23	In Progress
Implementation Milestone 3	By the end of the academic year, 100% of students in grades preK-8 will actively engage in STEM-related activities both in and out of the classroom, demonstrating improved problem-solving skills, critical thinking abilities, and an increased interest in STEM fields.	STEM Specialist/ILT	8/28/23 - 5/31/23	In Progress
Action Step 1	Collaborate with educators to integrate STEM concepts into existing curriculum standards.	STEM Specialist/ILT	On-going	In Progress
Action Step 2	Provide ongoing professional development opportunities for teachers focusing on effective STEM teaching strategies, problem-based learning (PBL) techniques, and the design of rigorous tasks.	STEM Specialist/ILT	8/28/23 - 5/31/23	In Progress
Action Step 3	Identify opportunities to incorporate STEM learning into core subjects like math, science, reading and social studies.	STEM Specialist/ILT	Om-going	In Progress
Action Step 4	Allocate resources to acquire STEM-related materials, including books, kits, and technology.	STEM Specialist/ILT	8/28/23 - 5/31/23	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status

Curriculum & Instruction

					Status
Action Step 1					*Select Status*
Action Step 2					*Select Status*
Action Step 3					*Select Status*
Action Step 4					*Select Status*
Action Step 5					*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Access to Quality Curriculum: 100% of students have access to quality grade-level curriculum, materials, and resources that align with academic standards.
Curriculum Implementation: 75% rate of staff implementing the curriculum with fidelity, resulting in improved student learning outcomes.
i-Ready & STAR 360 Assessments: Achieve noticeable and tangible growth in student performance, with a targeted 10% increase per individual student and grade band, as well as a 10% increase in the "at or above grade level" category on the i-Ready and STAR 360 Math and Reading assessments.
IAR Math & Reading Assessments: Achieve noticeable and tangible growth in student performance, with a targeted 15% increase per individual student

SY26 Anticipated Milestones

Access to Quality Curriculum: 100% of students have access to quality grade-level curriculum, materials, and resources that align with academic standards.
Curriculum Implementation: 85% rate of staff implementing the curriculum with fidelity, resulting in improved student learning outcomes.
i-Ready & STAR 360 Assessments: Achieve noticeable and tangible growth in student performance, with a targeted 15% increase per individual student and grade band, as well as a 15% increase in the "at or above grade level" category on the i-Ready and STAR 360 Math and Reading assessments.
IAR Math & Reading Assessments: Achieve noticeable and tangible growth in student performance, with a targeted 20% increase per individual student

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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
Increase students' overall K-8 End-of-Year (EOY) Reading assessment scores by 30% on district-wide EOY assessments, including i-Ready, STAR 360, and IAR. This improvement will positively impact the "At or Above Grade Level" and "Met or Exceeded Expectations" categories.	Yes	Other	Overall	40	50	60	70
			Select Group or Overall				
Increase students' overall K-8 End-of-Year (EOY) Math assessment scores by 30% on district-wide EOY assessments, including i-Ready, STAR 360, and IAR. This improvement will positively impact the "At or Above Grade Level" and "Met or Exceeded Expectations" categories.	Yes	Other	Overall	40	50	60	70
			Select Group or Overall				

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.	75% of teachers implementing the curriculum with fidelity, resulting in improved student learning outcomes. Provide targeted professional development opportunities for teachers to enhance their understanding of the curriculum and its alignment with standards. Create a	Make necessary adjustments to the curriculum to further align it with standards. Continue providing professional development opportunities and encourage teacher collaboration to share best practices in curriculum implementation. Analyze	Offer continuous professional development opportunities for teachers to deepen their expertise in implementing the curriculum with fidelity. Establish a regular curriculum review cycle to keep instructional materials and resources up-to-date with
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead instructional improvements through distributed leadership with a focus on Empowering student voice. Gather data on the level of student involvement and satisfaction with their learning experiences. Provide PD for the ILT members on the principles of distributed leadership and the	Continue to provide ongoing PD for the ILT members, focusing on effective leadership practices and strategies for amplifying student voice. Establish feedback mechanisms to collect input from students. Evaluate the progress made in enhancing instructional	ILT will focus on successful student voice initiatives and embedding them as sustainable practices within the school culture. Identify successful distributed leadership practices within the ILT and consider scaling them to involve a broader group of teachers

