



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Entire GWCP Faculty	CIWP SEF Data Collection
04/08/2016	Entire GWCP Faculty	CIWP Actions Steps for Strategies
03/19/2016	GWCP Parents and GWCP Staff	Parent Compact
08/29/2016	Entire GWCP Faculty & Staff	State of the School Address
08/31/2016	Entire GWCP Faculty	The Impact Of GPA on Post-Secondary Opportunities
08/31/2016	Grade Level Teams	Grade Level Interventions & MTSS
08/31/2016	Department Meetings	Department Goals for 2016-2017 School Year
09/01/2016	Entire GWCP Faculty	SAT 101 & SAT Item Analysis
09/01/2016	Entire GWCP Faculty	Assessment and Programming
09/13/2016	IST - Instructional Support Team	Planning Faculty PD on Disciplinary Literacy Tasks
09/13/2016	Principal Annual Title 1 Meeting	Title 1 Meeting
10/11/2016	PAC Organizational Meeting	Parent Advisory Council
09/14/2016	Department Meetings	Lesson Study Planning & Preparation
09/21/2016	IST - Instructional Support Team Led PD	Creating High Quality Disciplinary Literacy Tasks
09/28/2016	Department Meetings	Vertical & Horizontal Alignment
10/05/2016	Grade Level Teams	Grade Level Interventions & MTSS
10/12/2016	Department Meetings	Disciplinary Literacy Task Student Works Analysis
10/19/2016	Department Meetings	Intentional Instruction Discussion
10/26/2016	Grade Level Teams	Academic and Attendance Interventions - B's or Better
10/25/2016	IST - Instructional Support Team	Learning Walk Review

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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GWCP scored Very Strong (99%) on the 5 Essential survey in Program Coherence. School programs are coordinated and consistent with our goals for students learning. Our principal provides a State of the School address quarterly to remind us of our shared vision and ensure we work collectively to improve student achievement while promoting socially conscious citizenship. Teacher leaders take an active role in creating action steps to meet specific goals with measurable outcomes. The administrative team meets weekly to assess implementation of school wide goals and develop action steps to measure and meet our goals. The administrative team also meets regularly with the teacher leaders (department chairs, IST, athletic director, data strategist and grade level team leads) to monitor progress and evaluate the effectiveness of implementation.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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Our ILT also known as the Instructional Support TEAM (IST) meets weekly to develop professional learning cycles for the faculty. The IST is tasked with supporting the faculty in implementing are Target Instructional Area :Academic Perseverance through Disciplinary Literacy. The IST initiates Learning Walks to assess the effectiveness of the implementation of TIA. The IST developed a powerful data collection tool that focuses on the teacher, students and learning environments. The team collects the data and create opportunities for instructional growth by providing quality professional development opportunities for teachers to learn powerful practices that can be employed in any classroom setting. In a recent faculty survey, teachers indicated the TIA is clearly aligned to the instructional needs of GWCP and that the IST is effective in supporting instructional development.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

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GWCP created a professional learning calendar at the conclusion of Summer Planning. Time is allotted for departmental meetings, course team meetings, grade level team meetings and whole school meetings led by our IST and administration. The IST primarily leads the charge in supporting the implementation of the TIA. The IST conducts learning walks, collect pertinent data and develop professional learning opportunities to learn. The faculty acknowledged in a recent survey the professional development provided by IST enhances teachers' skills to plan and teach. IST goals are communicated clearly and effectively. The department meetings primarily focus on instruction. Department members work in teams to improve teaching and learning. Departments review and assess data. Departments conduct peer observations and provide feedback for continued growth. Grade level teams focus on implementing tiered intervention system. GLT monitor academic performance and attendance using the data to inform teacher practice and increase student learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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GWCP utilizes resources to retain the highest performing faculty and staff possible. This is supported through a multi-step and rigorous interview protocol that ensures everyone hired at GWCP meets the highest possible standards. Turnover at GWCP is low, having not lost one teacher to another CPS school in 3 years. GWCP also utilizes partnerships with Northwestern Medicine, FH Paschen Engineering, University of Illinois Urbana Champaign, University of Illinois at Chicago, and Schuler Scholars to enhance our academic programming to a world-class level. These partnerships also allow us to utilize other resources to support different programs throughout GWCP. Finally, according to the 5 Essential Survey, effective leaders is rated the highest possible rating at Very Strong.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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GWCP offers a diverse course offering, each with a clear scope and sequence that is directly aligned to CRS and CCSS/NGSS and provides a rigorous and college prep learning experience. Each course is designed as Prep, General, or Honors and utilizes common units and assessments that are utilized to continuously improve instructional practices. All students are exposed to complex texts and tasks based on their grade-level, including complex informational texts. GWCP curriculum maps offer detailed modifications and accommodations for students with disabilities. Our TIA, Academic Perseverance through Disciplinary Literacy, encourages students to read and write in each discipline strengthening our students' ability to think critically about complex texts and tasks. Though we now have a great vertical alignment plan, implementing that alignment plan would be an area of growth. PGH Across grade level is also an area for growth in making sure that the high achieving students as well as the students needing academic intervention are fully supported. GWCP has worked in department to examine Summative Assessment and curriculum maps to check standards alignment.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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GWCP provides a leveled curriculum to all students that result in instructional materials specifically designed to maximize the student academic achievement. There is an emphasis on teacher-created curricular materials, which allows for a wide array of resources to be utilized in a comprehensive and engaging way. GWCP currently fulfills all requirements of student IEPs. GWCP has made strides in addressing the needs of ELL students through teacher-led PD and offers advanced level support for native speakers through the Mandarin and Spanish world language program. Finally, teachers utilize a wide variety of AP instructional materials that results in a consistent increase in student AP performance. Backwards Designed units and materials in order to ensure alignment between assessment and curriculum materials leads improved instruction and increased student learning. Instructional materials are differentiated to meet the needs of all students at every level from College Prep through Advanced Placement. Teachers use data analysis of previous assessments to guide curricular material development. At all levels, summative assessments are varied and students are given multiple chances to master complex standards leading up to the assessment. Reteaching and revision of lesson planning and curriculum is done in real time as reflected in the unit maps. Students are presented with varied supports and strategies as evidenced in their unit packets.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

