

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

| Name | Role | Email |
|----------------------|--------------------------------------|---------------------------|
| Mr. Rickey Harris | Principal | rfharris2@cps.edu |
| Mr. Matthew Swanson | AP | mjswanson1@cps.edu |
| Dr. Dagny Bloland | Curriculum & Instruction Lead | ddbolland@cps.edu |
| Ms. Artrice Kelly | Inclusive & Supportive Learning Lead | aljackson@cps.edu |
| Ms. Alison Melton | Connectedness & Wellbeing Lead | amelton2@cps.edu |
| Mr. Gregory VonMoser | Postsecondary Lead | gtvonmoser@cps.edu |
| Ms. Vita Harris | Partnerships & Engagement Lead | vkscott-harris@cps.edu |
| Ms. Alva Tellez | Teacher Leader | amtelle1@cps.edu |
| Ms. Sheila Oshuntuyi | Parent | sheilaoshuntuyi@gmail.com |
| Mr. Andrew Kaplan | LSC Member | andykaplan@gmail.com |
| Ms. Lynne Pieper | LSC Community Member | lypieper@gmail.com |
| Mr. Oscar Sandoval | ESL Teacher | osandoval9@cps.edu |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 5/31/23 | 7/31/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/1/23 | 8/14/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/1/23 | 8/14/23 |
| Reflection: Connectedness & Wellbeing | 6/1/23 | 8/14/23 |
| Reflection: Postsecondary Success | 6/1/23 | 8/14/23 |
| Reflection: Partnerships & Engagement | 6/1/23 | 8/14/23 |
| Priorities | 4/13/23 | 4/20/23 |
| Root Cause | 4/13/23 | 9/10/23 |
| Theory of Acton | 6/1/23 | 9/10/23 |
| Implementation Plans | 5/14/23 | 8/21/23 |
| Goals | 6/1/23 | 9/10/23 |
| Fund Compliance | DNA | DNA |
| Parent & Family Plan | DNA | DNA |
| Approval | 9/4/23 | 9/14/23-9/14/23 |

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
 As a reference, these dates will auto-populate in your implementation plans.

| CIWP Progress Monitoring Meeting Dates | |
|--|----------|
| Quarter 1 | 10/26/23 |
| Quarter 2 | 12/22/23 |
| Quarter 3 | 4/11/24 |
| Quarter 4 | 6/7/24 |

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](#)

[Return to Top](#) **Curriculum & Instruction**

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|
| Yes | CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | <p>Metrics reveal that the lively professional community that is Whitney Young centers on regular formal and informal curricular and instructional interaction. Focus is not simply on test scores and results but also on our practices with respect to equity, excellence, and social-emotional learning. Our emphasis on the growth of the whole student--cognitive, affective, physical, social, and aesthetic--allows us to set our rigorous curriculum in the context of our school culture, our students' cultures, and our families' needs. According to the 2022-23 5 Essentials survey, students, parents, and teachers agree that the school is highly organized for instruction. Metrics at the local, city, state, and national level corroborate our confidence in our school's rigorous curriculum and high quality instruction. In the spring of 2023, 96% of juniors met or exceeded SAT overall benchmarks, a three percentage point improvement over our 2021-22 results, which indicated a 93% meets-exceeds rate. This statistic is consistent with performance at earlier grades, where 93% of 10th graders met or exceeded benchmarks in 2022-23. Similarly, our IAR results for both 7th and 8th grade consistently hover around 99% meets-exceeds for math and 95% for ELA.</p> <p>What is the feedback from your stakeholders?</p> <p>The Five Essentials results indicate that parents, students, and teachers believe that the school provides "Very Strong" academic press and engagement (97%) in an environment of mutual trust. Anecdotal evidence reported by team members from specific stakeholder groups supports the culture of partnership between families and the school.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Although the overwhelming majority of students in our school meet or exceed learning standards at the local, city, state, and national levels, we are equally committed to our students who are furthest from opportunity. Test scores reveal disparities between achievement levels for Latinx and African American students vs. other groups as well as for our students from the Initiative program. For this reason we are adding this fall an Intervention Specialist whose responsibilities will include but not be limited to data analysis for the general population. This specialist will devote time and energy to supporting and guiding students who do not meet the standards established by the school and the district or who are having other problems which interfere with their learning. This staff member will work with gen ed and co-teachers as well as counselors to address specific patterns of academic challenge. We expect that this addition will substantially improve both academics and social emotional wellbeing for all of our students, but particularly for those students who for one reason or another are experiencing substantial difficulty in their current academic lives.</p> | IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data |
| Yes | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction. | | |
| Yes | Powerful Practices Rubric Learning Conditions 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 | Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership. | | |
| Yes | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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. | | |
| Yes | Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom. | | |

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.

