

CIWP Team & Schedules

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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
Priscilla Horton	Principal	phorton@cps.edu
Cheryl Richardson	Teacher Leader	cjenkins-richard@cps.edu
Ryan Fishman	Teacher Leader	rmfishman@cps.edu
Davon Griffin	Teacher Leader	dgriffin25@cps.edu
Adam Davenport	Teacher Leader	adavenport16@cps.edu
Faythe Brannon	Teacher Leader	fmbrannon@cps.edu
Adenike Fafore	Teacher Leader	amfafore@cps.edu
Peter Korbakes	Social Studies Teacher	pckorbakes@cps.edu
LaShawn Jarrett	LSC Member	ljarret3@cps.edu
Julie Arellano	Parent	msjuli183@gmail.com
Evelyn Alfred	Science Teacher	ealfred@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	6/13/23	8/18/23
Reflection: Curriculum & Instruction (Instructional Core)	8/3/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/18/23	8/25/23
Reflection: Connectedness & Wellbeing	8/25/23	8/31/23
Reflection: Postsecondary Success	8/31/23	9/8/23
Reflection: Partnerships & Engagement	9/8/23	9/9/23
Priorities	9/9/23	9/10/23
Root Cause	9/10/23	9/12/23
Theory of Acton	9/12/23	9/12/23
Implementation Plans	8/3/23	9/12/23
Goals	8/7/23	9/12/23
Fund Compliance	9/12/23	9/12/23
Parent & Family Plan	8/18/23	9/12/23
Approval	9/12/23	9/12/23

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	10/13/2023
Quarter 2	12/15/2023
Quarter 3	03/15/2024
Quarter 4	05/31/2024

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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

For curricular materials, we have adopted Skyline for the following core subjects: English, Science and Spanish. In Math and Social Studies, we have compared our curriculum to the CPS High Quality Curriculum rubric and believe that our existing teachers have created a curriculum that is of high quality and align to skyline standards. In terms of being culturally responsive, teachers have taken the time to consider available data such as the [Final Data Report](#), equity report, and BOY Star 360. This list is not exhaustive of all data considered. Teachers are expected to modify the curriculum to support being culturally responsive. Department time will be used to look specifically at student work and analyze formative and summative assessment data. This will ensure that we are adjusting our instructional practice at regular intervals and support students mastering standards. Access for students with diverse learning needs and or language support will continue to be a priority. We are seeing an increase in students who will need ESL support. Based off the 5E survey, our Academic Press/Rigor increased from 46 to 57 percent between SY21 - SY23. We'll continue to provide high-quality, consistent instruction on a daily basis.

What is the feedback from your stakeholders?

Teachers agree that classrooms are focused on the inner core of identity, community and relationships. Our core walk data supports that our school community is a safe space for students. We have a functioning ILT that meets consistently to talk about instruction. Last year the focus was on creating opportunities for productive struggle. We also wanted to push teachers to allow more student voice so that our classrooms would become more student centered. The BOY to MOY to EOY did indicate that the rigor level in terms of taxonomy has increased over time. In terms of our teaming structure. Department meetings and grade level meetings each serve a specific purpose. Departments look at formative and summative assessments and student mastery. Behavior, attendance and grades are discussed at the grade level meetings. Teacher stakeholders are interested in working on improving attendance school wide so that we can better address academic metrics and student mastery of standards. We are looking at how we can address both tardies, cutting and general absence in order to support better academic outcomes for our students overall. We are revamping attendance incentives as well as the systems that support notification to parents about tardies, absences and cutting. We are also adding more opportunities for parents to engage with the school community to help them to be better informed and engaged with the school community

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

We are attempting to celebrate and reward engagement in the school academic community in a variety of ways. Our goal thus far has been to create a culture of celebrating academic achievement and engagement in the school community. We want students to feel encouraged to excel academically and recognized for hard work based on effort and merit. Students have been responsive to things like Decision Day events and March Madness which have an academic criterion as a measure of success. We want to build on what we have already done and better document the data that tracks our progress in these areas. We believe that a school community where restorative practices are the norm and completely imbedded in the practice of all stakeholders is the correct path. It will be documented using not just discipline data but via observation of our school community and using survey data i.e. cultivate and the Five Essentials Survey. Additionally, we are moving to a student council so that students have an organization whose function is student voice and advocacy. Curriculum review and realignment, ensuring standards-based (NGSS, ILSSS, and other content and Common Core standards) alignment, vertical alignment; Implementation of productive struggle and capacity-builders for students--ensuring cognitive load shifts to students (G.R.R. L.A.U.N.C.H). Instructional Core Walks; Cycles of peer observation; OBSTACLES/BARRIERS: Cadence issues, due to time available, common vs. uncommon preps, other job responsibilities, cadence of feedback and feedback cycles, etc. Culture & Climate attempts= Increased ratio of positive ratio of interactions, attendance incentives, and restorative practices, I.S.P.D., Hall Sweeps, Teacher Lunch Detentions; March Madness Incentives, Freshmen Silent Party, Half Cap, Winter Ball, Prom, Homecoming, Fall Festival, Decision Day, Half-Cap, etc. and other school-wide incentives to promote positive culture & climate/academics.