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Both the GWCP Selective Enrollment and CTC students are exposed to rigorous courses that are designed to prepare them for the cognitive demands of college coursework. Each year, the number of students exposed to AP courses increases and GWCP has a goal to expose 100% of students to at least one AP course – AP for ALL. The AP Steering Committee has established a process for student recruitment and planned for increased AP course offerings, including courses that are requested by the student body. In departments, we implement rigorous student tasks, both formative and summative. We do this more so at the course team level; so, an area of growth would be to do this across grade levels. We reflect on our curriculum as a course team and make subsequent revisions. Unit plans reflect these revisions. We have started work on examining tasks using DOK. We have done peer observations quarterly so far this year. The curriculum is fully aligned to CRS as well as CCSS. Department reviews assessments for rigor and alignment to unit objectives. Department lesson studies review plans in continuous development and improvement of project-based curricula. Instructors participate in IST learning walks. Instructors administer survey for student input re: rigor and learning environment and expectations.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

1 2 3 4

Transitions: Freshman Connection gives students an intro to the adjustment to high school, but it does not include every student. HSI and Freshman Orientation allow every student to have an initial stage of transition. These 3 items give students multiple opportunities to familiarize selves with students, staff, and facilities. College 101 panels and senior transition advisory lessons allow students to anticipate adjustments necessary for transition to college. We also provide seniors opportunity for additional post-grad counseling via summer transition counseling. Counseling Department offers multiple college workshops on scholarships, FAFSA, enrollment, and application assistance. Nearly all seniors have applied to 4 or more colleges by December 4th or each year. GWCP has Post-Secondary Leadership Team that works to increase student college enrollment, persistence, and scholarship dollars. This numbers have improved each year. Department will continue to develop strategies to ensure that all students are reached by these services and develop individualized services for students transitioning with special needs, including PUNS list support.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.

- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Self-developed curriculum and daily activities tailored to individual instructional styles drive instructional practices at GWCP. Department members discuss and share best practices. Teachers continuously reflect through self-observations to improve instruction and peer observation for continued development. In addition, teachers facilitate lesson studies to increase the capacity of teachers. Course team plan to help anticipate student misconceptions. Formative and summative assessments provide critical data that teachers use to modify and strengthen unit plans and instructional delivery. Teachers also provide targeted supports to individual students or groups of students based on their identified needs. Evidence of best practices: pairing, small groups, flexible groups based on task, individual work in all levels, all languages, open-ended questions based on target language text, weekly common course team meetings to evaluate progress and success. Informational observations, peer observations, learning walks: 1/2 of team participated in IST learning Walk, quarterly peer observations scheduled based on (TIA) particular learning cycle, more frequent informal peer observations to observe specific teaching strategies. GWCP embraces the flipped classroom model, a pedagogical model where the classwork and homework elements are reversed. Students spend valuable class time problem solving, completing labs/projects and engaging in discussions that increase the students' critical thinking and analytical skills.

Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
- Effectively communicate with students.
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- Use questioning and discussion as techniques to deepen student understanding and challenge.

- Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Grade-level teams meet monthly to discuss four major areas of interventions, including on-track, attendance, B's or better (increasing the number of students with a 3.0 or above), and a grade-specific goal chosen by each team. All students receive universal instruction through common planning of course teams and then Tier 1 interventions are implemented through the classroom and also through weekly advisory lessons facilitated by the grade-specific counselor. This is where both academic and SEL skills are developed based on needs of that specific grade-level (ie-freshmen receive organizational skills, while seniors receive instruction based around college entrance and FAFSA). All grade levels also have FX (Freshmen Extra) and HWC (Homework Center) available after school for all students to attend. Tier 2 interventions are then monitored by grade-level teams and implemented by them. Academic and on-track interventions include large-group AIMS (Academic Intervention Meetings) with parents and students, weekly meetings with a teacher mentor, and FICs (Failure Intervention Conferences). Tier 2 attendance interventions include phone calls home, teacher check-ins, and wake-up text messages to chronically tardy students. B's or Better tier 2 interventions include POSSE study groups with a teacher leader, celebrating students with the largest increase in GPA, and teacher check-ins with students who can achieve a 3.0 in the next semester. For students who are identified as needing Tier 3 support, a meeting is set-up with grade-level team leads, teachers, counselors, parent, student, and administrator. At this meeting, an individualized plan is set-up to best meet the needs of the student, depending on where the student is struggling

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.

- When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 **3** 4

We have developed strong systems of consistent grading across course levels; collaboration across course teams and vertical alignment of CRS skills. NGSS alignment across science department. Integration of FRQ questions into exams, with rubrics used to grade. Analyze team, department, and school wide data for effectiveness. Common Assessments (quantitative and qualitative) in course team. Need to improve horizontal alignment across a grade level. Grading categories specific and common among course teams. Integration of learning trackers, which require students to self assess their learning and mastery of material. Focus on DOK level of assessments to ensure that assessments include multiple levels of DOK. We have balanced assessment measure because we asses in multiple formats: writing, application of strategies and grammar. An area of growth as a department (and as a school) is using actionable data in revising instruction. All grade level use formative as well as summative assessments. All teachers use formal as well as informal assessments. All students are leveled through PGH to meet their needs. Instructors emphasize gradual release of responsibility and assessments that require application and creation -- scaffolding previous knowledge. Assessments are evenly distributed across five distinct gradebook categories of different weights. A growth area for this department is to incorporate regular data analysis of assessments to drive instruction. Examples of a variety of teacher created and teacher selected assessments: units exams in every language level including listening, speaking, reading and writing, weekly vocab quizzes in Chinese, bi-weekly oral presentations, authentic oral presentations using the target language. Unit and lesson plans with formative and summative assessments embedded in a long term plan: All teachers submit a unit plan prior to beginning each unit that includes the formative assessment that will be utilized. Evidence of assessment data analysis for the purpose of planning: Monthly meetings to create a common rubric for WL teachers to use for assessing reading, writing and listening. Assessment calendar: Summative assessments are given in all languages every 5-6 weeks (depending on unit and language), all assessments are planned ahead on unit plans. Examples of gradebooks: At least 3 grades are entered each week for each student including classwork, homework, quizzes, participation, exams, and projects. School's grading policy: Our gradebooks follow the school's grading policy in terms of grades entered, grade distribution, and grades entered.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Student know expectations are high for all courses and that academic supports are available for all students who seek assistance. CRS and CCSS alignment sets expectations for student learning while offering students complex texts and tasks to increase disciplinary literacy skills. There is an inconsistent messaging of growth mindset for students among the staff. We have to determine how we are teaching and praising resiliency. We need to improve students understanding of the process of learning. Teachers have been working hard to overcome fixed mindsets and give students multiple opportunities to get challenging questions wrong in order to persevere on challenging and rigorous tasks. Students are generally working from bell-to-bell in every class. Students are assessed several time a week, as evidenced in gradebooks. Student behavior reports are low. My Voice, My School Survey shows that students feel valued in their classrooms.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).

- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

Students regularly attend homework center for academic support; students seek out teachers for non-academic support; teachers provide letters of recommendation for students for scholarships and college applications. All teachers teach community day classes designed to build trusting relationships among students and staff. Students seek out teachers advice on personal and academic matters. Students feel comfortable asking clarifying questions during class. Mutual respect among students and staff is valued and appreciated. Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions. Numerous extracurricular programs allow teachers to see students in a different light and allow students to see teachers in a different light. They allow students to take on leadership roles and excel in non-academic" arenas.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

GWCP offers a plethora of extracurricular activities for students. Activities vary from academic to athletic including 27 interscholastic sports, Chess Club, Debate Team, Environmental Club, Language Clubs, Learning Lab, Mathletes, Mikva Challenge, Mock Trial, National Honor Society, Poetry Workshops, Science Club, Science Olympiad, STEAM Club, Student Ambassadors, Student Council/Government, Technology Club, Drama Club, Strategy Club, Gallery 37 Advanced Arts Education Program, Rock club, Band, Glee, Art Club, Drama Club, photography, yearbook, drumline, piano club, pepband, marching band, Cultural Immersion Club, Free Spirit Media, Gay Straight Alliance, and the DREAM Team. Many of these clubs came into existence through student leadership and innovation. Students are also provided with a host of community service opportunities as well to meet and exceed the CPS graduation requirement of 40 service learning hours. GWCP offers a wide range of AP courses and Electives for students to take allowing students who might not typically take those courses an opportunity to learn and grow academically. GWCP is now recognized as an Illinois Democracy School. Student voice is valued and appreciated. All stakeholders work diligently to ensure our students grow and develop into responsible adults and socially conscious citizens. GWCP creates opportunities for students to learn about the community they serve (e.g. culture and neighborhoods). After school and lunch clubs - Rock club, Band, Glee, Art Club, Drama Club, photography, yearbook, drum-line, piano club, pep-band, marching band Mentor programs create opportunities for students to build positive relationships with peers.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

In the 5 Essentials 2014-15 survey, students reported feeling "very safe" or "mostly safe" in the following areas: 59% Outside of school 58% Traveling between home and school 93% In the bathroom of the school 93% in the hallways of the school 97% in the classroom It is clear that almost all students feel safe while in the building, and some/about half of the student feel safe in the community surrounding the building. In the 2015 5 Essentials results, 86% of teachers feel that "most" or "nearly all" teachers feel that everyone in the building helps maintain discipline in the entire school, not just their individual classroom. Of the data available from the 2014-15 school year, 82% of teachers received a Proficient or Distinguished in Managing Classroom Environment (2c) and 89% of teachers received a Proficient or Distinguished in Managing Student Behavior (2d), demonstrating that most classrooms are orderly and safe environments that are focused on instruction and if misbehavior happens, it is addressed and the behavior stops.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Westinghouse uses restorative and proactive practices as frequently as possible, with 62% of all discipline infractions in the 2015-16 school year thus far using instructive, corrective restorative responses. This has directly impacted the number of discipline infractions this school year, which has decreased to 9.43 Group 1-6 infractions per 100 students as of Week 21 in the 2015-16 school year, compared to 16.93 at the same time in the 2014-15 school year. This is significant especially because class cuts are now being entered (Group 1 for first offense, Group 1 and 2 for second offense, and Group 1-3 for 3rd and more offense) as disciplinary infractions consistently, which wasn't previously happening. Because of this increase in accurate data tracking, 42% of the infractions entered in the 2015-16 school year are Group 1, making up the largest percentage of disciplinary infractions (when in previous school years it has been Group 3 infractions). If a suspension is necessary, counseling is notified and meets with students after his/her reinstatement conference after the suspension. This allows the counselor to understand the underlying reasons of the behavior.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 **3** 4

The school hosts an Annual Open House in September to give parents an opportunity to meet teachers. We also host two Parent Conferences on the district-wide dates. Parents also routinely request conferences with individuals or all of their child's teachers and those requests are met. The school also initiates parent-teacher conferences routinely. The school distributes and mails progress reports and report cards for the (1st and 3rd quarter) to parents. The school aggressively promotes the CPS Parent Portal. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Staff consistently attends parent conferences requested by parents and those that they initiate. The school hosts monthly PAC, PTSA and LSC meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives, events, and status. Parent participation in the different parent organizations is increasing. The PAC, PTSA and LSC have strong governing boards where the parents take an active roll in advising the principal on matters concerning the students of GWCP. The administration also has an Open-Door Policy. Parents can request a meeting with the administration or stop in daily to discuss any issues or concerns. Parents participate in IEP meetings and assist with the selection of their child's classes by signing off on subject-election cards. Teachers are required to submit the weekly call logs as well as subject area call logs (SIPS) to the attendance office. This ensures we have reached out to let the parents know the progress of his/her student.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for Teaching
CPS Performance Standards for School Leaders	2c. Managing Classroom Procedures
	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset

- 4 Expectations for Quality & Character of School Life: Safety & Order
- 4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
All stakeholders participate in completing this survey to provide constructive feedback to improve the academic and social emotional climate and culture at Westinghouse.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Not applicable	36.00	(Blank)	40.00	45.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Westinghouse believes in equitable education for all student and we want our student achievement data to reflect that.	18.00	(Blank)	25.00	30.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Westinghouse believes in equitable education for all student and we want our student achievement data to reflect that.	50.00	(Blank)	60.00	65.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Westinghouse believes in equitable education for all student and we want our student achievement data to reflect that.	(Blank)	(Blank)	30.00	30.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Westinghouse believes in equitable education for all student and we want our student achievement data to reflect that.	(Blank)	(Blank)	30.00	30.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
Westinghouse believes in equitable education for all student and we want our student achievement data to reflect that.	68.00	(Blank)	71.00	74.00
Freshmen On-Track Rate				
Research proves freshmen on track are four times more likely to graduate than their off track peers.	96.40	94.50	95.00	96.00
4-Year Cohort Graduation Rate				
Westinghouse has the 3rd highest graduation rate in CPS. As a College Preparatory school Westinghouse continues to focus on College and Persistence as an essential element of our CIWP.	90.40	94.10	95.00	95.00
1-Year Dropout Rate				

Westinghouse has developed a comprehensive intervention system to support the academic success of all students.	1.00	0.70	0.00	0.00
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College Enrollment Rate

As a College Preparatory school Westinghouse continues to focus on College and Persistence as an essential element of our CIWP.	78.70	79.00	82.00	85.00
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College Persistence Rate

As a College Preparatory school Westinghouse continues to focus on College and Persistence as an essential element of our CIWP.	(Blank)	80.70	82.00	85.00
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Average Daily Attendance Rate

Westinghouse recognizes the amount of time students are exposed to rigorous coursework is directly related to academic achievement.	93.80	93.50	95.00	95.00
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Custom metrics