Even at this early point in the process we have identified several problems we must consider as we begin this school year. One challenge is the residual effects of the Covid pandemic on the culture of student community as well as on day to day academics. A further challenge relates to student interaction with electronics and artificial intelligence, and a third serious problem centers on the effect of climate change and gun violence on adolescents' sense of personal agency about their futures--and thus their achievement in school. In terms of our CIWP process, these are not student-centered problems; but we must face them in education because our students are facing them. They are part of the context in which we press our ongoing commitment to our students' achievement. As we work together, we will continue to discuss the impact of these and other impact of these and other issues on individual students so that we can focus on their learning despite these issues. We will also continue our ongoing professional dialogue on the curriculum and instruction that will best serve each one of them. In this dimension this reflection has made it vividly clear that the new Intervention Specialist will be vital to our work in continuously improving the quality of our students' experience. It is equally clear to us that this will be a team effort, and we are eager to begin working with the specialist in the service of our students' growth and development.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|--|---|
| Yes | MTSS Integrity Memo MTSS Continuum Roots Survey 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>Our school community has experienced a large annual increase in the number of students with IEPs because of the ODLSS Initiative. We have also seen a significant increase in the number of students with 504s for behavioral health issues like anxiety, stress, ADHD, and depression, particularly during and after COVID. Since the inception of the ODLSS Initiative the school has hired additional special education co-teachers each year since 2021 to provide the required student supports as mandated by each student's IEP. We have also widened our course offerings to support the needs of our students with self-contained classes in math, science, and English.</p> | Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS |
| | MTSS Integrity Memo | | |

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

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 handful of parents are not happy with the progress of their students who have IEPs or they feel that their students are not supported enough in class. We plan to include co-teaching professional development for Week Zero this year to help co-teachers surface their professional concerns and differences in approach. We need to clarify for the gen ed faculty our rationale for placement in the advisory resource class as well as how we can use this class to provide the individualized help required by the student's IEP. Freshman Connection has been helpful though we have no survey data from students and families yet. Anecdotal evidence suggests that some students who are achieving at or below grade level in math feel they will not succeed in their math classes at Whitney Young. We will continue to offer intensive math support and encouragement as well as co-teaching where indicated in the IEP.

What is the feedback from your stakeholders?

Because we cannot disaggregate 5 Essentials Survey results on the basis of student 504s or IEPs, we rely on parent feedback during IEP and 504 meetings. Some parents of these students feel that some advisory resource teachers do not consistently follow the specific IEP/504 requirements for each student in this resource class. Parents are also concerned about post-secondary plans for their student. (See Foundation #4 for further information.) Incoming 9th grade students with IEP's share that they are worried about "fitting in" within the WY community. Some feel that they are not "smart enough" or don't deserve to be at Whitney Young; others recognize that they are in different classes from their peers.

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?

Currently, a multifaceted approach is underway to address various improvement efforts related to promoting inclusivity and a sense of connectedness within the Whitney Young school community. We are hiring an Intervention Specialist among other Targeted Universalism efforts. Best Buddies International has been embraced wholeheartedly within our school. This innovative program creates meaningful connections between students of varying abilities by way of regular social activities, dances and the annual Best Buddies International Walk. The integration of Best Buddies International into our school's fabric represents a profound step forward in fostering an environment that celebrates diversity, friendship, and inclusivity. The integration of an inclusive art class as well as an inclusive music class into our arts curriculum has fostered social interaction and creative expression among students of diverse abilities. As part of our commitment to addressing the executive functioning needs of our students, we are providing specialized support and resources. One such resource is the course Advisory/Resource, which has been developed to empower students who have executive functioning challenges, equipping them with the tools they need to succeed academically and interpersonally in high school and beyond. Furthermore, we are dedicated to ensuring equal access to the array of clubs and teams our school offers. The new annual Club Fair will provide an introduction to the clubs, teams and activities in which students can participate. Students can instantly sign up and begin participating in their preferred activities during the designated Enrichment period that happens within the school day. This eliminates the need to remain after school to participate in extra-curricular activities. By proactively identifying and dismantling barriers, we are paving the way for students of all abilities to engage in extracurricular activities aligning with their interests and passions. Through these ongoing endeavors, the institution remains dedicated to fostering an environment where every student can thrive academically, socially, and artistically and feel a connection to their school community. We offer American Sign Language (ASL) as a class to all of our students. The class provides a range of benefits to all of our students. Providing ASL as a class demonstrates a commitment to inclusivity by accommodating students who are deaf or hard of hearing. It fosters a sense of belonging and ensures that all students have equal access to education. ASL is not just a language; it is also a distinct cultural and linguistic community. Learning ASL exposes hearing and non-hearing students to a rich cultural heritage, fostering greater understanding and respect for the Deaf community and its history. ASL classes encourage effective communication, not only through sign language but also by emphasizing nonverbal communication, facial expressions, and body language. These skills are valuable to all of our student populations including our hearing, deaf, and hard of hearing students. ASL classes provide a safe space for students to learn and grow together, fostering a sense of community and belonging.