- [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](#)

What student-centered problems have surfaced during this reflection?

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

The majority of our students are not meeting the benchmark for evidence-based reading and writing (EBRW) or Math when they enter high school. This means that ensuring student access rigorous instruction/materials must be a school priority. Balance and consistency with types of assessments implemented in the classroom on a regular cadence will be essential i.e. finals, end-of unit assessments etc.) This data will then be used to provide feedback to students about their progress and to adjust and differentiate instruction.


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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>Last year Bowen High School ended the year at a 73% percent attendance rate. As a result, we have identified attendance as a factor that has impacted multiple metrics across the board. For instance, End of Year (EOY) data supports the notion that there is more room for growth regarding students in our Latin-X community. If we increase our support to Latin-X groups and our ESL population, then we may see an overall increase in this population of students at Bowen High School. As our population becomes more diverse we want to ensure that all students feel included, recognized and celebrated in their school community. This year we will track our efforts to provide MTSS supports using Branching Minds. This will allow us to gather data related to attempted interventions and their impact on student metrics.</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> <p>Annual Evaluation of Compliance (ODLSS)</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>Quality Indicators of Specially Designed Curriculum</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>What is the feedback from your stakeholders?</p> <p>Students and parents have indicated during orientation and school visits that they would like more communication with the school community. They have also asked that we send out communications in various forms such as email, mail, and calls from the school. As a result, Bowen High School has been sending communications out to parents and involving them in student academics. Furthermore, with the creation of a parent room, we are hopeful that this room will encourage parents to participate on a regular basis. Lastly, Bowen High School is involving parents by inviting them to volunteer during field trips, school projects, and events.</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>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>This past school year, we provided post secondary instruction through weekly advisory sessions, with a focus on using Naviance to help students concentrate on their post secondary plans. We will not be continuing with advisory in the current school year, however, we will continue to have senior seminar as a place to support students in their post secondary choices. Senior Seminar will provide a place for students to complete the work necessary to make their post secondary goals a reality. Additionally, the counselor will meet with students in groups as well as one-on-one for support. We also have classes at other grade levels, i.e. Embarc for sophomores/juniors/seniors and One Goal for juniors/seniors. The idea is that every grade level has a course where post secondary goals are discussed on a regular basis, so post secondary goals and conversations are embedded in our school culture. Our data indicates room for growth, as we currently are behind the district for College Enrollment at 46%, College Persistence at 44%, and College Completion at 22%. See link for data. A monthly parent newsletter has also been developed. See link here. Bowen To And Through Post Secondary Data</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 CIWR.</p>			
<p>At Bowen High School, we want to provide supports and interventions by allocating school funds, such as STLS, to support students. These supports include hygiene kits, winter coats, and school supplies. Additionally, we will continue to be a food pop up center to address inconsistent access to healthy food options. Furthermore, we want to leverage our BHT and other school resources to support students families. The parent/guardian resources include the following: parent classes, connection to utility resources, housing organizations, and counseling services. By supporting the whole family, we hope to create better academic outcomes for our students.</p>			

