

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 
Cortelius Holmes	Principal	corteliusholmes@chancelight.com
Magdalena Taibe	Inclusive & Supportive Learning Lead	mtaibe@chancelight.com
Ann MacLaren	Inclusive & Supportive Learning Lead	Anne.MacLaren@chancelight.com
Candice Graddy	Connectedness & Wellbeing Lead	Candice.Graddy@chancelight.com
Eliza Labriola	Postsecondary Lead	Eliza.Labriola@chancelight.com
Antwon Johnson	Partnerships & Engagement Lead	Antwon.Johnson@chancelight.com
Jeff Jardinaso	Teacher Leader	Jeff.EvanJardinaso@chancelight.com
Wendy Newson	Data Specialist	Wendy.Newson@chancelight.com
Alysha Scott	AP	alysha.scott@chancelight.com
Sonovia Petty	Parent	pettysonovia1073@gmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/30/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	8/23/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/23/23	9/1/23
Reflection: Connectedness & Wellbeing	8/23/23	9/1/23
Reflection: Postsecondary Success	8/30/23	9/8/23
Reflection: Partnerships & Engagement	8/30/23	9/8/23
Priorities	8/16/23	8/25/23
Root Cause	8/16/23	8/25/23
Theory of Acton	8/16/23	8/25/23
Implementation Plans	8/16/23	8/25/23
Goals	8/16/23	8/25/23
Fund Compliance	8/16/23	8/25/23
Parent & Family Plan	8/16/23	8/25/23
Approval	6/10/24	6/21/24

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	10/19/2023
Quarter 2	12/22/2023
Quarter 3	3/21/2024
Quarter 4	6/10/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>The implementation of high quality instruction, to guide student-centered engagement in the classroom, is a continuous area for improvement at Ombudsman West. The 5 Essentials survey indicates that students scored the measures for ambitious instruction as strong, with English Instructions at 70 (-3 change from SY22), Math Instruction at 78 (-4 change from SY22), and academic press at 70 (+10 change from SY22). The leadership teams from the Options Network and Ombudsman West conducted rigor walks during SY23 to check for standard alignment with the lesson targets and gage where instructional practices ranked in the taxonomy levels of Marzano's framework. The BOY rigor walk indicated that no teacher fully met the mark for the lesson learning target meeting the standard (33.3% no and 66.67% partial). Improvement was shown for the EOY rigor walk (50% partial and 50% yes). The taxonomy levels of the lesson leaning targets for instruction during the BOY rigor walk fell between retrieval (66.67%) and comprehension(33.30%). Improvement was shown for the EOY rigor walk with 50% retrieval/comprehension and 50% analysis/knowledge utilization. We found that improvement is needed in incorporating proper standards in the lesson plans to ensure instruction is grade level appropriate.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>		
Yes	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>What is the feedback from your stakeholders?</p> <p>The results of the SY23 Cultivate Survey, administered by the University of Chicago, indicates that the lowest scores for Mindset and Strategies of students at Ombudsman West were in the following categories: Growth Mindset, Academic Risk Taking, and Belonging. The recommendations of the district were centered on the following priorities for focus: Priority Condition 1: Feedback for Growth (Nature and quality of teacher feedback to improve student work. Score of 70 (+6 change from SY22), Priority Condition 2: Classroom Community (Sense of community and mutual support among classmates. Score of 51 (+8 change from SY22), and Priority Condition 3: Supportive Teaching (Breadth and quality of teacher's instructional support for learning. Score of 67 (+11 change from SY22).</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		
Partially	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>Ombudsman West will focus on the three indicators of rigor (academic discussion, high-level questioning, and thoughtful work) as the cornerstone of SY24 professional development for teachers, which will expectantly lead to increased academic press and rigor in core content courses. Ombudsman West's instructional leadership team will observe classrooms and offer actionable weekly feedback. Teachers will also work to incorporate three identified strategies from Teach Like a Champion 3.0 in their practice each week. Instructional leaders will observe practice and offer actionable feedback every week. Building Ratio Through Discussion will be the focus technique strand. Teachers will work to incorporate the following techniques into their pedagogical practice:</p> <ol style="list-style-type: none"> Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected. Technique 43: Turn and Talk – Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability. Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences. 	<p>Interim Assessment Data</p>

What student-centered problems have surfaced during this reflection?

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

Engaging students in learning, fostering student ownership, and implementing cognitively challenging tasks that require evidence of reasoning are student-centered problems for Ombudsman West.

