

**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	<a href="#">CPS High Quality Curriculum Rubrics</a>	Access to High Quality Curriculum Materials: Amundsen HS is an IB World School and has adopted the IB MYP curriculum for all students in 9th and 10th grade. This curriculum, and the IB DP curriculum, has been reviewed by CPS as having met or exceeded the expectations for a curriculum in that it is standards-aligned, horizontally-aligned, vertically-aligned, supportive of and accessible to all learners, supportive of students' SEL needs, and culturally responsive.	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data)
Partially	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>	At the 11th and 12th grade level, teachers have access to a wide-range of high quality curricular materials depending on the course that they teach. All teachers, even those not teaching specific IB courses, have access to IB curricular materials for the IB Diploma Programme via the MyIB website, which all teachers are encouraged to utilize. Additional curricular materials are purchased to support diverse learners and English learners with their specific learning needs.  Teachers who teach at upper level dual-credit courses have access to curricular materials provided by the Chicago City Colleges that ensure the CPS courses are aligned to CCC expectations for the college level course. Teachers teaching Advanced Placement courses have access to resources provided by the College Board that support the implementation of these courses at the high school level.  Finally, all teachers, as part of their course teams and departments, have input into the selection of resources that aid in the equitable implementation of high-quality curriculum options, with purchases of curricular materials being prioritized in end-of-year spend-down and SY24 budgeting.  Student experience of Grade-level, Standards-aligned Instruction  Our team found that most of the time students experience grade-level, standards-aligned instruction, but that implementation of the curriculum models discussed above was uneven. This conclusion was informed by our rigor walks and by our IB 5-year evaluation report. We know that not all teachers, particularly at the 9th and 10th grade level, are implementing the MYP curriculum with fidelity, and that as a school that underwent the transition to "wall-to-wall" immediately before the COVID 19 pandemic, we still have staff who struggle with IB content. This means that even though teachers may still be delivering grade-level, standards-aligned instruction, students are not all experiencing the same curriculum within the same course.  Focus on the Inner Core and research-based, culturally responsive powerful practices.  Our school has been working to implement more culturally responsive curriculum and instruction for three years. We completed a curriculum audit, through which all teams reviewed materials and updated them to ensure they reflected student cultural experience. In addition, our emphasis on the IB Standards and Practices, which includes the Approaches to Teaching, reminds us regularly of the need to engage students in exploration of their own ideas and interests and to connect learning to student prior experience and identity.  The ILT  The ILT is developing as a team, and our ILT effectiveness survey reflected this with most ratings placing us between developing and performing. Much of last year was spent working with the new tools and protocols introduced by the district and we felt that we didn't always have time to work on the initiatives that we wanted to implement. With many returning ILT members, we anticipate that this team will only continue to grow in its effectiveness as we enter the new school year as we are now in a position to move towards greater leadership and ownership of the various teacher teams that exist across the building.  Assessment Practices  Assessment practices vary by course team and by grade-level although a wide variety of summative and formative tasks are used in classrooms. There is a desire among teachers to implement more authentic assessment of student knowledge and skills. Assessment is used for feedback but not always as part of a consistent cycle to improve instruction.	<a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>          <a href="#">STAR (Reading)</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> Teachers have indicated a desire for stronger instructional leadership and more continuity in instructional initiatives. They have also asked for grade-level meetings to facilitate horizontal planning and to improve their focus on students and/MTSS. Students and parents want more consistency in late work and grading policies so that students know what to expect in every class. Finally, families want more opportunities for advanced learning and electives.	<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed</a>		<a href="#">Cultivate Grades</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>		<a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Assessment for Learning Reference Document</a>	<p style="text-align: center;"><b>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?</b></p> Improvement efforts currently underway at Amundsen are focused on the work of course teams. Through better functioning course teams, we hope to achieve several things. Through course teams, we hope to increase fidelity to our written curriculum models. We also hope to improve feedback cycle so that assessment is being used to improve student learning. We also want to have course teams look at student data to ensure that units/lessons/assessments are providing equitable opportunities for all students to succeed.	

**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 major problem that we see is that despite equity of curricular access, not all students are receiving the same kind of rigorous, relevant learning. This is a problem that we hope to address in our CIWP.