[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	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>In our 5E data, Supportive environment has dropped from an average of 63 across three sub-categories, to just 48 in SY23. Our discipline data showed a significant increase in the number of restorative conversations. The type of restorative actions includes the following: Check-In, Check-Out, Peace Circles, and Restorative Chats. We will continue to utilize a BHT to support the referral and tiering of student supports provided at Bowen High School. There is a need for more supports related to mental health issues both for our students and their families, as a result, we are adding additional resources. Furthermore, our school was provided with an MTSS position that we are attempting to fill. Having staff to specifically track effectiveness will be helpful in deciding what partnerships to continue and what resources are still needed. Our data supports the idea that more stakeholder supports are needed as we continue to work on climate and culture. This year will mark the first year that Bowen High School has a Climate Team. We want a community where the goal is to keep students in school as oppose to suspensions, which negatively impacts behavior.</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> <p>Access to OST</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
		<p>What is the feedback from your stakeholders?</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</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.	Bowen High School OST Basketball Camp provided male mentoring support as well as safe place for students to be over the summer. The program ran from July 21-August 11 and hosted four male mentors for our African American Males and a female mentor for African American Female students. We also hosted after school tutoring for students to support student academic success. Both programs were well attended and students have asked that we continue them. These programs provided things that students indicated they needed to feel a part of the school community. New this school year is a Student Council, which is taking the lead on sponsoring things like the Activity Fair planned for Friday September 8, 2023. They want to have more opportunities to be leaders and request a discussion with administration to share ideas.	 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
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>There is a need for more mental health supports both at the school and in the community for our students and families. Parents and students have asked for both individual, group, and family counseling. We have already provided SPARCS, Social Work, and connection to counseling in the community.</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>Presently we have a functioning Behavior Health Team with the following supports for students and families: Becoming A Man (BAM), Working on Womanhood (WOW), and Metropolitan Family Services. At Bowen High School, we are looking to add more mental health supports that are both convenient and comes at no cost to students and their families.</p>	
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	This past school year, we provided post secondary instruction through weekly advisory sessions, with a focus on using Naviance to help students concentrate on their post secondary plans. We will not be continuing with advisory in the current school year, however, we will continue to have senior seminar as a place to support students in their post secondary choices. Senior Seminar will provide a place for students to complete the work necessary to make their post secondary goals a reality. Additionally, the counselor will meet with students in groups as well as one-on-one for support. We also have classes at other grade levels, i.e. Embarc for sophomores/juniors/seniors and One Goal for juniors/seniors. The idea is that every grade level has a course where post secondary goals are discussed on a regular basis, so post secondary goals and conversations are embedded in our school culture. Our data indicates room for growth, as we currently are behind the district for College Enrollment at 46%, College Persistence at 44%, and College Completion at 22%. See link for data. Bowen To And Through Post Secondary Data	Graduation Rate Program Inquiry: 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
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
No	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders?</p> While some work-based learning opportunities are provided, we have two CTE programs that offer an area of growth for our students. We will develop a continuum of learning activities that support students in their career exploration that ends with meaningful work experiences. We were able to obtain (90) ninety job slots for students over the summer. However, a more strategic plan is needed to support this work during the school year. In terms of Early College course work, students currently are able to take the following classes: Business, English Composition, and Manufacturing. Teachers with the appropriate credentials and student academics have been a barrier to expanding course offerings, as well as increasing the number of students who participate in them.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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).		
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	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> In terms of improvement efforts, we have finally been able to hire a Manufacturing Teacher. However, I am hopeful that he			

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](#)

I'm a manufacturing teacher. However, I am hopeful that he will finish on boarding and will receive his clear to start email soon. We have expanded who is included in the hiring process, so admin is not the only one seeking great candidates. We have also expanded our efforts to include Brazen interviews, Google Meet Interviews, and are an active participant of the Opportunity Schools Program, which helps to staff difficult to staff positions. Ellen Goldblatt has been very helpful and my Chief has also begun sending resumes of candidates that he encounters. Making hiring a distributed leadership priority has garnered progress, as we work to ensure that highly-qualified people are selected to teach our students.

What student-centered problems have surfaced during this reflection?

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

Students are less likely to engage in a course where there is not a permanent highly qualified teacher. Student engagement, and ownership of their own learning is an area of focus as we work to help them to have more voice and to partner with us in providing meaningful, relevant learning experiences. 🍌

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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Partially
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](#)

We currently do a number of things to foster relationships with families and to invite them into our building. (Coffee with Principal, Donuts with Principal, Breakfast with Principal, 5E Survey, EOY Carnival). This year we also have a new partnership with Apple to provide support for student voice, engagement in order to increase student ownership in the learning process. We are incorporating the use of Apple I pads to support instruction and as means to gather student voice data about their experiences in our building as it relates to learning experiences. The pilot teachers and students will begin receiving Apple I pads the fourth or fifth week of school. Teachers and students will also eventually receive Apple pencils to support the pilot. The Apple Partnership has three specific goals: 1. Technology as a means to enhance and support instruction. 2. Technology as a vehicle to increase student and parent voice and Finally 3. Based on our data from the 5E Survey, our teacher-parent trust is down from 42% in 2022 to just 24% in 2023; to address this decline, we have identified parental engagement as a priority in order to build trust and partnership with our families (see aforementioned efforts in this section). 🍌

- [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)
- Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
- Formal and informal family and community feedback received locally. (School Level Data)

Partially
Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. [Reimagining With Community Toolkit](#)

What is the feedback from your stakeholders?

Both students and parents have shared that they want to be more of a supportive partner with the school. Many parents have indicated when they came to orientation that their job sometimes make it difficult to partner in the way they would like. All have been notified about the parent room and the fact that we want them to come to the school whenever they have time and use our parent room. The parent room is available Monday through Friday from 8:00am-3:15pm. 🍌

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

What student-centered problems have surfaced during this reflection?

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

We need to incorporate more student voice and choice in our academic program. This would help with relevancy and student engagement. Perhaps they would be more willing to engage with a curriculum for which they had some input where possible i.e. high interest reading material that is student selected. 🍌

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?