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

Select the Priority Foundation to
pull over your Reflections here =>

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
assessment scores by 30% on district-wide EOY assessments, including i-Ready, STAR 360, and IAR. This improvement will positively impact the "At or Above Grade Level" and "Met or Exceeded Expectations"	Other	Overall	40	50	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
End-of-Year (EOY) Math assessment scores by 30% on district-wide EOY assessments, including i-Ready, STAR 360, and IAR. This improvement will positively impact the "At or Above Grade Level" and "Met or Exceeded	Other	Overall	40	50	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			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.	75% of teachers implementing the curriculum with fidelity, resulting in improved student learning outcomes. Provide targeted professional development opportunities for teachers to enhance their understanding of the curriculum and its alignment with standards. Create a curriculum map that outlines the scope and	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will lead instructional improvements through distributed leadership with a focus on Empowering student voice. Gather data on the level of student involvement and satisfaction with their learning experiences. Provide PD for the ILT members on the principles of distributed leadership and the importance of student	Limited Progress	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Creating a profound sense of Connectedness & Wellbeing lies at the heart of cultivating a supportive and nurturing learning environment at Wadsworth STEM. Our daily efforts revolve around fostering a welcoming and inclusive atmosphere that affirms everyone's worth, thus nurturing a positive school culture and climate.

Our devoted Attendance Team at Wadsworth STEM has undertaken relentless endeavors to enhance our attendance rates over the past three academic years. Prior to the challenges posed by Covid-19, our yearly student attendance rate stood at an impressive 96%. However, the pandemic had its impact. Our Attendance Team took decisive actions, including calls, home visits, parent conferences, and the implementation of student/parent incentives. The outcome of their dedication is evident: over the past two academic years, we've witnessed a notable 3% increase in our attendance rate, rising from 85% to 88%. Chronic absenteeism also experienced a commendable decrease of 5%, and chronic truancy saw an 8% reduction.

Supporting students in MTSS Tier 2 and Tier 3 interventions is integral to their academic progress. We acknowledge this as an ongoing effort for our teachers and staff. Through comprehensive professional development on the Branching Minds platform, personalized learning strategies will be embraced. Teachers will adeptly analyze data, tailor interventions

What is the feedback from your stakeholders?

The transition back to in-person learning has presented us with attendance challenges that demands attention.

Attendance team has demonstrated proactive actions in support of enhancing/increasing student daily/monthly attendance rates.

Teachers are in need of additional support when it comes to Tier 2 and Tier 3 interventions. Providing professional development and training on Branching Minds platform, personalized learning strategies, tailoring interventions, and effective progress monitoring techniques will help support students' needs.

Student behavior issues seem to increase during recess. The addition of extra support staff during this time, along with structured recess activities, will help to create an environment that fosters positive student engagement and minimize instances of misconduct.

What student-centered problems have surfaced during this reflection?

Not meeting the social emotional and academic needs of all tier II and tier III students, by providing tailored interventions that that specifically support their unique requirements.

Students facing chronic absenteeism are at risk of falling off-track and not experiencing academic success.

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?

The attendance team is taking proactive measures to increase student daily and yearly attendance.

There is a plan being developed to provide additional support during the recess periods.

New OST programs are being added to support students enrichment and academic wants and needs.

Continuous support in providing and promoting a culture of healthy living to ensures that our students develop healthy habits encompassing nutrition, physical activity and overall well-being.

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Determine Priorities

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

Students...

Tier II and Tier III students schoolwide are not having their social emotional and academic needs met by way of providing tailored interventions that that specifically support their unique requirements.

Students facing chronic absenteeism are at risk of falling off-track and not experiencing academic success.

Determine Priorities Protocol

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.

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Root Cause

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

As adults in the building, we...

Are not consistently responding to our students needs by supporting MTSS Tier 2 and Tier 3 interventions by adeptly analyzing data, personalizing interventions to each student's needs (through Branching Minds), progress monitoring to track students' growth and adjust interventions, and continually refining strategies for optimal impact.

Are not consistently identifying and targeting students who are showing early signs of being off track and providing them with timely preventative measures and consistently communicating with parents to ensure a collaborative approach.

Are not consistently cultivating, prioritizing and amplifying a culture of student voice thus allowing students to be independent thinkers and active participants in their own learning

5 Why's Root Cause Protocol

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.

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Theory of Action

What is your Theory of Action?

If we....