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	<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>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>IEPs are properly implemented at Ombudsman West to ensure that the accommodations and modifications are in place for students receiving exceptional education services. Diverse learners receive instruction in the least restrictive environment (LRE) through implementation of the inclusion model (Gen Ed and SPED teacher) in the regular classroom setting. EL students are also supported in the classroom by the EL coordinator. Teachers and support staff members have access to the list of students receiving services for the purpose of lesson planning and team collaboration to strategize on meeting their individual needs in the classroom. SAGA has been very effective in fostering student growth in math skills based on the outcomes of the STAR data for Ombudsman West. STAR bootcamps are facilitated on a weekly basis as an intervention for skill deficits in Reading and Math. The social worker meets with students requiring social work minutes in the IEP to ensure students are making adequate progress toward their identified goals. Tutoring is offered four days a week (Monday-Thursday) to support students in need of additional instruction beyond the regular class session. Tier 1, 2, and 3 interventions are implemented based on student need.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p>
No	<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>MTSS Integrity Memo</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>LRE Dashboard Page</p>	<p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>	
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>		
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Improvement is needed in the area of challenging students in the classroom with grade level appropriate instruction and assessments, while meeting their individualized needs for support with STAR based interventions.</p>			

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>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Ombudsman West has a strong Behavioral Health and Culture and Climate team in place to support the connectedness and well being of students served. Each team meets biweekly to discuss student centered concerns, behavioral supports, and school data trends to suggest recommendations for improvement. BASE and "Coping Skills for Teens and Young Adults" have been utilized at Ombudsman West as the curriculum for SEL. Out of School Time funds have been utilized to support student learning at Ombudsman West based on the student prioritization index (SPI). Ombudsman West will work toward improving the re-entry plan for student with chronic absenteeism and restorative processes for students returning from incarceration. Ombudsman West will work toward improving the implementation of weekly attendance protocol practices and incentives to increase daily/weekly attendance rates.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What is the feedback from your stakeholders?

Ombudsman West has improved in identified areas from SY22 to SY23 to bring foundational changes to the school to enhance the connectedness and wellbeing for students and staff. According to the 5 Essentials Survey, the teacher to principal trust increased from 24% in SY22 to 99% in SY23 (+75 change), which created stability in the teaching staff for our school. As teachers remained at Ombudsman West and connected with the students in the classroom, there was a shift to the Culture and Climate of the school. Although student satisfaction began to increase in the school, Ombudsman West continued to struggle with consistent attendance for SY23. Ombudsman West had a YTD attendance percentage of 47.69% at EOY for SY23 (increase from SY22's percentage of 41.63%). The required goal for CPS (Options Network) is 70%. Attendance protocols are in place to support students with truancy issues. The attendance team meets weekly to categorize students in tiers based on attendance percentages. With the proper implementation of the restorative process, we were able to reduce the number of behavioral incidents within our building at Ombudsman West. We had a total of 13 fights at the beginning of SY23. By MOY February to EOY June SY23, we did not have any fights at Ombudsman West. Behavioral incidents were mostly non compliance with cell phone or classroom expectations. We will continue to enhance the practices of our school through valuing student voice to keep all students connected in a way that meets their individualized needs.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[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.

Students are not attending school at an acceptable rate of 70% as required by the district. Although Ombudsman West has tiered protocols and interventions in place, improvement is needed in effectiveness of implementation to improve daily, weekly, and YTD attendance outcomes.

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?

Ombudsman West adheres to the following attendance protocols and strategies in place for our network to ensure the outreach efforts are consistent in combating truancy issues: Students with 90% and above receives in person or email recognition, congratulating and encouraging them to continue to doing well. Students with 80-89% receive recognition, but also receives a touch point communication from the leadership to discuss any barriers for the slight decline in attendance. Students with 70-79% meets with the recruiter to identify possible barriers that will be shared with the Principal at the weekly attendance meeting. Students with 50-69% attendance rates are referred to the at-risk and mentor for home visits, attendance contracts, daily check ins, etc as guided by the principal during the weekly attendance meetings. The BHT and Culture & Climate reviews behavioral data from school incident reports and building concerns to develop plans of support for students and teachers involved. Tier 1 SEL supports at Ombudsman West include access to the social worker, teacher-led instruction, integrated SEL instruction, orientation, access to PSC, sports programs, clubs, and etc. Tier 2 SEL supports include the BASE program, BHT referral, attendance agreements, SPARCS, restorative conversations, small group instruction, bus cards, and etc. Tier 3 SEL supports include 1:1 services with social worker/teacher and community partners like NZinga Mind and Heart. Ombudsman West has utilized OST funds for SY23 to bring enrichment programs to students during out of school time. The Male Mogul mentoring group and Djembe Drumming were two effective programs in meeting the interests of students and keep them engaged beyond the instructional day. Students participated in college tours and summer family engagement activities.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit

What are the takeaways after the review of metrics?