5 of 5 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
B's or Better				
Our goal is to increase the percentage of students with a 3.0 GPA or better.	(Blank)	40.78	45.00	50.00
College Applications				
100% of students will complete four college applications by the second Friday of December.	80.00	100.00	100.00	100.00
Learning Walk for Entire Staff				
100% of faculty will participate in a Learning Walk to collect quantitative and qualitative data related to our Targeted Instructional Area.	(Blank)	65.00	100.00	100.00
Lesson Study				
Each department will participate in 2 lesson studies per school year.	(Blank)	50.00	100.00	100.00
Retreat for Teacher Leadership Teams				
Administration will plan one retreat for every teacher leadership team each school year.	(Blank)	50.00	100.00	100.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

utilize Department Chairpersons to (1) prioritize intentional instructional planning by developing strong course teams with common assessment and lessons and (2) build teacher capacity by offering high quality professional learning

strong teacher leadership that is distributed throughout the school and organized in teacher teams





growth in teacher professional practice and an increase in student learning at Westinghouse as measured by the PARCC and SAT.

Tags:

Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development

Area(s) of focus:

5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Assessment Analysis - Unit assessments will have a variety of DOK (Depth of Knowledge) levels represented. Assessment are vertically aligned with the appropriate skills and concepts for each grade-level. Formative assessments are aligned to summative assessments.	Departments led by Department Chairs	Jun 30, 2016 to Jun 30, 2018	Assessment Audits and Reviews	On-Track
Assessment				
Vertical, Horizontal, and Diagonal Planning curricular planning within each department.	All teacher, course teams, departments, and department chairs	Aug 29, 2016 to Nov 30, 2016	Curriculum & Unit Maps	On-Track
Literacy/Reading, Curriculum Design, Instruction, Curriculum				
Daily Instruction (Unit Plans & Lesson Tuning) will be aligned to Assessments and Curriculum Maps.	All teacher, course teams, departments, department chairs	Aug 29, 2016 to Jun 20, 2018	Unit Plans, Curriculum Maps, and Assessments	On-Track
Instruction, Instructional practices, Instructional material				
Conduct Quarterly Gradebook Inventory (Grades per week, grades per category, weights of categories)	Admin, Department Chairs	Aug 29, 2016 to Jun 20, 2018	Gradebook	On-Track
Accountability				
Implement a minimum of 2 Lesson Studies per year in each department.	Departments	Aug 29, 2016 to Jun 20, 2018	Lesson Study Plans	On-Track
Core Instruction, Curriculum Design, Lesson planning				
Reflect and revise the rubric used to give feedback on Unit Maps, Curriculum Maps, and Assessments.	Departments	Aug 29, 2016 to Nov 30, 2016	Revised Rubrics	Not started
Curriculum Design, Accountability				
Conduct unit reflections on the unit maps as well as the curriculum maps.	Departments	Aug 29, 2016 to Jun 20, 2018	Curriculum Maps, Unit Plans, Rubrics	Not started
Curriculum maps				

Curriculum Tracker - Department Chairs will review quarterly and consolidate data. Add checkpoints to school calendar

Department Chairs and Admin

Aug 29, 2016 to Jun 20, 2018

Curriculum Tracker

Not started

Curriculum, Accountability

The Fine Art department will organize a Day of the Dead interdisciplinary unit, with a field trip to Mexican American Museum and Carrera de Muertos race (with Service Learning). They will also facilitate the Athletic Band, Pep Rally Performances, and Open Mic Night.

Fine Arts Department

Aug 29, 2016 to Jun 20, 2018

Unit Plans, Programs

On-Track

Instruction

The Fine Arts department will organize opportunities for students to attend and participate in MCA Trips, Open Mic Night, All-City Regional Band & Choir, the Winter Arts Fest, the Goodman Theater Collaboration, and a performance at Midway Airport.

Fine Arts Department

Sep 26, 2016 to Jun 20, 2018

Field Trip Forms, Programs from Events

On-Track

Instruction

The Fine Arts department will facilitate Open Mic Night, Black History Month Performances, a Piano Competition, Do Your P'Art, use of the 3-D Printer, and International Night.

Fine Arts Department

Sep 6, 2016 to Jun 20, 2018

Programs

On-Track

Climate and Culture, Instruction

The Fine Arts department will organize student participation for Open Mic Night, the Spring Arts Fest, fostering partnerships with PTSA design contests, and Graduation performances.

Fine Arts Department

Sep 6, 2016 to Jun 20, 2018

Programs

On-Track

Instruction

Summer planning will be used to realign Geometry curriculum to CCSS Mathematics Standards in preparation for the implementation of the PSAT & SAT

Mathematics Department

Jun 20, 2016 to Sep 6, 2016

Curriculum Maps and Assessments

On-Track

Instruction, Curriculum maps, Math curriculum

The Mathematics Department will continue to incorporate free response questions, modeling those appearing on mathematics Advanced Placement exams, into classroom activities, formative, and summative assessments. Students are required to make sense of problems, model with mathematics, and construct viable arguments in problem solving.

Mathematics Department

Sep 6, 2016 to Jun 20, 2018

Unit Maps, Assessments, Classroom Observations

On-Track

Instruction, Assessment design

The English Department will vertically align Grammar instruction to improve standardized test cores and promote college readiness in writing.

English Department

Aug 29, 2016 to Jun 20, 2018

Curriculum Maps

On-Track

Writing

The English Department will refine the vertical alignment of their Literacy Plan as it pertains to student writing and reading.

English Department

Sep 6, 2016 to Jun 20, 2018

Writing Rubrics, Unit Plans, Assignments

On-Track

Instruction, Writing, Argumentative writing

The Social Science department will continue to administer Mini DBQ's during the 1st and 3rd quarters as Interim Assessments, and work to continuously improve them.

Social Science Department

Sep 6, 2016 to Jun 20, 2018

DBQs

On-Track

Writing

The PE Department will collaborate with the Special Education department to implement a GWCP Special Olympics.

Physical Education & Special Education Departments

Sep 6, 2016 to May 30, 2018

Events

Not started

Physical education, Special education

PE teachers will attend CPS PD opportunities to receive other PE certifications and grow professionally.

Physical Education Department

Aug 29, 2016 to Jun 20, 2018

CPDUs

Not started

Professional development, Physical education

The Science Department will align the curriculum to NGSS, and ensure lab activities are complex and Inquiry-Based.