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

Return to Top Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|--|--|
| Yes | BHT Key Component Assessment SEL Teaming Structure | <p>Our 93% attendance rate and 99% course pass rate in June of 2023 indicate that in general students are consistently experiencing good social and academic success at Whitney Young. Last year in our school of 2200 students we had a total of six in-school and 11 out-of-school suspensions, with 137 disciplinary referrals and 297 failing grades out of over 24,000 grades given. The Counseling Department is central to fulfilling this goal. We have now achieved the 1/240 counselor/student ratio recommended by the American School Counselors Association, and we have maintained our Counselor of the Day program, so that a student who enters the Counseling Department will always find a counselor available. In addition, our 120+ organizations and teams provide all students with opportunities for connectedness and emotional and cultural wellbeing. To augment this school culture of success, we are always working on providing a seamless system of support for each of our students using both our Culture and Climate DEI team and our Behavioral Health/MTSS Team with its social-emotional learning and academic subcommittees. Thus, although fostering identity, community, and relationships is a universal goal at Whitney Young, the Culture and Climate/ Diversity, Equity, and Inclusion Team takes part of the lead in this work. This team sponsors yearly mental health weeks, the first one of which in 2022-23 provided information to students about IEP/504 Plans (how to determine if one is needed, how they can help the student in school, etc.). During 2022-23 this committee also provided mental health resources, many of which are now located in a folder on the Counseling Department website. The Windows & Mirrors event also saw wide student participation in a panel and an exhibit on the Arts Bridge inviting students to think about how others see them within the school versus how they see themselves and asking students, "Do you feel "seen" at school?" Although most families seemed to find our recently completed Freshman Connection program helpful, we have not finished collecting survey data from participants and parents. So far, it seems that some incoming freshmen in on grade level math classes tend to feel they will struggle to succeed. That sentiment appears to be less prevalent among freshmen in above grade level math classes, which constitute 80% of the total freshman class.</p> | <ul style="list-style-type: none"> % 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 |
| Yes | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | <p>What is the feedback from your stakeholders?</p> | |

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| 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. |

Results from our 5 Essentials survey indicate that our students report very strong (99%) positive social relationships with peers, very strong (91%) student-teacher trust, very strong (99%) teacher-parent trust, and a 92% sense of connectedness with the school. As a school, we see our new administration continuing our long tradition of leadership in community and commitment even under changing conditions. Yet we are always seeking improvement. For example, it appears that both the DEI Team and the MTSS team would benefit from more adult participation. Once our proposed Intervention Specialist position is filled, that staff member can strengthen these teams, which will contribute materially to students' wellbeing and connectedness. A further finding is that special education students in general seem happy here at Whitney Young, but as a pattern most of the at-risk list students are those with IEPs. feedback trends across stakeholders; feedback trends across specific stakeholder groups

- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation; Enrollment & Attendance](#)
- [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.

It appears that some students including Initiative students may feel less connected to the school and less confident in their ability to achieve success here than other students do. It also seems very clear that students from some cultural and linguistic groups may feel more distant from the school than do other groups. This is a challenge we look forward to addressing as we continue the CIWP process. As shown above, we have statistical and anecdotal evidence that for the great majority of our students, this school works. It is incumbent on us as the adults in the building to maintain that positive school culture and to patiently and flexibly continue to enact that culture for each new student as they join us.

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 plan to continue and augment class-wide parent meetings, possibly via Google Meet, to increase parents' sense of connectedness with the school. We seek to dismantle barriers of language and culture through our musical and cultural celebrations, but we recognize that we need to study this issue in depth and approach it with respect. Further, in addition to our new Intervention Specialist position, we are analyzing the effectiveness of our school wide advisory program and exploring ways to meet students' need for community. We are also instituting the Calm School program in the service of encouraging students' mental health, mindfulness, and sense of agency in their lives.