Ombudsman has effectively constructed a plan for completion of post-secondary tasks into the master schedule. Students are connected with the post-secondary counselor during the advisory blocks of each day to work and receive assistance on required tasks outlined in Naviance and LearnPlan. Succeed. Weekly meetings are held by the Post-Secondary Leadership Team (PLT) to discuss and compliance for task completions. Improvement is needed in meeting the needs of individual students through the implementation of the post-secondary individualized learning plans (ILPs).

[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](#)

[9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

Ombudsman West showed increase in post secondary engagement from BOY to EOY. At the beginning of SY23, Ombudsman West did not have any students participating in dual credit classes, but increased to four students for

[Cultivate \(Relevance to the Future\)](#)

	(6th-12th).			
Partially	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).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
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).	PLT Assessment Rubric		
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).	Alumni Support Initiative One Pager		

dual credit classes, but increased to four students for semester 2 (all participants passed the Business 101 course). We did not have any students to participate in the Microsoft certification program for SY23, but off to a great start with 17 students signed up for BOY SY24. There are currently four students enrolled in dual credit classes for SY24. For SY23, Ombudsman West finished the school year with the following measures for post secondary outcomes: Total number of seniors: 50 expected for graduation, 46 actually graduated (86%), Learn Plan Succeed (LPS) completion- 90%, FAFSA completion-90.91%, Filed has EFC-61.82%, Filed no EFC-25.45%, Opt-Out waived out #-2 students, Seniors w/3 plus college apps—44.6 %, Seniors w/1 match/reach app-51.8%, Seniors accepted to 1 college-74%, Seniors w/academic works gen app-58.9%. Ombudsman West scored a credit attainment rate of 57.96% for semester 1, 47.08 % for smester 2, 59.85% during summer, for a SY23 credit attainment total of 54.96%.

Freshmen Connection Programs Offered (School Level Data)

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?

Ombudsman West hosts monthly college and career fairs to expose students to post-secondary college and career opportunities throughout the city of Chicago. We are partnered with the City Colleges of Chicago and receive support from various representatives to help our students with required tasks for graduation and guide their post-secondary choices with mentorship. Students have the opportunity to participate in college tours and college fair visits through field trips at Ombudsman West. We will be more intentional about assessing student interests and bringing more career oriented presenters and opportunities to our campus.



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.

Students are not actively enrolled and participating (in favorable numbers) in the various opportunities afforded to Ombudsman West. Improvement is needed in the areas of dual credit, work based learning, and other college/post-secondary readiness programs offered through CPS and city colleges.



[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	Spectrum of Inclusive Partnerships	Ombudsman West offers quarterly opportunities for parents and community members to engage with the leadership team and staff members of our school. We are partnered with community agencies, offering various levels of support for students. Supports include social/emotional development, access to public aide and legal documentation, support for teen parenthood and pregnancy prevention, family support for job opportunities and food resources, youth advocacy, and post-secondary opportunities. Improvement is needed in the areas of connecting with community members and leaders on the West Side of Chicago to stay abreast of community events, resources, and issues that impact the students we serve at Ombudsman West. We will strive to get more participation in monthly parent meetings to ensure that we have adequate representation for parent voice.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Yes	Reimagining With Community Toolkit		
Yes	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Ombudsman West administered Ombudsman surveys to parents during SY23 to receive feedback regarding their satisfaction with the services rendered to students at school. The outcomes were as follows: 93% strongly agreed/ agreed that their students felt proud of their accomplishments achieved, while 7% remained neutral or disagreed. 86% strongly agreed/agreed that they are aware of their child's progress in school, while 14% remained neutral or disagreed. 80% strongly agreed/agreed that they are pleased with their child's progress, while 20% remained neutral or disagreed. 95% strongly agreed/agreed that the school is preparing their child for life beyond high school, while 5% remained neutral or disagreed. 83% strongly agreed/agreed that their students feel supported by staff, while 17% remained neutral or disagreed. 95% strongly agreed/ agreed that their students like coming to our school, while 5% remained neutral or disagreed. 97% strongly agreed/agreed that staff provides clear and complete information about the program, while 3% remained neutral or disagreed. 98% strongly agreed/agreed that they feel comfortable with staff communication, while 2% remained neutral or disagreed. 99% strongly agreed/agreed that they felt comfortable with the communication from staff regarding behavior and attendance, while 1% remained neutral or disagreed.</p>	Formal and informal family and community feedback received locally. (School Level Data)



What student-centered problems have surfaced during this reflection?

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There's a disconnect with parental involvement for the students at Ombudsman West. Although some parents are involved, there's a critical need for more parent participation/voice regarding the success outcomes for our students.



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?