Identify and target students early who are trending towards being off-track due to poor grades, undesirable behavior and low attendance and provide them with preventative measures (Tier 2 & Tier 3 supports logged into Branching Minds) to strategically address, support and monitor their progress towards being on-track. Implement a Social Emotional Learning (SEL) initiative that encompasses the 5 components of Total Student Well-Being which

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Learning (SEL) Initiative that centers on the 5 components of Total Student Well-Being which includes: Health (Mental, Physical and Cognitive), Relationships, Environment/Community,

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.

then we see....

an improvement in grades with students achieving a "C" or higher in all core content areas (Reading, Math, Science and Social Studies), improved student achievement and high levels of engagement around STEM centered learning, a decrease in student misconduct over time, restorative consequences with a focus on relationships and community reinforcing a sense of belonging and accountability, improved daily attendance, increase in student belonging and connectedness, improved relationships between staff and students, teacher capacity building centered on SEL interaction and the five components of Total Student Well-Being

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...

sustained growth and a healthy school climate for both students and staff, fostering a positive nurturing environment, Achieving an on-track goal surpassing 75% annually. building strong relationships where restorative practices and mutual respect serves the foundations for interaction, a steady increase in overall attendance by 2.6% point each year raising attendance rates from 88% to 96% by 2026, enhanced rating as measured by the 5 Essentials Survey with all categories receiving as Strong (Well- Organized) designation, a 5 % decrease in student misconduct over time, Teachers/staff actively nurturing students'

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 ✍️

MTSS Coordinator/Interventionist/Attendance Team

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	3/7/23
Q2	12/21/23	Q4	5/23/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Empower teachers with the knowledge and skills needed to effectively utilize the Branching Minds platform, resulting in higher on-track percentages, improved student learning outcomes, and increased engagement.	MTSS Coordinator/Interventionist	September 18, 2023	In Progress
Action Step 1	Organize regular professional development workshops dedicated to using the Branching Minds platform and engage trainers who are well-versed in the Branching Minds platform to conduct the professional development/workshop sessions.	MTSS Coordinator/Interventionist	9/6/23 - 5/31/24	In Progress
Action Step 2	Provide on-going support for navigating Branching Minds Platform, providing tiered support and imputting data/results.	MTSS Coordinator/Interventionist	September 6, 2023	In Progress
Action Step 3	Implement a system for regular progress monitoring to check how effectively teachers are using the Branching Minds platform. Provide feedback and additional support where necessary.	MTSS Coordinator/Interventionist	On-going	In Progress
Action Step 4	Grade Level Team Check - In (3 Week Cycles)	MTSS Coordinator/Interventionist	8/30/23 - 5/31/24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Improving overall student body daily/yearly attendance rates. "Attendance Matters"	Attendance Team	8/21/23 - 6/6/24	In Progress
Action Step 1	Form a Wadsworth STEM attendance team consisting of key stakeholders in the building. Assign roles and responsibilities for monitoring attendance and implementing interventions.	Administration	8/21/23 - 6/6/24	In Progress
Action Step 2	Implement an early intervention system to identify students at risk of chronic absenteeism. Create a tiered support system that includes Tier 1 (universal support), Tier 2 (targeted support), and Tier 3 (intensive support) interventions.	Attendance Team	8/21/23 - 6/6/24	In Progress
Action Step 3	Establish a clear communication plan to notify parents and guardians promptly about student absences and encourage parents to support regular attendance.	Attendance Team	8/21/23 - 6/6/24	In Progress
Action Step 4	Implement a positive reinforcement system to recognize and reward students with good attendance records (i.e. LiveSchool, awards assemblies, school store, raffles, certificates.)	Attendance Team	8/21/23 - 6/6/24	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Implement a Social Emotional Learning (SEL) Initiative that centers on the 5 components of Total Student Well-Being	Counselor/BHT	9/18/2023 - 6/6/24	In Progress
Action Step 1	Conduct a needs assessment to understand the current state of students' social and emotional well-being.	Counselor/BHT	9/18/23 - 10/20/23	In Progress
Action Step 2	Provide on-going SEL training for teachers and staff to equip them with the knowledge and skills necessary to teach and model SEL curriculum/competencies effectively.	Counselor/BHT	9/18/23 - 5/31/24	In Progress
Action Step 3	Integrate SEL curriculum/lessons (i.e. Second STEP) into the regular curriculum across all grade levels.	Teachers	9/18/23 - 5/31/24	In Progress
Action Step 4	Offer ongoing support through coaching, mentoring, and peer collaboration to help teachers address specific challenges and refine their SEL teaching skills.	Counselor	9/18/23 - 5/31/24	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Promoting and fostering a culture of healthy living at Wadsworth STEM which is essential for the overall well-being of students and staff.	Health & Wellness Team		In Progress