[Return to Top](#) **Postsecondary Success**

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|--|---|
| Yes | College and Career Competency Curriculum (C4) | <p>As our students' grades and test scores indicate, Whitney Young begins focusing with students on their futures as soon as they arrive at our school. Group guidance sessions in Advisory emphasize summer internships and opportunities which are widely available to interested students beginning in seventh grade. Our Counseling Department holds regular individual and group college planning sessions which increase in specificity as students mature through the program. The Department uses the CPS College Career Competency Curriculum and requires students to complete a four-year plan or (for seventh and eighth graders) a six-year plan to help them focus on their futures from the beginning of high school. Before students' senior year we hold a College Boot Camp in August as well as a FAFSA workshop, a FAFSA Completion workshop, and a special Senior Parent Night in the fall. In addition to our annual college fair, we host weekly visits from college representatives throughout the year as well as individual and group college planning sessions. School statistics show that 96% of our graduating seniors have been accepted to four-year colleges, and 4% to two-year colleges. This past June two graduates chose to enter service academies. Of this year's graduating class of 508, only one student did not graduate. We reached out to that student with several types of intervention during the past two years--and that student has been invited to return as a visitor and speak with their counselor about next steps in their life. Many of our students have been accepted to highly selective or extremely selective colleges and universities. We have an extended day/extended pay alumni coordinator through the Alumni Support initiative. As part of our work for Postsecondary Success, we prioritize the funding of our counseling department's initiatives like dual enrollment courses and college field trips. In terms of Advanced Placement exams, our school wide pass percentage for 2022-23 was 83%, which suggests not only that many of our students enter college with some college credit already awarded, but also that they enter college extremely well prepared for college classes.</p> | <ul style="list-style-type: none"> Graduation Rate Program Inquiry; Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate |
| Yes | Individualized Learning Plans | | |
| Yes | Work Based Learning Toolkit | <p>What is the feedback from your stakeholders?</p> <p>Our 5 Essentials survey results indicate that our school community rates Whitney Young as Very Strong (87%) in Postsecondary Orientation and in expectations for Postsecondary Education (97%). In parent conferences parents express confidence that their students are being prepared for their futures in both academic and interpersonal terms, although some parents of students with IEPs report concerns about their students' postsecondary plans. Students report that they feel confident they are being given appropriate guidance here. CPS has replaced the Naviance college application management system with Schoollink, which we are adjusting to. Our counselors report that this program for the postsecondary planning process is based on a view of students' lives which fits our students partially but not completely.</p> | <ul style="list-style-type: none"> 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| Yes | 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). | | |
| Yes | ECCE Certification List | | |
| Yes | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| Partially | PLT Assessment Rubric | | |
| | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>As a school we are working to understand and meet the needs of our Initiative students as they grow throughout high school.</p> | |

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| Partially | 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 |
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of our initiative students as they grow throughout high school. Through our MTSS Committee we work to eliminate barriers to success for these and other students who can benefit from individual interventions. Naviance has been replaced by SchoolLink, which we are adjusting to. Our counselors report that this program for the postsecondary application process is based on a view of students' lives which fits our students partially but not completely.

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 are working to understand and meet the needs of our Initiative students, some of whom will be seniors in 2024-25. We also want to meet the needs of our diverse learners. In their classes we use postsecondary planning resources provided by ODLSS. Up to this point in our Diverse Learners Department, the student's service provider has handled transition to their postsecondary future, but we are hoping to designate a postsecondary counselor to work with education and careers. In addition it would be helpful to designate a postsecondary counselor for Initiative students. However, some school wide trends have also surfaced which impac our postsecondary program. Many factors influence a student's post-secondary choice, among them the following: post-Covid, some families do not have the same financial resources as before to access post-secondary schooling. Furthermore in these economic conditions some students want to join the workforce immediately upon graduation; thus trade programs might be a better option to increase earning potential for some students. In general, students need guidance with making post-secondary decisions. Not all families have access to private resources for this assistance. It is part of our responsibility as adults in the building to respond to our students' need to prepare for their adult lives.

[Return to Top](#) **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 | Our CIWP Team's review of our professional relationships with families, parents, and our many communities indicates that our efforts result in widespread and enthusiastic engagement on the part of our school community. Our community-wide partnership activities include our Local School Council, especially the Parent and Community subcommittee, which cosponsors with the Counseling Department, our monthly Hot Topics gatherings for parents. We also work closely with Friends of Whitney Young to hold our annual FoWY Spring Bash, our Taste of Whitney Young,. Other opportunities for close engagement include Open House, Report Card Pickup, Academic Center Family Night, and the Whitney Young Weekly with our principal's Question and Answer column, Harris' Huddle. | Cultivate |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimogining With Community Toolkit | | 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment |
| 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 | | What is the feedback from your stakeholders? Feedback from our staeholders : The results of our annual Five Essentials Survey consistently indicate Strong to Very Strong mutual support between our school and our school community. |

What student-centered problems have surfaced during this reflection?

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Student-centered problems which surfaced during our study of parent community partnerships, especially from faculty members, indicates that while the great majority of parents feel connected to our school, these results are less positive with members of the community most distant from opportunity, especially those those first language is not English. Although we did not select this problem as a priority, we plan to address it as part of our effort in addressing Connectedness and Wellbeing, which is one of our two CIWP priorities.

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 continue in our attempts to improve our sense of engagement on the part of the parents and families of our diverse learner population through email outreach, the Whitney Young Weekly, our cultural festivals, and performances like Latinos Unidos, our annual Asian and African American cultural festivals, and our celebration of communities of color, especially during Black History month.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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| Yes | 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. |
| 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. |
| 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. |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| Yes | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

Our school community has experienced a large annual increase in the number of students with IEPs because of the ODLSS Initiative. We have also seen a significant increase in the number of students with 504s for behavioral health issues like anxiety, stress, ADHD, and depression, particularly during and after COVID. Since the inception of the ODLSS Initiative the school has hired additional special education co-teachers each year since 2021 to provide the required student supports as mandated by each student's IEP. We have also widened our course offerings to support the needs of our students with self-contained classes in math, science, and English.