Science Department

Jun 30, 2016 to Jun 30, 2018

Curriculum Maps and Lab Activities

On-Track

Ngss

Department Chairpersons will conduct observations and mentor new and developing Westinghouse faculty to support them in their development.	Department Chairpersons	Jun 30, 2016 to Jun 30, 2018	Observation Tracker	Not started
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Professional Learning

The Athletic Department and Student Council will create a campaign that will promote Westinghouse school culture and pride.	Athletic Director, Student Council, and Admin	Jun 30, 2016 to Jun 30, 2018	School Culture Events and Plan	Behind
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School culture climate

Implement problem and project based learning to produce independent students who are critical thinkers and problem solvers.	CTC Department	Jun 30, 2016 to Jun 30, 2018	Curriculum Maps and Unit Plans	Behind
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Instructional materials, Curriculum planning, College and career

Teacher will create assessments aligned to industry standards and 21st century skills. Assessments also align to specific rubrics to provide additional clarity.	CTC Department	Jun 30, 2016 to Jun 30, 2018	Unit Assessments	Behind
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Assessment

The World Language department will collaborate to create cross-language common thematic units for the different levels of Mandarin, French, and Spanish with performance-based assessments.	World Language Department	Jun 30, 2016 to Jun 30, 2018	Curriculum Maps, Assessments and Unit Plans	Behind
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Assessments, Curriculum planning, Unit planning

Special Education Department will increase the vocational skill set of the students enrolled in the Cluster program by implementing the tools and strategies of the vocational curriculum, increased efforts in formally tracking student progress, and use the results to help create more realistic and achievable transitional post secondary goals.	Special Education Department	Jun 30, 2016 to Jun 30, 2018	(Blank)	Behind
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Assessment, Curriculum, Vocational

Special Education Department will support parent involvement by increasing the presence of agency representatives and informational materials at report card pickups, follow-up/support phone calls by teachers to parents, on-site tours and visits, and the creation of a shared document to track which students are and aren't signed up for programs, including a contact log to be reviewed on a monthly basis to ensure progress in reaching the goal of: 70% of all students receiving Spec Ed services will be connected to a community organization to help fulfill their post secondary goals.

Special Education Department

Jun 30, 2016 to Jun 30, 2018

(Blank)

Behind

Parental involvement

Strategy 2

If we do...

utilize the Administrative Team to develop teacher leadership through regular collaboration meetings, leadership retreats, professional readings, and participation with leadership development organizations

...then we see...

continuous improvement of instructional practice aligned to CCSS/NGSS

...which leads to...

improved instruction and an increase in student learning at Westinghouse as measured by the PARCC and SAT

Tags:

MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Hold weekly Department Chair meetings to assist department chairs with the development of department agenda.	Administrators & Department Chairs	Aug 29, 2016 to Jun 20, 2018	Meeting Agendas and Notes.	On-Track

Core Instruction, Assessment, Cycles of professional learning

Meet weekly with IST (Instruction Support Team) also know as the ILT	Administrators & ILT members	Aug 29, 2016 to Jun 20, 2018	Meeting Agendas and Notes.	On-Track
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Literacy/Reading, Professional Learning, Tia

Meet monthly with Grade Level Leads to develop agenda items for Grade Level Meetings and track the progress of MTSS interventions	Administrators & Grade Level Team Leads	Aug 29, 2016 to Jun 20, 2018	Meeting Agendas and Notes.	On-Track
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MTSS, Attendance, Intervention

Create Professional Development Calendar for the 2016-2017 School year and the 2017-2018 School year	Administrators, IST, Department Chairs	Jun 20, 2016 to Sep 6, 2016	PD Calendar	On-Track
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Cycles of professional learning, Professional development

Administrators will consistently monitor progress on Action Plans for all departments. Each department will meet with their administrative liaison on a monthly basis to discuss progress.	Admin and Teacher Leaders	Aug 29, 2016 to Jun 20, 2018	Meeting Agendas	On-Track
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Instructional Coaching, Teachers

GWCP will provide and create professional development opportunities for teachers that support the CCSS Literacy Standards to develop high-quality instructional materials that align with individual student needs and skill levels.	Admin and Teacher Leaders	Aug 29, 2016 to Jun 20, 2018	PD Calendar, PD Agendas	On-Track
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Professional Learning, Professional development

Administration will continue the work of the Teacher Fellowship Program for new and developing teachers. The program will be aligned to a professional reading list to support the thinking around teaching and learning at Westinghouse.	Admin and Teacher Mentors	Jun 30, 2016 to Jun 30, 2018	Meeting Agendas and Teacher Reflections	On-Track
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Professional Learning, Professional development

Westinghouse will continue to partner with the Network for College Success to support the development of teacher leadership.	Admin	Jun 30, 2016 to Jun 30, 2018	Meeting Agendas	On-Track
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Strategy 3

If we do...

utilize our Post-Secondary Leadership Team to (1) establish a clear college-going culture, (2) develop tiered systems to support all post-secondary goals, and (3) leverage key partnerships for student college access and enrollment

...then we see...

(1) an increase in students enrolling in match or reach colleges and (2) an increase in scholarship dollars earned by students

...which leads to...

(1) an increase in the students enrolling in selective/highly selective colleges or universities, (2) an increase 4-year college enrollment, (3) an increase in student college enrollment to above 85%, and (4) an increase in student college persistence to above 85%.

Tags:
College Access and Persistence, Climate and Culture

Area(s) of focus:
3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Counselors will conduct a first week of school senior assembly to review college application and transcript request protocol.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Sep 10, 2016

Presentation, artifacts

On-Track

College Access and Persistence, Post secondary supports, Orientation

Every student will participate in a college 1-on-1 with respective counselor.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Oct 30, 2016

Program agenda for 1 on 1

On-Track

MTSS

Counseling staff will facilitate a Senior and Junior Seminar in advisory.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Aug 29, 2016 to Jun 20, 2018

Advisory Lessons

On-Track

MTSS

Counselors will seek out qualified applicants for National scholarships and support those students in their application.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Dec 30, 2016

Scholarships Awarded

On-Track

College Access and Persistence, School climate, Post secondary

Counselors host our Annual GWCP Spring College Fair with a minimum of 50 Colleges and Universities.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Mar 1, 2017 to Mar 30, 2018

Event

On-Track

College Access and Persistence, Climate and Culture, Post secondary

Counselors will facilitate on-campus college representative visits throughout the school year and during Spring Break.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Mar 30, 2018

College Trip Itinerary

On-Track

College Access and Persistence, Climate and Culture

Counselors will organize and run all Westinghouse Parent University events.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Oct 3, 2016

Events

On-Track

Parent engagement

GWCP will host an alumni panel entitled College 101 to provide students with a fresh perspective of the college experience with an emphasis on social/emotion coping.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant, GWCP Alumni