Ombudsman West hosts quarterly Parent University sessions to keep parents abreast of school events, important calendar dates, and educational opportunities that are afforded to students. We host a bi-monthly community breakfast to share the state of our school with community members and seek support from community partners. Ombudsman West communicates very effectively and promotes open house/ parent teacher conference dates to allow parents/guardians the opportunity meet administration and staff members, while acquiring knowledge of the work in progress to align with the mission and vision of the school. Improvement is needed in all areas with the number of parents participating in all events.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

The implementation of high quality instruction, to guide student-centered engagement in the classroom, is a continuous area for improvement at Ombudsman West. The 5 Essentials survey indicates that students scored the measures for ambitious instruction as strong, with English Instructions at 70 (-3 change from SY22), Math Instruction at 78 (-4 change from SY22), and academic press at 70 (+10 change from SY22). The leadership teams from the Options Network and Ombudsman West conducted rigor walks during SY23 to check for standard alignment with the lesson targets and gage where instructional practices ranked in the taxonomy levels of Marzano's framework. The BOY rigor walk indicated that no teacher fully met the mark for the lesson learning target meeting the standard (33.3% no and 66.67% partial). Improvement was shown for the EOY rigor walk (50% partial and 50% yes). The taxonomy levels of the lesson leaning targets for instruction during the BOY rigor walk fell between retrieval (66.67%) and comprehension(33.30%). Improvement was shown for the EOY rigor walk with 50% retrieval/comprehension and 50% analysis/knowledge utilization. We found that improvement is needed in incorporating proper standards in the lesson plans to ensure instruction is grade level appropriate.

What is the feedback from your stakeholders?

The results of the SY23 Cultivate Survey, administered by the University of Chicago, indicates that the lowest scores for Mindset and Strategies of students at Ombudsman West were in the following categories: Growth Mindset, Academic Risk Taking, and Belonging. The recommendations of the district were centered on the following priorities for focus: Priority Condition 1: Feedback for Growth (Nature and quality of teacher feedback to improve student work. Score of 70 (+6 change from SY22), Priority Condition 2: Classroom Community (Sense of community and mutual support among classmates. Score of 51 (+8 change from SY22), and Priority Condition 3: Supportive Teaching (Breadth and quality of teacher's instructional support for learning. Score of 67 (+11 change from SY22).

What student-centered problems have surfaced during this reflection?

Engaging students in learning, fostering student ownership, and implementing cognitively challenging tasks that require evidence of reasoning are student-centered problems for Ombudsman West.

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?

Ombudsman West will focus on the three indicators of rigor (academic discussion, high-level questioning, and thoughtful work) as the cornerstone of SY24 professional development for teachers, which will expectantly lead to increased academic press and rigor in core content courses. Ombudsman West's instructional leadership team will observe classrooms and offer actionable weekly feedback. Teachers will also work to incorporate three identified strategies from Teach Like a Champion 3.0 in their practice each week. Instructional leaders will observe practice and offer actionable feedback every week. Building Ratio Through Discussion will be the focus technique strand. Teachers will work to incorporate the following techniques into their pedagogical practice:
 1. Technique 42: Habits of Discussion - Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.
 2. Technique 43: Turn and Talk - Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.
 3. Technique 44: Batch Process - Give more ownership and autonomy to students - particularly when your goal is discussion - by allowing student discussion without teacher mediation for short periods or longer, more formal sequences.

Determine Priorities

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

Students... will actively engage in the learning process through participating in active discussions and completing cognitively challenging tasks stemmed from the high-level questioning model implemented in instruction by teachers.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Root Cause

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

As adults in the building, we... are not allowing our students to take ownership in the learning process with consistent engagement among peers and challenging their thought processes along the upper taxony levels.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Theory of Action

What is your Theory of Action?

If we....

provide professional development and individual coaching on academic rigor and the implementation of Marzano's taxonomy in teacher led instruction



Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

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

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

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

Resources:

then we see....

higher level questioning being used by teachers to drive the academic process in the classrooms with meaningful instructional strategies



which leads to...

an increase in student engagement, use of critical thinking skills, credit attainment, and classroom connectedness.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/19/2023