Parent shadowing program started by Principal Horton as a means to invite and welcome parents to come in to observe and be a part of the school community when their schedule permits. Parent involvement/attendance on field trips; As-needed parent shadows for students with behavior/attendance concerns; Parent/Community Partners attending End-of-Year Carnival, Scholarship/Decision Day, Half-Cap, Food Pantry/Factor Meal Drive; Parents/Partners/Guardians attending athletic events; Alumni Association engagement and scholarship opportunities; Post-Secondary partners through community/city colleges engaging students with FAFSA, Applications, etc.; Bridges for diverse learner outreach and vocational/post-secondary training; Embarc & OneGoal for additional secondary and post-secondary support/training/exposure to experiences. BARRIERS/OBSTACLES: Background checks for parents/guardians to enter the school/bus/field trip environment; parental time constraints and competing responsibilities related to child care and work. The impact for students who are engaged with these efforts are very positive, improving in academic and post-secondary outcomes. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

We currently do a number of things to foster relationships with families and to invite them into our building. (Coffee with Principal, Donuts with Principal, Breakfast with Principal, 5E Survey, EOY Carnival). This year we also have a new partnership with Apple to provide support for student voice, engagement in order to increase student ownership in the learning process. We are incorporating the use of Apple I pads to support instruction and as means to gather student voice data about their experiences in our building as it relates to learning experiences. The pilot teachers and students will begin receiving Apple I pads the fourth or fifth week of school. Teachers and students will also eventually receive Apple pencils to support the pilot. The Apple Partnership has three specific goals: 1. Technology as a means to enhance and support instruction. 2. Technology as a vehicle to increase student and parent voice and Finally 3. Based on our data from the 5E Survey, our teacher-parent trust is down from 42% in 2022 to just 24% in 2023; to address this decline, we have identified parental engagement as a priority in order to build trust and partnership with our families (see aforementioned efforts in this section).

What is the feedback from your stakeholders?

Both students and parents have shared that they want to be more of a supportive partner with the school. Many parents have indicated when they came to orientation that their job sometimes make it difficult to partner in the way they would like. All have been notified about the parent room and the fact that we want them to come to the school whenever they have time and use our parent room. The parent room is available Monday through Friday from 8:00am-3:15pm.

What student-centered problems have surfaced during this reflection?

We need to incorporate more student voice and choice in our academic program. This would help with relevancy and student engagement. Perhaps they would be more willing to engage with a curriculum for which they had some input where possible i.e. high interest reading material that is student selected.

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

Students...
Identify attendance and engagement as the main student-centered problem. Students will improve their attendance with increased engagement through increased monitoring of class-to-class attendance from the attendance coordinator; engagement will improve (see Curriculum & Instruction goal for CIWP). Parental engagement will assist with these improved attendance and academic outcomes through a positive ratio of school-to-home communication, therefore, we will implement a curriculum/open house night with the goal of increasing communication and engagement opportunities throughout the year (to improve engagement and attendance, further).

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.

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

As adults in the building, we...
As adults in the building, to address attendance and engagement concerns for students/guardians/stakeholders, we identify concerns about parental involvement, positive parent-child support/observational learning opportunities, and inconsistent living situations (STLS) and supervision in the home.

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.

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What is your Theory of Action?

If we....
create opportunities for parents to engage via parent classes in our newly equipped parent room on the following topics: Supporting Your Child's Academic Career, Talking to Your Teen/"Can We Talk?", Managing Social Media Privacy, Protection, and Best Practices, School-to-Home Finances etc. on a quarterly basis...

Resources:

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

then we see....
Improved outcomes for parental engagement and parent participation and partnership with the school...

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.

which leads to...
An increase in parent engagement by 10% as evidenced by parent attendance to the classes offered and or Report Card Pick Up and or parents as chaperones.

[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
CIWP Team: Horton, Fafore, Richardson, Griffin, Fishman, Brannon, Korbakes, Davenport

Dates for Progress Monitoring Check Ins
Q1 10/13/2023 Q3 03/15/2024
Q2 12/15/2023 Q4 05/31/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Quarter 1 Outreach and Interventions	CIWP Team	10/13/2023	In Progress
Action Step 1	Implementation of Curriculum night/Open House.	All Teachers/Staff	09/22/2023	Delayed
Action Step 2	First Bowen Parent University Course: Supporting Your Child's Academic Career (Behavior and Attendance, Portal Access, etc.)	Behavioral Health Team, BAM/WOW Coordinators, Tech Coordinator, Programmer, Counselor, LSC, and Teachers	10/6/2023	Delayed
Action Step 3	First Cadence of Counselor/Interventionist/Teacher-to-student data review (push-in to classrooms)	Counselor, Interventionist, Teachers (2-week window); Attendance Coordinator	10/13/2023	Not Started
Action Step 4	Team Progress Monitoring (Academic Outcomes/B.A.G. Reports)	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	10/13/2023	Not Started
Action Step 5	Strategy Adjustment	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	10/20/2023	Not Started
Implementation Milestone 2	Quarter 2 Outreach and Interventions	CIWP Team	12/15/2023	Not Started
Action Step 1	Second Bowen Parent University Course: Talking to Your Teen/"Can We Talk?"	Behavioral Health Team, BAM/WOW Coordinators, Principal, LSC, Teachers, Counselor	10/22/2023	Not Started
Action Step 2	Grade-Level Data Review and Interventions (Attendance and Behavior)	Grade-Level Teams	12/11/2023	Not Started
Action Step 3	Second Cadence of Counselor/Interventionist/Teacher-to-student data review (push-in to classrooms)	Counselor, Interventionist, Teachers (2-week window); Attendance Coordinator	12/15/2023	Not Started
Action Step 4	Team Progress Monitoring (Academic Outcomes/B.A.G. Reports)	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	12/8/2023	Not Started
Action Step 5	Strategy Adjustment	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	12/15/2023	Not Started
Implementation Milestone 3	Quarter 3 Outreach and Interventions	CIWP Team	3/15/2024	Not Started
Action Step 1	Third Bowen Parent University Course: Managing Social Media Privacy, Protection, and Best Practices	Behavioral Health Team, BAM/WOW Coordinators, Principal, LSC, Teachers, Counselor, Tech Coordinator	2/7/2024	Not Started
Action Step 2	Grade-Level Data Review and Interventions (Attendance and Behavior)	Grade-Level Teams	3/15/2024	Not Started
Action Step 3	Third Cadence of Counselor/Interventionist/Teacher-to-student data review (push-in to classrooms)	Counselor, Interventionist, Teachers (2-week window); Attendance Coordinator	3/15/2024	Not Started
Action Step 4	Team Progress Monitoring (Academic Outcomes/B.A.G. Reports)	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	3/8/2024	Not Started
Action Step 5	Strategy Adjustment	CIWP Team, Academic Departments, Security Team/Attendance Coordinator	3/15/2024	Not Started