Dec 12, 2016 to Dec 16, 2016

Event Attendance

On-Track

College Access and Persistence, Climate and Culture

Counselors will seek out qualified students and help through the application process of the ACM Senior Exchange, NCAA eligibility lessons with teams, and Chicago Scholars Applications.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Mar 31, 2017

Scholarships Offered

On-Track

College Access and Persistence

Counseling will host a Junior College & Career Planning Night.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Mar 1, 2017 to Apr 28, 2017

Event

On-Track

College Access and Persistence

Counselors will continue to facilitate and monitor tiered interventions for post-secondary student goals.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Nov 1, 2016 to Dec 16, 2016

Tired Intervention Data

On-Track

Interventions

Counseling will host FAFSA in-school workshops, two FAFSA Parent Nights, and participate in the Dreamer Conference.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Nov 1, 2016 to Mar 1, 2017

Events

On-Track

Family and Community Engagement, Parent engagement

Counselors will organize campus visits, create and implement a college guidance curriculum to grades 9, 10, 11, and run NCAA eligibility lessons with sports teams.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Sep 6, 2016 to Jun 20, 2018

Athletic College Plans

On-Track

College Access and Persistence, Climate and Culture, Instruction, Curriculum

Counselors will host a GWCP College Fair, manage tier III zero app interventions, organize Decision Day Pep Rally, and run the Posse Foundation Meeting.

All Counselors, Interns, Post-secondary Coach and Counseling Assistant

Mar 1, 2017 to Mar 31, 2017

Events

On-Track

College Access and Persistence

Counseling will provide support for interested students applying for ACM Junior Exchange program.	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Jan 2, 2017 to Mar 31, 2017	Student Participation	On-Track
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Acm junior exchange program

Students will meet with respective counselor for an award letter review meeting.	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Apr 3, 2017 to May 31, 2017	Student Data Tracker	On-Track
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College Access and Persistence

Counselors will provide financial literacy training with senior guidance lessons on financial literacy and budgeting.	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016 to Jun 20, 2018	Student Data Tracker	On-Track
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College Access and Persistence

Counselors will create Individual Learning Plans with 9th grade students.	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016 to Jun 20, 2018	Watch List Data	On-Track
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Academic supports

PSLT will create a student personal statement rubric that will be used by the English Department to facilitate the creation and revision of student personal statements for college applications.	PSLT and 11th and 12th Grade English Teachers	Jun 30, 2016 to Jun 30, 2018	Student Personal Statements	On-Track
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Academic supports, Post-secondary

PSLT will create lessons for Senior English teachers to implement that will teach students how to create stellar essay responses on their college applications.	PSLT and 12th Grade English Teachers	Jun 30, 2016 to Jun 30, 2018	Student Essays	Not started
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Academic supports, Post-secondary

The PSLT will create and implement a student data tracker to facilitate summer follow-up with students at risk of not enrolling in a college or university.	PSLT and Senior Advisory Teachers	Jun 30, 2016 to Jun 30, 2018	Student Tracker	On-Track
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Post-secondary

If we do...

...then we see...

...which leads to...

utilize the Instructional Support Team to help teachers provide students opportunities to navigate complex texts and tasks using disciplinary literacy strategies

an improvement in the progress of our TIA as measured by (1) qualitative and quantitative data on Learning Walks and (2) monitoring students' ability to use disciplinary literacy to solve complex tasks.

(1) an increase in student persistence as measured through Learning Walks and (2) an increase in literacy proficiency, as measured by the PARCC and SAT.

Tags:
Literacy/Reading, ILT, Tia, Instruction

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Conduct quarterly learning walks to assess the effectiveness of the implementation of the TIA - (Academic Perseverance through Disciplinary Literacy).	ILT, teacher leaders, faculty, administration	Oct 3, 2016 to Jun 20, 2018	Learning Walk Data Collection Tool	On-Track

Math, Core Instruction, Curriculum Design, Instructional planning, Science instruction, Common core state standards, English, History

Refine criteria for high quality reading and writing assignments vertically and horizontally.	IST(ILT), Teacher Leaders	Aug 29, 2016 to Jun 20, 2017	Rubric, criteria	On-Track
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Core Instruction, ILT, Writing, Argumentative writing

Review and refine criteria for student work to be submitted for review to determine if students have mastered concepts and skills aligned to the literacy plan.	IST(ILT), Teachers	Aug 29, 2016 to Dec 30, 2016	Rubric, criteria	Not started
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Instructional practices, Grading

Evaluate and refine method/protocol to look at student work of reading & writing assignments	IST(ILT), Teachers	Aug 29, 2016 to Jun 20, 2018	Rubric	Not started
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Grading, Balanced grading and assessment

Collect and review data on the percentage of students making revisions and applying learning to new situations	IST(ILT), Teachers	Sep 6, 2016 to Jun 20, 2018	Artifacts, rubrics, data collection	Not started
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Data analysis, Data tracking

IST will provide and create professional development opportunities for teachers that support our TIA (Academic Perseverance through Disciplinary Literacy) to develop high quality instructional materials that align with individual students needs and skill levels (P,G,H,AP).	IST(ILT), Admin, Teachers	Aug 29, 2016 to Jun 20, 2018	Professional Development Sessions, Curriculum Maps, Unit Plans,	On-Track
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Professional Learning, Teacher Teams/Collaboration, ILT, Professional development, Teacher-teacher trust & support

IST will create a school culture campaign to promote academic perseverance in every classroom.

IST and Admin

Jun 30, 2016 to Oct 30, 2016

School Culture Campaign Artifacts

Not started

School culture climate

Strategy 5

If we do...

utilize Grade-Level Teams to provide tiered interventions to target student academic success, attendance, and social emotional growth

...then we see...

(1) a FOT/SOT rate of 95% or higher, (2) an increase in students earning a 3.0 GPA or higher, (3) an attendance rate of 95% or higher, and (4) all students supported in their social and emotional learning

...which leads to...

(1) a graduation rate of 95% or higher for all students, (2) an increase in the students enrolling in selective/highly selective colleges or universities, and (3) an increase 4-year college enrollment.

Tags:

MTSS, Attendance, Interventions, Grade level meetings

Area(s) of focus:

4

Action step

At orientation, GWCP parents and students are presented with the school's policies regarding tardies. GWCP utilizes a strict tardy policy. Every time a student is tardy, a detention is issued. Detentions can be served daily from 3:20pm-4:00pm and other times with principal's discretion. In the event students do not attend the detention, administration requires a parent conference with these students' parents/guardians. During these conferences, school administrators and the attendance coordinator review the GWCP tardy/absence policies to create remediation plans regarding attendance issues. The GWCP Student Accountability System sheet is reviewed with parents as well. This lays out the details as to how GWCP handles tardies/absences and how the parent/guardian is continuously made aware of what is occurring with his/her student's attendance.