Q3 3/21/2024

Q2 12/22/2023

Q4 6/10/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers of core courses will fully implement the three identified strategies from "Teach Like a Champion 3.0" by the end of SY24.	ILT and Teachers	End of SY24	In Progress
Action Step 1	Professional Development centered on Technique 42: Habits of Discussion – Making discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more effectively cohesive and connected.	ILT and Teachers	09/15/2023	In Progress
Action Step 2	Professional Development centered on Technique 43: Turn and Talk – Encouraging students to better formulate their thoughts by including short, contained pair discussions - designing them for maximum efficiency and accountability.	ILT and Teachers	09/29/2023	Not Started
Action Step 3	Professional Development centered on Technique 44: Batch Process – Give more ownership and autonomy to students – particularly when your goal is discussion – by allowing student discussion without teacher mediation for short periods or longer, more formal sequences.	ILT and Teachers	10/13/2023	Not Started
Action Step 4	The instructional leadership team will conduct classroom observations to monitor the implementation of the identified strategies of "Teach Like a Champion 3.0" and provide feedback during the individual teacher meeting sessions.	ILT and Teachers	10/16/2023 - EOY	Not Started
Action Step 5				Select Status
Implementation Milestone 2	All teachers of core courses will fully implement instructional strategies that encourage active student engagement through class discussions and critical thinking.	ILT and Teachers	End of SY24	Not Started
Action Step 1	Professional Development centered on discussion models (ie: Gallery Walks, Philosophical Chairs, Pinwheels, and Socratic Seminar)	ILT and Teachers	11/20/2023	Not Started
Action Step 2	Professional Development centered on the types of questioning for classroom instruction/discussion (ie: Convergent, Divergent, Hypothetical, Probing, Referential, and Leading)	ILT and Teachers	11/21/2023	Not Started
Action Step 3	Professional Development centered on student questioning through the tiers of Marzano's Taxonomy levels.	ILT and Teachers	11/22/2023	Not Started
Action Step 4	The instructional leadership team will conduct classroom observations to monitor the implementation of the discussion and questioning strategies to provide feedback on growth during the individual teacher meeting sessions.	ILT and Teachers	11/29/2023- EOY	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Implement STAR protocol data meetings and accelerated learning practices to ensure students are receiving proper supports and access to grade level curriculum.	ILT and Teachers	End of SY24	Not Started
Action Step 1	Administer the BOY STAR assessment.	ILT and Teachers	08/28/2023	In Progress
Action Step 2	Review BOY STAR data and conduct STAR protocol data meetings with the instructional leadership team and teachers.	ILT and Teachers	09/25/2023	In Progress


Action Step 3	Instructional Leadership Team will review weekly lesson plans to ensure standards are properly aligned with the targeted learning skills and proper supports are implemented in the classroom.	ILT and Teachers	9/28/2023 - EOY	Not Started
Action Step 4	Instructional Leadership Team will conduct classroom observations to monitor students' access to grade level curriculum and the implementation of accelerated practices based on student need.	ILT	10/03/2023-EOY	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Decrease the number of students in need of urgent intervention by 25% and increase the number of students in the "at or above benchmark" category by 25% by MOY STAR testing.	ILT and Teachers	02/09/2024	Not Started
Action Step 1	Administer the MOY STAR assessment.	ILT and Teachers	01/16/2024	Not Started
Action Step 2	Review MOY STAR data and conduct STAR protocol data meetings with the instructional leadership team and teachers.	ILT and Teachers	02/12/2024	Not Started
Action Step 3	Instructional Leadership Team will review weekly lesson plans to ensure standards are properly aligned with the targeted learning skills and proper supports are implemented in the classroom.	ILT and Teachers	02/14/2024 - EOY	Not Started
Action Step 4	Instructional Leadership Team will conduct classroom observations to monitor students' access to grade level curriculum and the implementation of accelerated practices based on student need.	ILT	02/21/2024 - EOY	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	Teachers will demonstrate proficiency in implementing the instructional strategies of "Teach Like a Champion 3.0" in the teacher-led instruction to engage students and drive the learning process with high-leveling questioning and discussion techniques. Rigor Walks will reflect teachers ranking in the categories of Analysis and Knowledge Utilization at least 75%. 
SY26 Anticipated Milestones	Teachers will demonstrate proficiency in implementing the instructional strategies of "Teach Like a Champion 3.0" in the teacher-led instruction to engage students and drive the learning process with high-leveling questioning and discussion techniques. Rigor Walks will reflect teachers ranking in the categories of Analysis and Knowledge Utilization at least 100%. 

[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 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
The instructional leadership team will analyze STAR from each testing window (BOY, MOY, and EOY) and implement interventions based upon student need through categorized tiers. STAR boot camp will continue on a weekly basis to support student on identified skill deficits. Pre and post tests will be utilized for progress monitoring. Data will be use to drive STAR protocol meetings to ensure that teachers are properly addressing the learning needs of students in the classroom. Classroom observations will be conducted by the leadership team to monitor and offer suggestive feedback to teachers on the implementation of instructional strategies to enhance student learning and engagement.	Yes	STAR (Reading)	Overall				
			NA				
The instructional leadership team will analyze STAR from each testing window (BOY, MOY, and EOY) and implement interventions based upon student need through categorized tiers. STAR boot camp will continue on a weekly basis to support student on identified skill deficits. Pre and post tests will be utilized for progress monitoring. Data will be use to drive STAR protocol meetings to ensure that teachers are properly addressing the learning needs of students in the classroom. Classroom observations will be conducted by the leadership team to monitor and offer suggestive feedback to teachers on the implementation of instructional strategies to enhance student learning and engagement.			Overall				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>					
student need through categorized tiers. STAR boot camp will continue on a weekly basis to support student on identified skill deficits. Pre and post tests will be utilized for progress monitoring. Data will be use to drive STAR protocol meetings to ensure that teachers are properly addressing the learning needs of students in the classroom. Classroom observations will be conducted by the leadership team to monitor and offer suggestive feedback to teachers on the implementation of instructional strategies to enhance student learning and engagement. Students will be enrolled in the SAGA math intervention program based on need. Enrollment has a student capacity of 30.	Yes	STAR (Math)	NA					