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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	<p>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.</p>	<p>Amundsen currently has multiple systems and structures designed to implement MTSS school-wide with various strategies aimed at supporting students at different Tiers. These strategies range from after-school tutoring provided by Amundsen staff to a fully functioning behavioral health team that incorporates both CPS staff and external partners from a range of disciplines. Branching Minds is not being fully utilized as there are a lack of tools in the platform appropriate for high school use, but it is being used by our STLS coordinator to track attendance and by our BHT lead to track interventions for students who are referred to that team. Diverse learners are serviced by 2 full-time case managers who work to ensure that DLs are supported in the least restrictive environment. English learners are supported by a fully released EL coordinator who is able to help teachers meet the needs of ELs across the curriculum. Teacher collaboration time is not as focused as it could be on developing, using, and analyzing grade-level standards-aligned tasks that would support all learners.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p>
Yes	<p>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.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>One key theme that we see is that teachers would like to have more support for students with 504 plans, many of whom are in advanced level classes and who struggle with the pace of those classes.</p>	<p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p><b>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?</b></p> <p>We have identified an MTSS lead for SY24, which should provide a greater opportunity for collaboration and alignment among all of the staff working to support students. In addition, we have made changes to programming for EL students to ensure that they are being challenged and supported in all of their courses.</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Even though many students experience success in the classroom, not all students are performing as well as they should. We need to do a better job of ensuring that all students are supported in order for them to experience success.</p>			

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>Evidence suggests that chronic truancy and absenteeism has become a challenge for our school since the pandemic. We know that students are still experiencing mental health challenges and also are struggling to connect to people in an in-person setting. Although we have supports in place for these students, we need to do more to work on building relationships with these students so that we can get them back into the building on a more consistent basis.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

			<a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p><b>What is the feedback from your stakeholders?</b>                      5Essentials data indicates a high level of trust between students and teachers which indicates a sense of connectedness. Students also report strong peer relationships. </p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Students are not attending school at pre-pandemic levels and this is contributing to high levels of chronic truancy. We are looking at the issue of student safety, to uncover what makes students feel unsafe in school even though data suggests that our school is a safe school. We are concerned that students not feeling safe can be a root cause of chronic truancy, an issue that has gotten worse since the pandemic. </p>		<p>We are in the process of developing an attendance plan that has systems and structures built into it that will better support students in returning to and staying in school. In order to ensure that our targeted groups are equally impacted by this plan, the STLS coordinator, our ELPT, and our Case Managers will all be a part of this plan. </p>	

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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	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>Post-secondary supports are in place and a large post-secondary team meets regularly. Alumni support has been ongoing. Students are completing ILPs and the C4 curriculum with counselor support and in Advisory. Career certifications are completed in existing CTE programs and in IB CP coursework but this is not extended to the rest of the student population. Early college courses are available through multiple pathways and counselors work with students to ensure that they have access to coursework that is aligned to their goals. </p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b>                      Counselors report that district support for PLTs is needed to ensure that all students are equitably supported because all stakeholders can attend their meetings, which need to take place after school. 5Essentials data shows that students are not seeing the strong post-secondary push that staff feel is provided. </p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	<p>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).</p>		
Yes	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		

Yes	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).	<a href="#">PLT Assessment Rubric</a>
Yes	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).	<a href="#">Alumni Support Initiative One Pager</a>

**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 are working on expanding post-secondary support structures and exposure to post-secondary options for 9th and 10th graders beyond exploration in Naviance/Schoolinks. We anticipate an improvement in our ILP metrics for 9th and 10th grade and hope to improve enrollment by marginalized students in advanced courses, aligned to post-secondary goals, as a result. 🍌

**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.

We need to do a better job of communicating about post-secondary supports and options with our students so that they know about their options and how to reach their goals. 🍌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>	The school regularly collaborates with parents, families, and the community through its relationship with the Friends of Amundsen and through its partnerships with local feeder schools. In addition, we have partnered with parents to create a parent engagement speaker series as well as a mental health initiative that provided support and options for families beyond those offered by the school. Students are included as partners in decision-making, with the school's SVC providing leadership and guidance on key issues. Student-generated solutions to long security lines and behavioral issues have been successfully implemented. Students also regularly present to staff on LGBTQ+ student needs and diverse learner perspectives. 🍌	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>  <a href="#">5E: Supportive Environment</a>  Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)  Formal and informal family and community feedback received locally. (School Level Data)
Yes	<a href="#">Reimagining With Community Toolkit</a>		
Yes	<a href="#">Student Voice Infrastructure Rubric</a>		
		<b>What is the feedback from your stakeholders?</b>	
		The parent series was very successful and many parents have attended these presentations. Students value being heard but would like to be included on even more decisions. 🍌	
		<b>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?</b>	
		We are continuing to partner with the Friends of Amundsen on parent engagement events and we will work to expand participation in these events so that more students get the benefit of the parent education that these programs offer. One barrier is language. Most events are in English and it would be great if we could offer more bilingual programming. 🍌	
		<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	
		We have great parent support for the school but many students feel that their parents do not support them personally. We would like to see our students feel that they are fully supported by their school, their teachers, and their parents. 🍌	