Responsible

Admin and Attendance Coordinator

Timeframe

Aug 29, 2016 to Jun 20, 2018

Evidence for status

(Blank)

Status

On-Track

MTSS

Teachers are required to submit subject area call logs (SIPS) for any student with a D or an F. This ensures we have contacted the parents and they know how their student can improve.

Teachers, Admin

Sep 6, 2016 to Jun 20, 2018

Call Logs

On-Track

MTSS

Grade Level Teams will implement Tier 1 Interventions to provide academic supports to students. Tier one supports include Freshman Connection, Freshmen Extra, Sophomore Academic Support and Homework Center	Teachers, Counselors, Admin, Grade Level Teams	Sep 6, 2016 to Jun 20, 2018	Intervention Implemented	On-Track
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MTSS, Grade level meetings

Each Grade-Level will conduct Honors and Excellence Assemblies at the end of every semester.	Grade Level Teams, Admin, Counselors, Teachers	Oct 31, 2016 to Jun 20, 2018	Assemblies	On-Track
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Climate and Culture, Academics

Grade Level Teams will implement Tier 2 Interventions to provide academic and social/emotional supports to students.	Teachers, Counselors, Admin, Grade Level Teams	Nov 1, 2016 to Jun 21, 2017	Student Watch Lists	Not started
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MTSS, Grade level meetings

Grade-Level Team Leads will create and implement a vertically aligned tiered intervention system for students related to On-Track, B's or Better, Attendance, and Social Emotional Support.	Grade-Level Team Leads	Jun 30, 2016 to Jun 30, 2017	Vertically Aligned Intervention System	On-Track
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MTSS