Connectedness & Wellbeing

Action Step 1	Establish a dedicated wellness committee comprising wellness champions, teachers, parents, students, and community members.	Health & Wellness Team		Completed
Action Step 2	Integrate health and nutrition education into the curriculum, teaching students about the importance of balanced diets, exercise, and healthy lifestyle choices.	Health & Wellness Team		In Progress
Action Step 3	Follow CPS's Healthy School Policy that supports our healthy living initiative and encourage students to bring healthy snacks from home.	Health & Wellness Team		In Progress
Action Step 4	Incorporate physical activity into the daily school routine through recess, physical education classes, and extracurricular activities.	Health & Wellness Team		In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Achieve a 2.6% annual increase in overall school-wide attendance, progressively raising our attendance rate from 88% to 96%. Ensure that 100% of our teachers are trained on the Branching Minds Platform, enhancing our capacity for data-driven support. 80% of our staff to effectively utilize the Branching Minds Platform, actively collecting and analyzing data and providing Tier 2 and Tier 3 supports to meet individual learning needs. Ensure that 70% of our Tier 2 and Tier 3 students receive Multi-Tiered System of Supports (MTSS) interventions and assistance tailored to their unique requirements.	🖊
SY26 Anticipated Milestones	Achieve a 2.6% annual increase in overall school-wide attendance, progressively raising our attendance rate from 88% to 96%. Ensure that 100% of our teachers are trained on the Branching Minds Platform, enhancing our capacity for data-driven support. 80% of our staff to effectively utilize the Branching Minds Platform, actively collecting and analyzing data and providing Tier 2 and Tier 3 supports to meet individual learning needs. Ensure that 80% of our Tier 2 and Tier 3 students receive Multi-Tiered System of Supports (MTSS) interventions and assistance tailored to their unique requirements.	🖊

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
Enhance School-Wide Attendance: Increase overall school-wide annual attendance by 8%, progressively raising our yearly attendance rate from 88% to 96%, and maintaining a daily attendance rate averaging above 95%.	Yes	Increase Average Daily Attendance	Overall	88	91	93	96
			Select Group or Overall				
80% of our staff effectively utilizing the Branching Minds Platform. This includes creating personalized learning strategies for students, actively collecting and analyzing data, and providing Tier 2 and Tier 3 supports to meet individual learning needs.	Yes	MTSS Academic Tier Movement	Overall	50	60	70	80
			Select Group or Overall				

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&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Improving school-attendance by Identify students with extended absences or chronic absenteeism through attendance records. Collaborate with Attendance team to develop individualized re-entry plans for each identified student. Communicate with families and students to discuss the	Maintain the re-entry plans and continue providing support services to students as needed. Assess the impact of the re-entry plans on student attendance and overall engagement. Refine the re-entry plans and make necessary adjustments to improve	Continue the practice of creating intentional re-entry plans for students with extended absences or chronic absenteeism. Extend outreach efforts to identify potential at-risk students earlier in their absenteeism patterns. Continue to collect and analyze data
C&W:3 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.	Increase in student access and participation in Out-of-School Time (OST) programs: Conduct, an assessment of the current state of Wadsworth STEM's OST programs, identifying gaps and areas for improvement. Survey students and families to understand their interests and needs	Continue to assess and adjust Wadsworth STEM's OST programs based on feedback from students, families, and staff. Implement a communication plan to ensure that all students and families are aware of the available enrichment opportunities.	Sustain and further enhance Wadsworth STEM's OST programs. Conduct regular assessments and surveys to ensure that student interests and needs continue to be met. Continue to monitor and address any disparities in access and participation
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Promoting and fostering a culture of healthy living at Wadsworth STEM which is essential for the overall well-being of students and staff. Establish a Behavioral Health Team and Wellness Team within the school. Develop a comprehensive plan for promoting and fostering a culture of	Continue to engage the Behavioral Health Team and Wellness Team in planning and implementing wellness initiatives. Launch targeted wellness programs, events, activities to address specific health and well-being needs. Monitor and assess the participation	Evaluate the effectiveness of wellness initiatives through data analysis and feedback from students, staff, and parents. Develop a long-term sustainability plan for maintaining a culture of healthy living within the school. Encourage active participation