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:5 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.	Decrease the number of students in need of urgent intervention by 25% and increase the number of students in the "at or above benchmark" category by 25% by MOY STAR testing. 45% of students showing growth in STAR testing for Reading and Math by EOY.	Decrease the number of students in need of urgent intervention by 25% and increase the number of students in the "at or above benchmark" category by 25% by MOY STAR testing. 50% of students showing growth in STAR testing for Reading and Math by EOY.	Decrease the number of students in need of urgent intervention by 25% and increase the number of students in the "at or above benchmark" category by 25% by MOY STAR testing. 55% of students showing growth in STAR testing for Reading and Math by EOY.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will implement the Skyline curriculum and "Teach Like a Champion 3.0" strategies into their instructional practice to meet the culturally responsive needs of students and increase the passing rates for credit attainment by 10%.	Teachers will implement the Skyline curriculum and "Teach Like a Champion 3.0" strategies into their instructional practice to meet the culturally responsive needs of students and increase the passing rates for credit attainment by 15%.	Teachers will implement the Skyline curriculum and "Teach Like a Champion 3.0" strategies into their instructional practice to meet the culturally responsive needs of students and increase the passing rates for credit attainment by 20%.
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
The instructional leadership team will analyze STAR from each testing window (BOY, MOY, and EOY) and implement interventions based upon student need through categorized tiers. STAR boot camp will continue on a weekly basis to support student on identified skill deficits. Pre and post tests will be utilized for progress monitoring. Data will be use to drive STAR protocol meetings to ensure that teachers are properly addressing the learning needs of students in the classroom. Classroom observations will be conducted by the leadership team to monitor and offer suggestive feedback to teachers on the implementation of instructional strategies to enhance student learning and engagement.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
The instructional leadership team will analyze STAR from each testing window (BOY, MOY, and EOY) and		Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction							
Reflection	Root Cause	Implementation Plan										
<p>window (BOY, MOY, and EOY) and implement interventions based upon student need through categorized tiers. STAR boot camp will continue on a weekly basis to support student on identified skill deficits. Pre and post tests will be utilized for progress monitoring. Data will be use to drive STAR protocol meetings to ensure that teachers are properly addressing the learning needs of students in the classroom. Classroom observations will be conducted by the leadership team to monitor and offer suggestive feedback to teachers on the implementation of instructional strategies to enhance student learning and engagement. Students will be enrolled in the SAGA math intervention program based on need. Enrollment has a student capapcity of 30.</p>			STAR (Math)	NA					<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	Decrease the number of students in need of urgent intervention by 25% and increase the number of students in the "at or above benchmark" category by 25% by MOY STAR testing. 45% of students showing growth in STAR testing for Reading and Math by EOY.	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will implement the Skyline curriculum and "Teach Like a Champion 3.0" strategies into their instructional practice to meet the culturally responsive needs of students and increase the passing rates for credit attainment by 10%.	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
Select a Practice		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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.
Partially	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.
Partially	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?

Ombudsman West has a strong Behavioral Health and Culture and Climate team in place to support the connectedness and well being of students served. Each team meets biweekly to discuss student centered concerns, behavioral supports, and school data trends to suggest recommendations for improvement. BASE and "Coping Skills for Teens and Young Adults" have been utilized at Ombudsman West as the curriculum for SEL. Out of School Time funds have been utilized to support student learning at Ombudsman West based on the student prioritization index (SPI). Ombudsman West will work toward improving the re-entry plan for student with chronic absenteeism and restorative processes for students returning from incarceration. Ombudsman West will work toward improving the implementation of weekly attendance protocol practices and incentives to increase daily/weekly attendance rates.

What is the feedback from your stakeholders?