Implementation Milestone 4	Quarter 4 Outreach and Interventions	CIWP Team	5/30/2024	Not Started
Action Step 1	Bowen Fourth Parent University Course: School-to-Home Finances	Behavioral Health Team, Business Manager, Clerk, Principal, LSC, Tech Coordinator, Teachers	4/17/2024	Not Started
Action Step 2	Freshmen & Junior Silent Parties, Sophomore Half-Cap	Grade-Level Teams	5/24/2024	Not Started
Action Step 3	Final Cadence of Year-in-Review with Students	Counselor, Interventionist, Teachers (2-week window); Attendance Coordinator	5/3/2024	Not Started
Action Step 4	Year in Review & Celebration	CIWP Team & Stakeholders	5/30/2024	Not Started
Action Step 5	Senior Luncheon, Grad Night, Decision Day, and Graduation	Counselor, Principal, Clerk, Teachers, LSC, Alumni Association, etc.	6/5/2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will increase parental engagement by the end of SY25 through consistent engagement and communication with parents. Through a quarterly Bowen Parent University Class and a monthly Bowen Parental Newsletter as evidenced by the number of monthly newsletters i.e. (10) and attendance at parent sessions and or Report Card Pick Up or Parent Chaperone Numbers to measure parent engagement.	
SY26 Anticipated Milestones	Building on the work from SY25 we will leverage the increased parental engagement to create a (PAC) Parent Advisory Council. By the end of SY26 we will have a fully functioning (PAC) Parent Advisory Council that incorporates stakeholder voice in school decision making. As evidenced by continuation of parent classes and PAC meeting attendance and documentation of topics or projects spearheaded by the PAC in conjunction with school administration.	

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
Increase parental engagement in school-related initiatives/outreach/activities overall in an effort to decrease behavior referrals and improve attendance.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall	74%			
			English Learners	75%			
Increase parental engagement in school-related initiatives/outreach/activities overall in an effort to decrease behavior referrals, improve engagement, and academic outcomes.	Yes <input type="checkbox"/>	Grades	Overall	78%			
			African American Female	78%			

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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Increase in number of parental engagement opportunities, along with attendance tracking within SY24.	Increase in number of parental engagement opportunities with community/student partners who will offer choice/voice into the decision-making and planning process of parental/communal engagement opportunities.	Feature a fully functioning P.A.C., combined with improved parental engagement opportunities, including parent-to-parent outreach to improve our overall school-to-home-to-community environment and partnership.
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Ensure and track feedback from families and students, related to engagement opportunities provided to document input from stakeholders and impact on school's goals and family engagement implementation.	Using feedback from SY24 in order to update topics, times, frequency of family engagement opportunities, based on stakeholder input, and begin to create community tree of families and community partners.	Engage our P.A.C. in leading parent/community engagement activities and fully implement/expand community tree of families and community partners.
P&E:3 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).	Collect anonymous survey data from students, staff, parents/guardians to inform next steps in decision-making for cadence, topics, activities that work toward improving engagement of parents, guardians, students, etc.	Update based on successive feedback in the new school year.	Update based on feedback in an effort to provide capacity for P.A.C. to lead initiative efforts.