Jump to...	Priority	TOA	Goal Setting	Progress	*Select the Priority Foundation to pull over your Reflections here =>*
Reflection	Root Cause	Implementation Plan		Monitoring	

Connectedness & Wellbeing

Return to Top | **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 overall school-wide annual attendance by 8%, progressively raising our yearly attendance rate from 88% to 96%, and maintaining a daily attendance rate averaging above 95%.	Increase Average Daily Attendance	Overall	88	91	On Track	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
the Branching Minds Platform. This includes creating personalized learning strategies for students, actively collecting and analyzing data, and providing Tier 2 and Tier 3 supports to meet individual learning	MTSS Academic Tier Movement	Overall	50	60	On Track	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Improving school-attendance by Identify students with extended abs	On Track	*Select Status*	*Select Status*	*Select Status*
C&W:3 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.	Increase in student access and participation in Out-of-School Time (	On Track	*Select Status*	*Select Status*	*Select Status*
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Promoting and fostering a culture of healthy living at Wadsworth ST	On Track	*Select Status*	*Select Status*	*Select Status*

Jump to...	Priority	TOA	Goal Setting	Progress	
Reflection	Root Cause	Implementation Plan		Monitoring	

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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Partnerships and Engagement thrive through a range of strategies and initiatives that involve parents, families, the community, and stakeholders. We maintain a consistent commitment to involving parents and families throughout the academic year, establishing open lines of communication (fliers, Robocalls, Marquee, School Website, LiveSchool etc.) between educators and parents. Our welcoming environment encourages participation in events such as Family STEM Literacy Night, Family STEM Fieldtrips, Back to School Bash, Open House, Bring your Parent to School Day, Donuts with Dad, School Assemblies, and Student Performances. Additionally, we offer volunteer opportunities that actively engage parents in our school community.

Collaboration with community stakeholders and universities plays a pivotal role in enriching our educational ecosystem. Partnerships with The University of Chicago, Northern Illinois, North Western University, and others bring invaluable support to our students, fostering a well-rounded educational experience. Collaborations with organizations like Openlands/Space to Grow, Museum of Science & Industry (MSI), Next Wave STEM, Woodlawn Promise Community, Junior Achievement, Forward Momentum, Definition Theatre, and The Daniel Murphy Scholarship Fund amplify our commitment to holistic growth and development.

What is the feedback from your stakeholders?

When parents and families are not actively engaged in their student's education, it can result in missed opportunities for support, lack of guidance, and a feeling of disconnect from the educational process.

Students should have the opportunity to share their opinions, concerns, and ideas about their education.

According to the Cultivate Survey, students might be hesitant or reluctant to engage openly in the learning process. Overcoming barriers to learning participation is important for building a positive learning environment.

A growth mindset, where students believe that their abilities can improve through effort is crucial for academic success.

What student-centered problems have surfaced during this reflection?

Limited parental and family involvement and support from in their student's educational journey.

Insufficient opportunities for students to have a voice in school decision-making processes.

Students willingness to publicly embrace learning (students are hesitant or reluctant to engage in the learning process)

Students lack of motivation for adopting a growth mindset (ability to grow and improve through/with effort)

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?

To overcome these barriers, we are prioritizing daily attendance through various strategies. This includes offering student incentives and conducting home visits to promote regular attendance. Additionally, we are dedicated to fostering a sense of belonging among our students through a range of initiatives. These include providing opportunities for participation in Out-of-School Time (OST) activities, engaging in sports and dance programs, and forming valuable external partnerships.

To enhance parent and family engagement, our coaching team actively disseminates flyers featuring weekly games and competitions. Moreover, we organize family-oriented events throughout the year, with a minimum of one event per quarter. These events, such as our welcome back bash, open house, family reading sessions, and STEM nights, along with school assemblies and end-of-the-year celebrations, ensure that families remain closely involved in our school community.

Determine Priorities

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

Students...

Limited parental and family involvement and support from in their student's educational journey.

Insufficient opportunities for students to have a voice in school decision-making processes.

Students willingness to publicly embrace learning (students are hesitant or reluctant to engage in the learning process).

Students lack of motivation for adopting a growth mindset (ability to grow and improve through/with

Resources:

[Determine Priorities Protocol](#)

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.