Ombudsman West has improved in identified areas from SY22 to SY23 to bring foundational changes to the school to enhance the connectedness and wellbeing for students and staff. According to the 5 Essentials Survey, the teacher to principal trust increased from 24% in SY22 to 99% in SY23 (+75 change), which created stability in the teaching staff for our school. As teachers remained at Ombudsman West and connected with the students in the classroom, there was a shift to the Culture and Climate of the school. Although student satisfaction began to increase in the school, Ombudsman West continued to struggle with consistent attendance for SY23. Ombudsman West had a YTD attendance percentage of 47.69% at EOY for SY23 (increase from SY22's percentage of 41.63%). The required goal for CPS (Options Network) is 70%. Attendance protocols are in place to support students with truancy issues. The attendance team meets weekly to categorize students in tiers based on attendance percentages. With the proper implementation of the restorative process, we were able to reduce the number of behavioral incidents within our building at Ombudsman West. We had a total of 13 fights at the beginning of SY23. By MOY February to EOY June SY23, we did not have any fights at Ombudsman West. Behavioral incidents were mostly non compliance with cell phone or classroom expectations. We wil continue to enhance the practices of our school through valuing student voice to keep all students connected in a way that meets their individualized needs.

What student-centered problems have surfaced during this reflection?

Students are not attending school at an acceptable rate of 70% as required by the district. Although Ombudsman West has tiered protocols and interventions in place, improvement is needed in effectiveness of implementation to improve daily, weekly, and YTD attendance outcomes.

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?

Ombudsman West adheres to the following attendance protocols and strategies in place for our network to ensure the outreach efforts are consistent in combating truancy issues: Students with 90% and above receives in person or email recongnition, congratulating and encouraging them to continue to doing well. Students with 80-89% receive recognition, but also receives a touch point communication from the leadership to discuss any barriers for the slight decline in attendance. Students with 70-79% meets with the recruiter to identify possible barriers that will be shared with the Principal at the weekly attendance meeting. Students with 50-69% attendance rates are referred to the at-risk and mentor for home visits, attendance contracts, daily check ins, etc as guided by the principal during the weekly attendance meetings. The BHT and Culture & Climate reviews behavioral data from school incident reports and building concerns to develop plans of support for students and teachers involved. Tier I SEL supports at Ombudsman West include access to the social worker, teacher-led instruction, integrated SEL instruction, orientation, access to PSC, sports programs, clubs, and etc. Tier 2 SEL supports include the BASE program, BHT referral, attendance agreements, SPARCS, restorative conversations, small group instruction, bus cards, and etc. Tier 3 SEL supports include 1:1 services with social worker/teacher and community partners like NZinga Mind and Heort. Ombudsman West has utilized OST funds for SY23 to bring enrichment programs to students during out of school time. The Male Mogul mentoring group and Djembe Drumming were two effective programs in meeting the interests of students and keep them engage beyond the instructional day. Students participated in college tours and summer family engagement activities.

Return to Top Determine Priorities

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

Students... are not attending school at an acceptable rate and disengaged with the programming and opportunities currently in place at Ombudsman West. Improvement is needed in the areas of assessing student interests and consistently implementing incentives for attendance, academic, and behavioral outcomes.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... are inconsistent with implementing practices that assess the interests of students and addressing their individual needs to keep them engaged in school.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
implement a progress monitoring tool using behavior, attendance, and grade (BAG) data for tier 2 and 3 students (monitored by BHT and the Climate and Culture teams)...

then we see....
data driven academic and behavior interventions, utilizing internal and external resources.

which leads to...
improved attendance rates, BAG data, 5 Essentials results, and metric outcomes for SY24 .

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

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

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

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

[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	Dates for Progress Monitoring Check Ins
Behavioral Health and Culture & Climate Teams (BHT/CCT)	Q1 10/19/2023 Q3 3/21/2024
	Q2 12/22/2023 Q4 6/10/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will align SEL objectives with SEL instruction for TLI, CAI, and advisory lesson.	TLI/CAI/Advisory Classes	May 2024	Not Started
Action Step 1	Hold a Quarterly PD session with social workers, SW Coordinator, Compliance Coordinator, and the building leadership with CPS Options SEL specialist (Jackson, Stallings, Hong) on the topic of BHT/Culture & Climate progress monitoring tool implementation.	Timothy Jackson, Kandice Stallings, and Andrew Hong	09/20/2023 - EOY	In Progress
Action Step 2	Continue with the SEL calendar with monthly themes to guide weekly SEL instruction/activities.	Candice Graddy (Social Worker)	09/18/2023-EOY	In Progress
Action Step 3	BHT/ Culture and Climate team will monitor and assist with implementation of SEL standards and activities in the classrooms during advisory sessions.	BHT/CCT Leads	09/25/2023 - EOY	Not Started
Action Step 4	Administer the student inventory to assess SEL, academic, and extracurricular needs/interests.	Cortelius Holmes (Principal), Alysha Scott (AP), Candice Graddy (Social Worker)	08/21/2023-EOY	In Progress
Action Step 5	Maintain documentation to reflect the implementation and progress of weekly SEL sessions during advisory.	Advisory Leads	09/18/2023- EOY	Not Started
Implementation Milestone 2	The attendance team will implement daily attendance protocols and meet weekly to review data and construct action steps to address truancy issues to improve attendance rates to a minimum of 70%.	Attendance Team	8/28/2023 - EOY	In Progress
Action Step 1	Analyze weekly attendance data from the data office, RRS spreadsheets, and outreach efforts recorded in Aspen to ensure protocol strategies are effectively implemented.	Cortelius Holmes (Principal)	8/28/2023 - EOY	In Progress
Action Step 2	Conduct phone calls and home visits for students with truancy rates identified as Tier 2 (69-60%) and Tier 3 (59% and below).	At-Risk Mentor, RRS, Attendance Team	8/28/2023 - EOY	In Progress
Action Step 3	Implement bi-weekly and month celebrations for students with 80% and above attendance rates and showing improvement with attendance improvement plans.	Lab Manager and Attendance Team	8/28/2023 - EOY	In Progress
Action Step 4	Facilitate orientation and support students for the first 30 days of enrollment at Ombudsman West to track attendance rates and provide peer/teacher mentorship.	RRS and Leadership Team	8/28/2023 - EOY	In Progress
Action Step 5				Select Status
Implementation Milestone 3	BHT and Culture Climate teams will track MTSS data and implement proper supports for students based on tiered outcomes.	BHT, CCT	9/18/2023 - EOY	Not Started
Action Step 1	Load students' assessment outcomes into the MTSS BAG tracker-based on CPS screener, academic data (test scores & grades), Social worker & AP referrals (aspen reported interventions), & attendance reports.	BHT, CCT	9/18/2023	Not Started
Action Step 2	Utilize the BAG data derived from progress monitoring tool (tracker) to provide proper interventions and outreach to students on a bi-weekly basis.	BHT, CCT	9/18/2023	Not Started