What is the feedback from your stakeholders?

Because we cannot disaggregate 5 Essentials Survey results on the basis of student 504s or IEPs, we rely on parent feedback during IEP and 504 meetings. Some parents of these students feel that some advisory resource teachers do not consistently follow the specific IEP/504 requirements for each student in this resource class. Parents are also concerned about post-secondary plans for their student. (See Foundation #4 for further information.) Incoming 9th grade students with IEP's share that they are worried about "fitting in" within the WY community. Some feel that they are not "smart enough" or don't deserve to be at Whitney Young; others recognize that they are in different classes from their peers.

What student-centered problems have surfaced during this reflection?

A handful of parents are not happy with the progress of their students who have IEPs or they feel that their students are not supported enough in class. We plan to include co-teaching professional development for Week Zero this year to help co-teachers surface their professional concerns and differences in approach. We need to clarify for the gen ed faculty our rationale for placement in the advisory resource class as well as how we can use this class to provide the individualized help required by the student's IEP. Freshman Connection has been helpful though we have no survey data from students and families yet. Anecdotal evidence suggests that some students who are achieving at or below grade level in math feel they will not succeed in their math classes at Whitney Young. We will continue to offer intensive math support and encouragement as well as co-teaching where indicated in the IEP.

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?

Currently, a multifaceted approach is underway to address various improvement efforts related to promoting inclusivity and a sense of connectedness within the Whitney Young school community. We are hiring an Intervention Specialist among other Targeted Universalism efforts. Best Buddies International has been embraced wholeheartedly within our school. This innovative program creates meaningful connections between students of varying abilities by way of regular social activities, dances and the annual Best Buddies International Walk. The integration of Best Buddies International into our school's fabric represents a profound step forward in fostering an environment that celebrates diversity, friendship, and inclusivity. The integration of an inclusive art class as well as an inclusive music class into our arts curriculum has fostered social interaction and creative expression among students of diverse abilities. As part of our commitment to addressing the executive functioning needs of our students, we are providing specialized support and resources. One such resource is the course Advisory/Resource, which has been developed to empower students who have executive functioning challenges, equipping them with the tools they need to succeed academically and interpersonally in high school and beyond. Furthermore, we are dedicated to ensuring equal access to the array of clubs and teams our school offers. The new annual Club Fair will provide an introduction to the clubs, teams and activities in which students can participate. Students can instantly sign up and begin participating in their preferred activities during the designated Enrichment period that happens within the school day. This eliminates the need to remain after school to participate in extra-curricular activities. By proactively identifying and dismantling barriers, we are paving the way for students of all abilities to engage in extracurricular activities aligning with their interests and passions. Through these ongoing endeavors, the institution remains dedicated to fostering an environment where every student can thrive academically, socially, and artistically and feel a connection to their school community. We offer American Sign Language (ASL) as a class to all of our students. The class provides a range of benefits to all of our students. Providing ASL as a class demonstrates a commitment to inclusivity by accommodating students who are deaf or hard of hearing. It fosters a sense of belonging and ensures that all students have equal access to education. ASL is not just a language; it is also a distinct cultural and linguistic community. Learning ASL exposes hearing and non-hearing students to a rich cultural heritage, fostering greater understanding and respect for the Deaf community and its history. ASL classes encourage effective communication, not only through sign language but also by emphasizing nonverbal communication, facial expressions, and body language. These skills are valuable to all of our student populations including our hearing, non-hearing and non-verbal students. Learning ASL can inspire our students to continue their advocacy for equal access and inclusion. It can motivate them to take an active role in promoting accessibility and breaking down barriers for individuals with disabilities. Similarly we use funds as part of our intervention program to help us organize and staff our MTSS program as well as our Saturday School and Restorative Justice programs. Impact: Through these ongoing efforts, we are creating a community where every student has the opportunity to flourish and contribute their unique talents to the collective tapestry of our school experience. Increasing diverse learner supports in core classes provides students access to the general education curriculum with their same age peers as required by their IEPs without interruption in their services. Providing American Sign Language increases our students' ability to communicate with the entire school community and fosters a sense of belonging. Addressing barriers and challenges: The purpose of all the initiatives described above is to lower the barriers for students who for any reason are distant from the opportunities we offer. All students have access to extra-curricular activities within the school day - no cost. Students do not have to stay after school to participate. Many students with special needs ride the school bus and cannot stay after school to participate in school related clubs and activities. By providing access during the school day, we ensure that students do not lose those opportunities. Students who care for younger siblings or work after school can also access activities and school resources during the school day. Students receive their required supports as documented in their IEP/504 in the least

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

who have Individual Educational Plans are struggling to access and master the general education curriculum.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

need to improve our ability to address the needs of our students with IEPs, who as a group tend to feel themselves most distant from the school. We need to learn from our colleagues, our families, and other resources. We then need to act on what we learn to provide effective academic opportunities to those students who are academically and psychologically most distant from our school culture .