Root Cause

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

As adults in the building, we...

Are not maintaining consistent and meaningful communication between teachers, parents, and families which is essential for parental & family involvement and creating a collaborative and supportive educational environment.

Resources:

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

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.

Theory of Action

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What is your Theory of Action?

If we....

Establish clear and consistent channels of communication between school staff, parents, families, and the local community; Organize frequent events, such as parent-teacher conferences, open house, family STEM nights, school assemblies, and community gatherings (back to school bash) to facilitate face-to-face interactions; Actively promote volunteer

Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Select the Priority Foundation to pull over your Reflections here =>

Partnership & Engagement

opportunities within the school, allowing parents and community members to contribute their time and skills to benefit students; Forge partnerships with local organizations, universities, businesses, and non-profits to provide additional resources, mentorship, and

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.

then we see....

Our parents and students become more actively engaged in the school educational community, attending school events/activities, participating in volunteer work, and engaging in meaningful dialogue with teachers and staff; Families and students gain access to additional support services and resources, leading to improved well-being and academic success; The school culture becomes more inclusive, welcoming, and respectful, fostering a strong sense of belonging and community among all stakeholders.

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...

Engaged students, supported by their families and the community, demonstrate improved academic outcomes, including higher test scores, attendance rates, and on-track percentage; Wadsworth being a central hub/safe haven for the local community, strengthening connectedness and relationships and creating a sense of unity and students not only exceling academically but also develop essential life skills, social emotional competence and a sense of responsibility, preparing them for future success in a nurturing a thriving school community where all stakeholders are actively involved in supporting the

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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 ✏️

STEM Committee/ILT/Counselor

Dates for Progress Monitoring Check Ins

Q1	9/21/23	Q3	3/7/23
Q2	12/21/23	Q4	5/23/23

SY24 Implementation Milestones & Action Steps ✏️

	Milestone/Action Step	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Strengthening and enhancing Collaboration with Community Stakeholders and Universities	STEM Committee	8/30/23 - 5/31/24	In Progress
Action Step 1	Identify and engage with community stakeholders and local universities that align with the school's goals and educational vision.	STEM Committee	8/30/23 - 5/31/24	In Progress
Action Step 2	Identify specific areas where community partnerships and university collaborations can enhance the educational experience for students and define clear objectives and goals for each partnership or collaboration, ensuring they are aligned with the school's mission and academic priorities.	STEM Committee	8/30/23 - 5/31/24	In Progress
Action Step 3	Provide professional development opportunities for teachers and staff to leverage university expertise and community resources effectively.	STEM Committee	8/30/23 - 5/31/24	Not Started
Action Step 4	Engage students in community-based projects and university initiatives to enhance their learning experiences and broaden their horizons.	STEM Committee	8/30/23 - 5/31/24	Not Started
Action Step 5	Actively involve parents and families in community events and	STEM Committee		In Progress
Implementation Milestone 2	Establishing and Planning Strong Community Partnerships for Student and Family Engagement	STEM Committee	8/30/23 - 5/31/24	In Progress
Action Step 1	Students and parents will acquire strategies during STEM Nights and Literacy Nights that can foster and promote Science, Technology, Engineering, Mathematics, and Literacy both at home and in school.	STEM Committee	8/30/23 - 5/31/24	Not Started
Action Step 2	The school community will actively support postsecondary education and career advancement by participating in College and Career Day.	School Counselor	5/24	In Progress
Action Step 3	Students will proudly take part in the 2023-24 Stars of Honor program.	Teacher	5/24	Not Started
Action Step 4	Parents and students will be encouraged to engage in activities that highlight student talents and aspirations, including events like the High School Fair, Black History Month celebrations, Winter and Spring Assemblies, and the STEM Expo.	STEM Committee/School Counselor	8/30/23 - 5/31/24	In Progress
Action Step 5	Families are warmly invited and encouraged to attend all sporting events and competitions..	Sports Committee/Coaches	9/16/23 - 5/31/24	In Progress
Implementation Milestone 3	Improve Student Engagement and Collaborative School Environment based on Analysis of the Cultivate Survey and the 5 Essentials Survey.	ILT	8/30/23 - 5/31/24	In Progress
Action Step 1	Collect and analyze data from the Cultivate Survey and the 5 Essentials Survey in the categories including students' willingness to engage in academic risk-taking, motivation for adopting a growth mindset, parent involvement, staff-parent trust, collaboration among teachers, teacher-teacher trust, and the perception of a supportive environment.	ILT	8/30/23 - 10/27/23	In Progress
Action Step 3	Provide professional development opportunities for teachers and staff to enhance their skills in promoting student engagement, fostering growth mindsets, and building positive relationships with parents.	ILT	8/30/23 - 5/31/24	Not Started
Action Step 4	Develop and implement initiatives to actively involve parents in their children's education. This may include regular communication, workshops, and events that encourage parental participation.	ILT	8/30/23 - 5/31/24	In Progress
Action Step 5	Facilitate regular collaboration among teachers, including collaborative planning sessions, peer observations, and opportunities for sharing best practices during GLT and PD days.	ILT	8/30/23 - 5/31/24	In Progress