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase parental engagement in school-related initiatives/outreach/activities overall in an effort to decrease behavior referrals and improve attendance.	Increase Average Daily Attendance	Overall	74%		Select Status	Select Status	Select Status	Select Status
		English Learners	75%		Select Status	Select Status	Select Status	Select Status
Increase parental engagement in school-related initiatives/outreach/activities overall in an effort to decrease behavior referrals, improve engagement, and academic outcomes.	Grades	Overall	78%		Select Status	Select Status	Select Status	Select Status
		African American Female	78%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Increase in number of parental engagement opportunities, along with attendance tracking within SY24.	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Ensure and track feedback from families and students, related to engagement opportunities provided to document input from stakeholders and impact on school's goals and family engagement implementation.	Select Status	Select Status	Select Status	Select Status
P&E:3 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).	Collect anonymous survey data from students, staff, parents/guardians to inform next steps in decision-making for cadence, topics, activities that work toward improving engagement of parents, guardians, students, etc.	Select Status	Select Status	Select Status	Select Status

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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

For curricular materials, we have adopted Skyline for the following core subjects: English, Science and Spanish. In Math and Social Studies, we have compared our curriculum to the CPS High Quality Curriculum rubric and believe that our existing teachers have created a curriculum that is of high quality and align to skyline standards. In terms of being culturally responsive, teachers have taken the time to consider available data such as the Final Data Report, equity report, and BOY Star 360. This list is not exhaustive of all data considered. Teachers are expected to modify the curriculum to support being culturally responsive. Department time will be used to look specifically at student work and analyze formative and summative assessment data. This will ensure that we are adjusting our instructional practice at regular intervals and support students mastering standards. Access for students with diverse learning needs and or language support will continue to be a priority. We are seeing an increase in students who will need ESL support. Based off the 5E survey, our Academic Press/Rigor increased from 46 to 57 percent between SY21 - SY23. We'll continue to provide high-quality, consistent instruction on a daily basis.

What is the feedback from your stakeholders?

Teachers agree that classrooms are focused on the inner core of identity, community and relationships. Our core walk data supports that our school community is a safe space for students. We have a functioning ILT that meets consistently to talk about instruction. Last year the focus was on creating opportunities for productive struggle. We also wanted to push teachers to allow more student voice so that our classrooms would become more student centered. The BOY to MOY to EOY did indicate that the rigor level in terms of taxonomy has increased over time. In terms of our teaming structure. Department meetings and grade level meetings each serve a specific purpose. Departments look at formative and summative assessments and student mastery. Behavior, attendance and grades are discussed at the grade level meetings. Teacher stakeholders are interested in working on improving attendance school wide so that we can better address academic metrics and student mastery of standards. We are looking at how we can address both tardies, cutting and general absence in order to support better academic outcomes for our students overall. We are revamping attendance incentives as well as the systems that support notification to parents about tardies, absences and cutting. We are also adding more opportunities for parents to engage with the school community to help them to be better informed and engaged with the school community

What student-centered problems have surfaced during this reflection?

The majority of our students are not meeting the benchmark for evidence-based reading and writing (EBRW) or Math when they enter high school. This means that ensuring student access rigorous instruction/materials must be a school priority. Balance and consistency with types of assessments implemented in the classroom on a regular cadence will be essential i.e. finals, end-of unit assessments etc.) This data will then be used to provide feedback to students about their progress and to adjust and differentiate instruction.

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 are attempting to celebrate and reward engagement in the school academic community in a variety of ways. Our goal thus far has been to create a culture of celebrating academic achievement and engagement in the school community. We want students to feel encouraged to excel academically and recognized for hard work based on effort and merit. Students have been responsive to things like Decision Day events and March Madness which have an academic criterion as a measure of success. We want to build on what we have already done and better document the data that tracks our progress in these areas. We believe that a school community where restorative practices are the norm and completely imbedded in the practice of all stakeholders is the correct path. It will be documented using not just discipline data but via observation of our school community and using survey data i.e. cultivate and the Five Essentials Survey. Additionally, we are moving to a student council so that students have an organization whose function is student voice and advocacy. Curriculum review and realignment, ensuring standards-based (NGSS, ILSSS, and other content and Common Core standards) alignment, vertical alignment; Implementation of productive struggle and capacity-builders for students--ensuring cognitive load shifts to students (G.R.R. L.A.U.N.C.H.), Instructional Core Walks; Cycles of peer observation; OBSTACLES/BARRIERS: Cadence issues, due to time available, common vs. uncommon preps, other job responsibilities, cadence of feedback and feedback cycles, etc. Culture & Climate attempts= Increased ratio of positive ratio of interactions, attendance incentives, and restorative practices, I.S.P.D., Hall Sweeps, Teacher Lunch Detentions; March Madness Incentives, Freshmen Silent Party, Half Cap, Winter Ball, Prom, Homecoming, Fall Festival, Decision Day, Half-Cap, etc. and other school-wide incentives to promote positive culture & climate/academics.

Determine Priorities

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

Students...

Inconsistent attendance throughout the day, resistance to rigorous instruction, and punctuality; hall-walking for long periods of time throughout the day; helping students to understand the value behind their academic and personal growth, as it relates to now and the future (application of skills and growth).



[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...