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....

intentionally provide our faculty with both the content knowledge and the pedagogical background to pivot and adapt to the needs of the students we have.



Indicators of a Quality CIWP: Theory of Action

Resources:

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

then we see teachers of students with IEPs and others who are furthest from opportunity continuing to create an inclusive culture of achievement and support



which leads to...

students achieving higher grades and higher reading and math standardized test scores as appropriate and will experience measurably increased sense of agency and social-emotional connection to the school.



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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

Intervention Specialist Gregory VonMoser, Diverse Learners Director Artrice Kelly, Assistant Principal Augustina Bottari

Dates for Progress Monitoring Check Ins

Q1 10/26/23 Q3 4/11/24
Q2 12/22/23 Q4 6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|---|--|----------|---------------------|
| Implementation Milestone 1 | Administration will establish a specific, relevant ongoing thread pf professional development on differentiation and inclusion as measured by WY Survey Part 2. | Intervention Specialist, Diverse Learners Director, selected faculty | 10/27/23 | In Progress |
| Action Step 1 | Discussion of rationale for choosing Priority 1 using the Targeted Universalism process | Diverse Learners Director, Diverse Learners presenters | 8/19/23 | Completed |
| Action Step 2 | Survey faculty on level of familiarity with terms and concepts related to diverse learners and differentiation | Diverse Learners Director, CIWP Director | 9/22/23 | In Progress |
| Action Step 3 | analysis of Freshman Connection and REACH BOY results; discussion of possible additions to curricular offerings for 2024-25 | Diverse Learners Director, ILT members , Intervention Specialist, Freshman Connection Director | 10/26/23 | In Progress |
| Action Step 4 | Introduce Calm School program | Assistant Principal Augustina Bottari, Diverse Learners Director | 10/26/23 | In Progress |
| Action Step 5 | | | | Select Status |

| | | | | |
|-----------------------------------|---|--|------------|---------------|
| Implementation Milestone 2 | Using the relevant results of the Q1 surveys, faculty members will achieve measurable and actionable increases in their professional knowledge base in content and in diverse-learner related pedagogy. | Diverse Learners Director, CIWP Director | 12/22/23 | In Progress |
| Action Step 1 | Branching Minds update | Diverse Learners Director, ILT members | 10/27/23 | In Progress |
| Action Step 2 | Analysis of 15th week grades for students with IEPs | DL Director, faculty, parents, students | 11/28/23 | Not Started |
| Action Step 3 | Analysis of Q1 and Q2 grades for students with IEPs | Ciunseors, gen ed and DL teachers | 12/22/23 | Not Started |
| Action Step 4 | establishment of Whitney Young University cohort for DL and gen ed teachers in co-teaching settings | DL Director, WYU Leaders, participating teachers | 10/27/2023 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Q3 asesment by CIWP Team, . Students with IEPs will measurable improve grades and scores on BOY/EOY assessments to the extent achievable ovr the course of the school year | Intervention Specialist, CIWP teamadvocated, parents, students | 4/11/24 | Not Started |
| Action Step 1 | Review of diverse learners' grades for Q3 | CIWP Team, Intervention Specialist, parents, students | 4/11/24 | Not Started |
| Action Step 2 | Revisit content and Targeted Universalism goals from Q1 for further professional development | ILT, DL Director, faculty members | 4/11/24 | Not Started |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | Analysis of Q4 grades and standardized test scores, reflection on achievemtn and challenges over the school year, planning for Freshman Connection | CIWP Team, Intervention Specialist, counselors | 6/7/23 | Not Started |
| Action Step 1 | Review of grades for 25th week | Counselors, DL Team | 5/7/24 | Not Started |
| Action Step 2 | REACH BOY/EOY analysis | ILT, DL Director | 5/22/24 | Not Started |
| Action Step 3 | Analysis of grades and achievement overthe school year | Counselors, Intervention Specialist, administrators, faculty | | Not Started |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|--|--|
| SY25 Anticipated Milestones | We anticipate institutionalizing the practice of analysis of grades and achievement levels for diverse learners as well as gathering unobtrusive data on their social-emotional connection to the school | |
| SY26 Anticipated Milestones | Based on two years of carefully analyzed data on the acheivement levels of diverse learners, we anticipate completing the steps of the 2024-27 CIWP and making recommendations for the next CIWP cycle. | |

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|---------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| All WY students receive the targeted supports necessary to help them access grade level instruction and above grade level instruction as appropriate. | Yes | Grades | Students with an IEP | | | | |
| | | | Select Group or Overall | | | | |
| Select Answer | Select Answer | Select Metric | Select Group or Overall | | | | |
| | | | 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:3 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. | We will continue and enhance our professional development opportunities, using feedback and specialized knowledge contributed by faculty members. | We will look carefully at how the professional development experiences delivered in SY24 can inform PD planning for the next two years, especially focusing on best practices for differentiation with studentns with IEPs. | Similarly, we will look a two years of professional development in relation to this priority as well design the following year's PD within the framework of the next CIWP cycle. |
| Select a Practice | | | |
| Select a Practice | | | |

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24 Progress Monitor

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 1-3) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| All WY students receive the targeted supports necessary to help them access grade level instruction and above grade level instruction as appropriate. | Grades | Students with an IEP | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| | Select Metric | Select Group or Overall | | | Select Status | 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:3 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. | We will continue and enhance our professional development opportunities, using feedback and specialized knowledge contributed by faculty members. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----|--|
| 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?