<div align="right">Partnership & Engagement</div>

			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Provide opportunities for family and community participation and engagement, ensuring that every stakeholder feels valued and included in our school community.
Strengthen Community and University Partnerships: Strengthen and align our partnerships with community stakeholders and universities, leveraging these connections to enrich the educational experience of our students.
Foster a culture of Academic Risk Taking: 10% increase in students' willingness to engage in academic risk-taking, as measured by the Cultivate Survey.
Cultivate a culture of Adopting a Growth Mindset: Attain a 10% increase in students adopting a growth mindset and embracing the belief that their

SY26 Anticipated Milestones

Provide opportunities for family and community participation and engagement, ensuring that every stakeholder feels valued and included in our school community.
Strengthen Community and University Partnerships: Strengthen and align our partnerships with community stakeholders and universities, leveraging these connections to enrich the educational experience of our students.
Foster a culture of Academic Risk Taking: 20% increase in students' willingness to engage in academic risk-taking, as measured by the Cultivate Survey.
Cultivate a culture of Adopting a Growth Mindset: Attain a 20% increase in students adopting a growth mindset and embracing the belief that their

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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 ✍	SY24	SY25	SY26
Enhance Family and Community Engagement: Increase opportunities for family and community representation, participation, and engagement by 10%, ensuring that every stakeholder feels valued and included in our school community.	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Select Group or Overall	40	50	60	70
			Select Group or Overall				
Cultivate a Growth Mindset Culture Achieve a 50% increase in the number of students who adopt a growth mindset, embracing the belief that their abilities grow with effort, as reflected in the Cultivate Survey results.	Yes	Cultivate	Overall	30	50	70	80
			Select Group or Overall				

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	SY24	SY25	SY26
P&E:1 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.	Increase opportunities for family and community representation, participation, and engagement by 10%, Organize a series of school events, engagement activities, workshops, fieldtrips etc. that focus on building strong partnerships with families and the community and providing guidance	Implement a range of strategies and initiatives that actively involve parents, families, school committees, and community members throughout the academic school year establishing open lines of communication and creating opportunities for their input and feedback throughout each	Have a significant portion of families, school committees, and community members actively involved/engaged and contributing to the Wadsworth STEM's goals throughout the academic school year. Develop a sustainability plan that ensures the continued
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Maintain a consistent commitment to establishing open lines of communication between educators and parents through various communication platforms. Identify current communication practices and the preferences of families and community members. Provide training and professional	Expand communication to include newsletters, fliers, regular emails, robocalls, school marquee, school website and in-person meetings to accommodate various parent/family preferences. Ensure regular updates are provided to families and	Continue the communication strategies and initiatives that have been effective. Evaluate the impact of improved two-way communication on family and community engagement by assessing participation rates and parent/family satisfaction.

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Partnership & Engagement

Return to Top | 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
Engagement: Increase opportunities for family and community representation, participation, and engagement by 10%, ensuring that every stakeholder feels valued and included in our school community.	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Select Group or Overall	40	50	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Cultivate a Growth Mindset Culture Achieve a 50% increase in the number of students who adopt a growth mindset, embracing the belief that their abilities grow with effort, as reflected in the Cultivate Survey results.	Cultivate	Overall	30	50	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	Increase opportunities for family and community representation, par	On Track	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Maintain a consistent commitment to establishing open lines of com	On Track	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Partnership & Engagement

Return to Top | SY24 Progress Monitoring

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
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 Wadsworth STEM, we strive to operate in an inclusive environment that REQUIRES the support of parents. All parent funds are used to support parents with workshops and resources necessary to improve the instructional outcomes of the students.

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