Identify a barrier to school culture development, lack of confidence in academic and executive functioning abilities, and limited understanding of relevance between lessons and their lives, learning, growth, and future have led to cutting class, disengagement, resistance to rigor/rules/expectations; Lack of ownership over actions likely stemming from inconsistent home expectations and/or understanding of cause/effect due to inconsistent responses from adults (in and out of the home).



[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....

Build opportunities to connect/engage with our school and stakeholders through parent courses, regular cadence of check-in's, interventions, etc.], build capacity through executive functioning training, and use small group instruction that implements transparent objectives/outcomes that are relevant to our students...



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....

Students being able to connect their learning to academic, executive functioning, and personal growth; Expectations will be consistent across all classrooms on a daily basis.



which leads to...

An increase by 10% for attendance, a decrease of tardies/cutting class by 10%, an increase in the pass rate by 10% by the end of each semester for students who buy in to these new initiatives.



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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

CIWP Team: Horton, Fafore, Richardson, Griffin, Fishman, Brannon, Korbakes, Davenport, Alfred, Jarrett, Arellano.

Dates for Progress Monitoring Check Ins

Q1 10/13/2023

Q3 03/15/2024

Q2 12/15/2023

Q4 05/31/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Quarter 1 Curriculum & Instruction Improvements	CIWP Team	10/13/2023	In Progress
Action Step 1	BOY PD: Non-Violent CPI Training, Apple Pilot Training (for applicable teachers), ESL and English 3D training, REACH PD, SafeSchools Training, CPR Training, and Skyline PD (English, Science, Wilson Reading only), New Teacher PD (for new and 1st-year teachers).	All teachers and staff	8/14/2023	Completed
Action Step 2	Review & Concensus around school-wide expectations (B.A.G., executive functioning, rigor, etc.); the "B.O.W.E.N. Way"	All teachers	8/16/2023	Completed
Action Step 3	Planning of curriculum night/open house AND planning departmental responsibilities for Executive Functioning training/teaching throughout the year	All teachers and staff	8/17/2023	Delayed
Action Step 4	Provide calendar cadence for Department Review of Gradebook input, Unit plans, AND assessment calendar/cadence, student performance, etc. and begin doing this in departments.	CIWP, Department Chairs, Department Teachers	8/16/2023 for calendar; step 4 through 10/13/2023	In Progress
Action Step 5	Instructional Leadership Team check-in for expectations, gradebook, rigor, curriculum/unit planning, and school policy consistency; Implement STAR360 BOY	Instructional Leadership Team	10/10/2023	Not Started
Implementation Milestone 2	Quarter 2 Curriculum & Instruction Improvements	CIWP Team	12/14/2023	Not Started
Action Step 1	Unit Plan review by department	Instructional Leadership Team	11/16/2023	Not Started
Action Step 2	Department Review of Gradebook input, Unit plans, student performance, etc.	Department Chairs and Department Teachers	Through 12/16/2023	Not Started
Action Step 3	Instructional Leadership Team check-in for expectations, gradebook, rigor, curriculum/unit planning, and school policy consistency.	Instructional Leadership Team	12/12/2023	Not Started
Action Step 4	Determine adjustments and new supports/PD are needed to build teacher capacity	Instructional Leadership Team and All Teachers/Staff	12/12/2023	Not Started
Action Step 5	Implement PD that was decided by ILT on school improvement day; Option 1 for STAR360 MOY	All teachers and staff	12/22/2023	Not Started
Implementation Milestone 3	Quarter 3 Curriculum & Instruction Improvements	CIWP Team	3/15/2024	Not Started
Action Step 1	Department Review of Gradebook input, Unit plans, student performance, etc.	Department Chairs and Department Teachers	Through 3/15/2024	Not Started
Action Step 2	Instructional Leadership Team check-in for expectations, gradebook, rigor, curriculum/unit planning, and school policy consistency.	Instructional Leadership Team	3/8/2024	Not Started
Action Step 3	Determine adjustments and new supports to build teacher capacity	Instructional Leadership Team and All Teachers/Staff	3/8/2024	Not Started
Action Step 4	Implement adjustments and re-assess at next ILT Meeting; Option 2 for STAR360 MOY	Instructional Leadership Team	3/20/2024	Not Started