Our 93% attendance rate and 99% course pass rate in June of 2023 indicate that in general students are consistently experiencing good social and academic success at Whitney Young. Last year in our school of 2200 students we had a total of six in-school and 11 out-of-school suspensions, with 137 disciplinary referrals and 297 failing grades out of over 24,000 grades given. The Counseling Department is central to fulfilling this goal. We have now achieved the 1/240 counselor/student ratio recommended by the American School Counselors Association, and we have maintained our Counselor of the Day program, so that a student who enters the Counseling Department will always find a counselor available. In addition, our 120+ organizations and teams provide all students with opportunities for connectedness and emotional and cultural wellbeing. To augment this school culture of success, we are always working on providing a seamless system of support for each of our students using both our Culture and Climate DEI team and our Behavioral Health/MTSS Team with its social-emotional learning and academic subcommittees. Thus, although fostering identity, community, and relationships is a universal goal at Whitney Young, the Culture and Climate/ Diversity, Equity, and Inclusion Team takes part of the lead in this work. This team sponsors yearly mental health weeks, the first one of which in 2022-23 provided information to students about IEP/504 Plans (how to determine if one is needed, how they can help the student in school, etc.). During 2022-23 this committee also provided mental health resources, many of which are now located in a folder on the Counseling Department website. The Windows & Mirrors event also saw wide student participation in a panel and an exhibit on the Arts Bridge inviting students to think about how others see them within the school versus how they see themselves and asking students, "Do you feel "seen" at school?" Although most families seemed to find our recently completed Freshman Connection program helpful, we have not finished collecting survey data from participants and parents. So far, it seems that some incoming freshmen in on grade level math classes tend to feel they will struggle to succeed. That sentiment appears to be less prevalent among freshmen in above grade level math classes, which constitute 80% of the total freshman class.

What is the feedback from your stakeholders?

Results from our 5 Essentials survey indicate that our students report very strong (99%) positive social relationships with peers, very strong (91%) student-teacher trust, very strong (99%) teacher-parent trust, and a 92% sense of connectedness with the school. As a school, we see our new administration continuing our long tradition of leadership in community and commitment even under changing conditions. Yet we are always seeking improvement. For example, it appears that both the DEI Team and the MTSS team would benefit from more adult participation. Once our proposed Intervention Specialist position is filled, that staff member can strengthen these teams, which will contribute materially to students' wellbeing and connectedness. A further finding is that special education students in general seem happy here at Whitney Young, but as a pattern most of the at-risk list students are those with IEPs. feedback trends across stakeholders; feedback trends across specific stakeholder groups

What student-centered problems have surfaced during this reflection?

It appears that some students including Initiative students may feel less connected to the school and less confident in their ability to achieve success here than other students do. It also seems very clear that students from some cultural and linguistic groups may feel more distant from the school than do other groups. This is a challenge we look forward to addressing as we continue the CIWP process. As shown above, we have statistical and anecdotal evidence that for the great majority of our students, this school works. It is incumbent on us as the adults in the building to maintain that positive school culture and to patiently and flexibly continue to enact that culture for each new student as they join us.

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?

We plan to continue and augment class-wide parent meetings, possibly via Google Meet, to increase parents' sense of connectedness with the school. We seek to dismantle barriers of language and culture through our musical and cultural celebrations, but we recognize that we need to study this issue in depth and approach it with respect. Further, in addition to our new Intervention Specialist position, we are analyzing the effectiveness of our school wide advisory program and exploring ways to meet students' need for community. We are also instituting the Calm School program in the service of encouraging students' mental health, mindfulness, and sense of agency in their lives.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Although the majority of our students report feeling "seen" and connected to our school, some students, especially freshmen, do not feel comfortable accessing school supports because of perceived gender, cultural, and identity differences between themselves and the school culture.

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

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

do not always succeed in connecting students to services, resources, and activities to ensure that every student feels "seen" and valued in our school community.

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

improve our capacity to strengthen our connection with our students, their families and communities, and their identities,

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see...
 we see an increase in our students' sense of resilience and capacity to succeed

which leads to...
 every student will develop their social-emotional, cultural, and physical wellbeing as a member of our school 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.

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.