Action Step 3	Connect with community partners as an external resource to support the school in tier 2 & tier 3 interventions for SEL (Behavior on the BAG report).	BHT, CCT	9/11/2023 - EOY	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide students with academic, emotional, and social skills to be actively engaged in school.	BHT, CCT, Leadership	9/18/2023 - EOY	In Progress
Action Step 1	Provide opportunities for students to improve their interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, and good manners through the use of an appropriate SEL curriculum or resources. Other skills that could be taught include listening, stress management, and decision-making...with opportunities for skill application.	BHT, CCT, Leadership	9/25/2023 - EOY	Not Started
Action Step 2	Offer extended learning opportunities for all students (after school programming through the use of out of school time funds (OST), to improve academic and social skills.	OST Leads and Leadership	9/25/2023 - EOY	In Progress
Action Step 3	Use incidents in the school and classroom as moments to educate students and staff on self-control, empathy, cooperation, and conflict resolution skills using the restorative process.	BHT, CCT, Leadership	08/21/2023 - EOY	In Progress
Action Step 4	Engage students in planning for their future, including career and personal goals. Assist them in mapping out steps to take to meet their goals.	BHT, CCT, Leadership, and PSC	9/25/2023 - EOY	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Ombudsman West will implement attendance protocol strategies to improve student weekly and YTD outcomes by 2% for a YTD of at least 72%. With the support of the BHT and Culture & Climate teams, Ombudsman West will also see a reduction in student needs for intensive interventions (Tier 3) by 10% to Tier 2 and Tier 1.	
SY26 Anticipated Milestones	Ombudsman West will implement attendance protocol strategies to improve student weekly and YTD outcomes by 3% for a YTD of at least 75%. With the support of the BHT and Culture & Climate teams, Ombudsman West will also see a reduction in student needs for intensive interventions (Tier 3) by 15% to Tier 2 and Tier 1.	

[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 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
Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 70%.	Yes	Increase Average Daily Attendance	Overall				
			NA				
Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 10% to tier 2 and tier 1.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 70%.	Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 72%.	Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 75%.

C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 10% to tier 2 and tier 1.	Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 15% to tier 2 and tier 1.	Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 20% to tier 2 and tier 1.
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
Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 70%.	Increase Average Daily Attendance	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 10% to tier 2 and tier 1.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Ombudsman West will implement attendance protocol practices and incentivized strategies to increase weekly and YTD attendance rates for all students enrolled at a targeted rate of 70%.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Ombudsman West will implement SEL supports and restorative processes within the school to reduce the number of students identified as tier 3 by 10% to tier 2 and tier 1.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The school will provide parent night events where parents can participate in professional development to understand the standards, assessments and course outlines used to monitor and assess their students progress. This information will be reviewed with parents at each parent conference through review of test scores, alternative assessments, and progress through their courses. Areas of need and strengths will be discussed as well as opportunities for remediation and acceleration. Parent correspondence will be sent regularly in writing in English and Spanish versions. Social workers and outreach specialists will also support communication with parents through calls and home visits when needed. All events and activities will include invites with all pertinent information, including address, times and contact persons for any questions.



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

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