Action Step 5	Review of student data	Instructional Leadership Team and Departmental Teachers	4/3/2024	Not Started
Implementation Milestone 4	Quarter 4 Curriculum & Instruction Improvements	CIWP Team	5/31/2024	Not Started
Action Step 1	Department Review of Gradebook input, Unit plans, student performance, etc.	Department Chairs and Department Teachers	Through 5/31/2024	Not Started
Action Step 2	Instructional Leadership Team check-in for expectations, gradebook, rigor, curriculum/unit planning, and school policy consistency.	Instructional Leadership Team	5/2/2024	Not Started
Action Step 3	Implement STAR360 EOY and compare BOY/MOY/EOY Data	Instructional Leadership Team + CIWP + Departmental Teachers	6/3/2024	Not Started
Action Step 4	Half-Cap, EOY Carnival, Decision Day, Graduation, Senior Luncheon, etc.; Setup freshman connection, summer school, bridge programs	Full Staff	6/3/2024	Not Started
Action Step 5	Data Year-in-Review analysis and planning next steps for SY25; evaluate progress toward metrics/goals	CIWP Team	6/6/2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Frequent cycles of inquiry among staff are working toward improving student outcomes; Students are receiving consistent, rigorous instruction that is attentive to their needs, aligned to standards, and is culturally responsive; As evidenced by the B.A.G. report, as well as 5Essentials Survey and/or Cultivate Survey, and teacher/department chair feedback from cycles of inquiry, as it relates to curriculum, instruction, assessment, and data/next steps planning; Every student will follow the Bowen Way of being prepared for school with appropriate materials that facilitate effective executive functioning.	
SY26 Anticipated Milestones	We hope to see students who are fully engaged in the school community and staff in the building, while partnering with students, families, and other stakeholders to support continued high-quality instruction, engagement, greater student ownership/voice and pride in our school, as evidenced by the B.A.G. report, 5Essentials, and Cultivate Surveys.	

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
Improving rigor, expectations, and high quality instruction through Marzano and/or Bloom's taxonomy to provide culturally relevant instruction that promotes student ownership over their own learning, in partnership with their teachers through distributed leadership among ILT, Departments, CIWP, and Administration.	Yes <input type="checkbox"/>	Quality Indicators of Specially Designed Curriculum	Overall	N/A			
			Students with an IEP	N/A			
Hold a regular cadence of Department Chair oversight on curriculum, instruction, assessment and observation, with collaboration with administration.	Yes <input type="checkbox"/>	Other	Male	N/A			
			Female	N/A			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All lessons and units will be aligned to state content and/or common core standards and are shared transparently with students daily through lesson objectives.	All lessons and units will be aligned to state and/or common core standards that work toward building student capacity, as evidenced by end-of-unit assessments.	Curriculum and instruction becomes a collaborative effort among students and staff, while still aligning to the standards outlined SY24 and SY25
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.	Relevance and relationship to the content is evident through discussion and reflection to ensure that students are connecting to their class content on a deeper level.	Students begin to take further ownership and lead in the classroom to bring relevance and agency into their classes and school.	Curriculum and instruction (including Service Learning Projects) becomes a collaborative effort among students and staff, while still aligning to the standards outlined SY24 and SY25, with peer tutoring being part of our routine cycles of learning.

C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will implement Curriculum, Instruction, Assessment, and Data review within departments, while reporting back/collaborating with administration to ensure that school-wide initiatives/goals are aligned to practices present in all classrooms and coaching/mentoring teachers.	ILT and Administration will track quarterly data from SY24 to inform SY25 initiatives/needs for building teacher capacity through ILT-led coaching, professional development, and other leadership roles.	Formal and informal distributed leadership will be evidence within appropriate buckets of work within ILT, as it relates to hiring, future initiatives, etc.
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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
Improving rigor, expectations, and high quality instruction through Marzano and/or Bloom's taxonomy to provide culturally relevant instruction that promotes student ownership over their own learning, in partnership with their teachers through distributed leadership among ILT, Departments, CIWP, and Administration.	Quality Indicators of Specially Designed Curriculum	Overall	N/A		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	N/A		Select Status	Select Status	Select Status	Select Status
Hold a regular cadence of Department Chair oversight on curriculum, instruction, assessment and observation, with collaboration with administration.	Other	Male	N/A		Select Status	Select Status	Select Status	Select Status
		Female	N/A		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All lessons and units will be aligned to state content and/or common core standards and are shared transparently with students daily through lesson objectives.	Select Status	Select Status	Select Status	Select Status
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.	Relevance and relationship to the content is evident through discussion and reflection to ensure that students are connecting to their class content on a deeper level.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will implement Curriculum, Instruction, Assessment, and Data review within departments, while reporting back/collaborating with administration to ensure that school-wide initiatives/goals are aligned to practices present in all classrooms and coaching/mentoring teachers.	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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

Quality Indicators of Specially Designed Curriculum: Improving rigor, expectations, and high quality instruction through Marzano and/or Bloom's taxonomy to provide culturally relevant instruction that promotes student ownership over their own learning, in partnership with their teachers through distributed leadership among ILT, Departments, CIWP, and Administration.

Required Reading Goal

Other: Hold a regular cadence of Department Chair oversight on curriculum, instruction, assessment and observation, with collaboration with administration.

Student Groups	Baseline	SY24	SY25	SY26
Overall	N/A			
Students with an IEP	N/A			
Male	N/A			
Female	N/A			

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.

We will offer one Parent University Course per quarter, with funds being used to pay for instructors, refreshments, resources, etc.: "Can We Talk?/Talking to Your Teen," "School-to-Home Finances," "Social Media Safety, Security, Best Practices/Supervision, etc.," "Supporting Your Child's Academic Career (B.A.G.)" 

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