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Intervention Specialist Gregory VonMoser; Out of School Time -Extracurricular Activities Directors Erik Wiegmann and Kimberly Smith

Dates for Progress Monitoring Check Ins

| | | | |
|----|----------|----|---------|
| Q1 | 10/26/23 | Q3 | 4/11/24 |
| Q2 | 12/22/23 | Q4 | 6/7/24 |

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|--|----------------|----------------------------|
| Implementation Milestone 1 | Collaborative data analysis using quantitative and qualitative information from Branching Minds and building on specific conclusions based on this and other sources of data. | Intervention specialist, OST Director | 11/9/23 | Not Started |
| Action Step 1 | entering data, analyzing patterns: do some groups of students experience less interaction with services than others? If so, why? | Intervention Specialist, counselors | 11/5/23 | Not Started |
| Action Step 2 | Using the MTSS protocol, create action plan for individual interventions as necessary | Intervention Specialist, Counseling department Chair, Writing Center and Math Center teachers | 10/26/23 | Not Started |
| Action Step 3 | Initiate Calm School program. | Assistant Principal Augustina Bottari, Bahvorial Health team, counselors | 10/26/23 | In Progress |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Analyze specifics of student participation in extracurricular activities vs Branching Minds data and determine measurable relation between these two components of the CIWP. The result will be an action plan articulating articulating this relation and drawing quantitative and qualitative conclusions. | OST Director, selected cocurricular activities directors such as coaches and musical directors | 12/22/23 | In Progress |
| Action Step 1 | Find and analyze school culture statistics like participation in teams, clubs, and performance groups. Collect and publish sample strategies to encourage student participation. | Culture and Climate Team, DEI Team, Enrichment team, coaches and directors | 12/22/23 | In Progress |
| Action Step 2 | Initiate CPS School-based Mentoring Program (when approved) | Intervention Specialist | 12/22/23 | In Progress |
| Action Step 3 | Create Homework Club for Young Men of Color | Counselor: David Howard | 11/5/23 | In Progress |
| Action Step 4 | Analysis of the relation between Branching Minds data and MTSS data | Intervention Specialist, MTSS Team | 12/22/23 | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Statistical report including analysis of specific students with Cs, Bs, and Fs at Q3 and relation to participation in cocurricular activities, teams, and clubs. | OST Director, counselors, Math and Writing Center Directors | 4/11/24 | Not Started |
| Action Step 1 | Administrate and analyze results of Five Essentas Survey | John Fanning, English teacher | 5/5/23 | Not Started |
| Action Step 2 | Gather participation on data on on cocurricular organizations dedicated to peer- and faculty mediated academic assistance | NHS, NJHS, Writing Center and Math Center teachers, Homework Club sponsor | 4/11/24 | Not Started |
| Action Step 3 | Conferences with students whose Q2 grades were below B. | counselors | 4/11/24 | Not Started |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | End of school year analysis of Q4 grades and cocurricular end-of-year reports | OST Director | 6/7/24* | Not Started |
| 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

Comparison of participation in cocurricular activities with academic success, examining in addition the value of the statistics and method used to draw conclusions. Should we be using different measures?

SY26 Anticipated Milestones

[Improve our skills at root cause analysis on academic success ad its relation to school engagement, based on how the process works over the 2024-26 school year.



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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|-----------------------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| All students experience safe and supportive learning communities by receiving targeted resource, supports, and interventions. | Yes | 9th and 10th Grade On Track | African American Male | | | | |
| | | | Latina Female | | | | |
| | Select Answer | Select Metric | Select Group or Overall | | | | |
| | | | 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.

| 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 |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Faculty members will increase their capacity to reach out successfully to engage students, especially those from underserved groups. | Administrators and faculty members will increase the effectiveness of their co-curricular offerings to increase students' engagement with school. | Administrators and teachers will periodically examine their extracurricular offerings to determine the most effective offerings and how to link students' experiences with their sense of belongingness and success in the school. |
| Select a Practice | | | |
| Select a Practice | | | |

[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 |
|---|-----------------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| | | | | | Select Status | Select Status | Select Status | Select Status |
| All students experience safe and supportive learning communities by receiving targeted resource, supports, and interventions. | 9th and 10th Grade On Track | African American Male | | | Select Status | Select Status | Select Status | Select Status |
| | | Latina Female | | | Select Status | Select Status | Select Status | Select Status |
| | Select Metric | Select Group or Overall | | | Select Status | 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 |
|---|--|---------------|---------------|---------------|---------------|
| | | Select Status | Select Status | Select Status | Select Status |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | Faculty members will increase their capacity to reach out successfully to engage students, especially those from underserved groups. | Select Status | Select Status | Select Status | Select Status |

| | | | | | |
|-------------------|--|---------------|---------------|---------------|---------------|
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

If Checked:

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

Complete IL-Empower Section below

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

If Checked:

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

No action needed



| | | | | | |
|--|--|--|--|--|--|
| <input type="text" value="Select a Goal"/> | | | | | |
| <input type="text" value="Select a Goal"/> | | | | | |
| <input type="text" value="Select a Goal"/> | | | | | |

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.

Parent and Family Plan

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed

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