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ Assessment Analysis - Unit assessments will have a variety of DOK (Depth of Knowledge) levels represented. Assessment are vertically aligned with the appropriate skills and concepts for each grade-level. Formative assessments are aligned to summative assessments.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Assessment</p>	Departments led by Department Chairs	Jun 30, 2016	Jun 30, 2018	On-Track
<p>➤ Vertical, Horizontal, and Diagonal Planning curricular planning within each department.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Literacy/Reading, Curriculum Design, Instruction, Curriculum</p>	All teacher, course teams, departments, and department chairs	Aug 29, 2016	Nov 30, 2016	On-Track
<p>➤ Daily Instruction (Unit Plans & Lesson Tuning) will be aligned to Assessments and Curriculum Maps.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction, Instructional practices, Instructional material</p>	All teacher, course teams, departments, department chairs	Aug 29, 2016	Jun 20, 2018	On-Track
<p>➤ Conduct Quarterly Gradebook Inventory (Grades per week, grades per category, weights of categories)</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Accountability</p>	Admin, Department Chairs	Aug 29, 2016	Jun 20, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Implement a minimum of 2 Lesson Studies per year in each department. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Core Instruction, Curriculum Design, Lesson planning</p>	Departments	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✚ Reflect and revise the rubric used to give feedback on Unit Maps, Curriculum Maps, and Assessments. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Curriculum Design, Accountability</p>	Departments	Aug 29, 2016	Nov 30, 2016	Not started
<p>✚ Conduct unit reflections on the unit maps as well as the curriculum maps. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Curriculum maps</p>	Departments	Aug 29, 2016	Jun 20, 2018	Not started
<p>✚ Curriculum Tracker - Department Chairs will review quarterly and consolidate data. Add checkpoints to school calendar Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Curriculum, Accountability</p>	Department Chairs and Admin	Aug 29, 2016	Jun 20, 2018	Not started
<p>✚ The Fine Art department will organize a Day of the Dead interdisciplinary unit, with a field trip to Mexican American Museum and Carrera de Muertos race (with Service Learning). They will also facilitate the Athletic Band, Pep Rally Performances, and Open Mic Night. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction</p>	Fine Arts Department	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✚ The Fine Arts department will organize opportunities for students to attend and participate in MCA Trips, Open Mic Night, All-City Regional Band & Choir, the Winter Arts Fest, the Goodman Theater Collaboration, and a performance at Midway Airport. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction</p>	Fine Arts Department	Sep 26, 2016	Jun 20, 2018	On-Track
<p>✚ The Fine Arts department will facilitate Open Mic Night, Black History Month Performances, a Piano Competition, Do Your P'Art, use of the 3-D Printer, and International Night. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Climate and Culture, Instruction</p>	Fine Arts Department	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✚ The Fine Arts department will organize student participation for Open Mic Night, the Spring Arts Fest, fostering partnerships with PTSA design contests, and Graduation performances. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction</p>	Fine Arts Department	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✚ Summer planning will be used to realign Geometry curriculum to CCSS Mathematics Standards in preparation for the implementation of the PSAT & SAT Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction, Curriculum maps, Math curriculum</p>	Mathematics Department	Jun 20, 2016	Sep 6, 2016	On-Track
<p>✚ The Mathematics Department will continue to incorporate free response questions, modeling those appearing on mathematics Advanced Placement exams, into classroom activities, formative, and summative assessments. Students are required to make sense of problems, model with mathematics, and construct viable arguments in problem solving. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction, Assessment design</p>	Mathematics Department	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✚ The English Department will vertically align Grammar instruction to improve standardized test cores and promote college readiness in writing. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Writing</p>	English Department	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✚ The English Department will refine the vertical alignment of their Literacy Plan as it pertains to student writing and reading. Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instruction, Writing, Argumentative writing</p>	English Department	Sep 6, 2016	Jun 20, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ The Social Science department will continue to administer Mini DBQ's during the 1st and 3rd quarters as Interim Assessments, and work to continuously improve them.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Writing</p>	Social Science Department	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✦ The PE Department will collaborate with the Special Education department to implement a GWCP Special Olympics.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Physical education, Special education</p>	Physical Education & Special Education Departments	Sep 6, 2016	May 30, 2018	Not started
<p>✦ PE teachers will attend CPS PD opportunities to receive other PE certifications and grow professionally.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Professional development, Physical education</p>	Physical Education Department	Aug 29, 2016	Jun 20, 2018	Not started
<p>✦ The Science Department will align the curriculum to NGSS, and ensure lab activities are complex and Inquiry-Based.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Ngss</p>	Science Department	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ Department Chairpersons will conduct observations and mentor new and developing Westinghouse faculty to support them in their development.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Professional Learning</p>	Department Chairpersons	Jun 30, 2016	Jun 30, 2018	Not started
<p>✦ The Athletic Department and Student Council will create a campaign that will promote Westinghouse school culture and pride.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, School culture climate</p>	Athletic Director, Student Council, and Admin	Jun 30, 2016	Jun 30, 2018	Behind
<p>✦ Implement problem and project based learning to produce independent students who are critical thinkers and problem solvers.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Instructional materials, Curriculum planning, College and career</p>	CTC Department	Jun 30, 2016	Jun 30, 2018	Behind
<p>✦ Teacher will create assessments aligned to industry standards and 21st century skills. Assessments also align to specific rubrics to provide additional clarity.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Assessment</p>	CTC Department	Jun 30, 2016	Jun 30, 2018	Behind
<p>✦ The World Language department will collaborate to create cross-language common thematic units for the different levels of Mandarin, French, and Spanish with performance-based assessments.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Assessments, Curriculum planning, Unit planning</p>	World Language Department	Jun 30, 2016	Jun 30, 2018	Behind
<p>✦ Special Education Department will increase the vocational skill set of the students enrolled in the Cluster program by implementing the tools and strategies of the vocational curriculum, increased efforts in formally tracking student progress, and use the results to help create more realistic and achievable transitional post secondary goals.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Assessment, Curriculum, Vocational</p>	Special Education Department	Jun 30, 2016	Jun 30, 2018	Behind
<p>✦ Special Education Department will support parent involvement by increasing the presence of agency representatives and informational materials at report card pickups, follow-up/support phone calls by teachers to parents, on-site tours and visits, and the creation of a shared document to track which students are and aren't signed up for programs, including a contact log to be reviewed on a monthly basis to ensure progress in reaching the goal of: 70% of all students receiving Spec Ed services will be connected to a community organization to help fulfill their post secondary goals.</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Curriculum, Professional development, Parental involvement</p>	Special Education Department	Jun 30, 2016	Jun 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Hold weekly Department Chair meetings to assist department chairs with the development of department agenda. Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Core Instruction, Assessment, Cycles of professional learning</p>	Administrators & Department Chairs	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Meet weekly with IST(Instruction Support Team) also know as the ILT Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Literacy/Reading, Professional Learning, Tia</p>	Administrators & ILT members	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Meet monthly with Grade Level Leads to develop agenda items for Grade Level Meetings and track the progress of MTSS interventions Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, MTSS, Attendance, Intervention</p>	Administrators & Grade Level Team Leads	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Create Professional Development Calendar for the 2016-2017 School year and the 2017-2018 School year Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Cycles of professional learning, Professional development</p>	Administrators, IST, Department Chairs	Jun 20, 2016	Sep 6, 2016	On-Track
<p>✦ Administrators will consistently monitor progress on Action Plans for all departments. Each department will meet with their administrative liaison on a monthly basis to discuss progress. Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Instructional Coaching, Teachers</p>	Admin and Teacher Leaders	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ GWCP will provide and create professional development opportunities for teachers that support the CCSS Literacy Standards to develop high-quality instructional materials that align with individual student needs and skill levels. Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Professional Learning, Professional development</p>	Admin and Teacher Leaders	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Administration will continue the work of the Teacher Fellowship Program for new and developing teachers. The program will be aligned to a professional reading list to support the thinking around teaching and learning at Westinghouse. Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices, Professional Learning, Professional development</p>	Admin and Teacher Mentors	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ Westinghouse will continue to partner with the Network for College Success to support the development of teacher leadership. Tags: MTSS, Core Instruction, Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, Data Use, ILT, Tia, Cycles of professional learning, Leadership, Trust, Instructional practices</p>	Admin	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ Counselors will conduct a first week of school senior assembly to review college application and transcript request protocol. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, Post secondary supports, Orientation</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Sep 10, 2016	On-Track
<p>✦ Every student will participate in a college 1-on-1 with respective counselor. Tags: College Access and Persistence, Climate and Culture, MTSS</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Oct 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Counseling staff will facilitate a Senior and Junior Seminar in advisory. Tags: College Access and Persistence, Climate and Culture, MTSS</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Counselors will seek out qualified applicants for National scholarships and support those students in their application. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, School climate, Post secondary</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Dec 30, 2016	On-Track
<p>✦ Counselors host our Annual GWCP Spring College Fair with a minimum of 50 Colleges and Universities. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, Climate and Culture, Post secondary</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Mar 1, 2017	Mar 30, 2018	On-Track
<p>✦ Counselors will facilitate on-campus college representative visits throughout the school year and during Spring Break. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, Climate and Culture</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Mar 30, 2018	On-Track
<p>✦ Counselors will organize and run all Westinghouse Parent University events. Tags: College Access and Persistence, Climate and Culture, Parent engagement</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Oct 3, 2016	On-Track
<p>✦ GWCP will host an alumni panel entitled College 101 to provide students with a fresh perspective of the college experience with an emphasis on social/emotion coping. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, Climate and Culture</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant, GWCP Alumni	Dec 12, 2016	Dec 16, 2016	On-Track
<p>✦ Counselors will seek out qualified students and help through the application process of the ACM Senior Exchange, NCAA eligibility lessons with teams, and Chicago Scholars Applications. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Mar 31, 2017	On-Track
<p>✦ Counseling will host a Junior College & Career Planning Night. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Mar 1, 2017	Apr 28, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Counselors will continue to facilitate and monitor tiered interventions for post-secondary student goals. Tags: College Access and Persistence, Climate and Culture, Interventions</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Nov 1, 2016	Dec 16, 2016	On-Track
<p>✦ Counseling will host FAFSA in-school workshops, two FAFSA Parent Nights, and participate in the Dreamer Conference. Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Parent engagement</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Nov 1, 2016	Mar 1, 2017	On-Track
<p>✦ Counselors will organize campus visits, create and implement a college guidance curriculum to grades 9, 10, 11, and run NCAA eligibility lessons with sports teams. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence, Climate and Culture, Instruction, Curriculum</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✦ Counselors will host a GWCP College Fair, manage tier III zero app interventions, organize Decision Day Pep Rally, and run the Posse Foundation Meeting. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Mar 1, 2017	Mar 31, 2017	On-Track
<p>✦ Counseling will provide support for interested students applying for ACM Junior Exchange program. Tags: College Access and Persistence, Climate and Culture, Acm junior exchange program</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Jan 2, 2017	Mar 31, 2017	On-Track
<p>✦ Students will meet with respective counselor for an award letter review meeting. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Apr 3, 2017	May 31, 2017	On-Track
<p>✦ Counselors will provide financial literacy training with senior guidance lessons on financial literacy and budgeting. Tags: College Access and Persistence, Climate and Culture, College Access and Persistence</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✦ Counselors will create Individual Learning Plans with 9th grade students. Tags: College Access and Persistence, Climate and Culture, Academic supports</p>	All Counselors, Interns, Post-secondary Coach and Counseling Assistant	Sep 6, 2016	Jun 20, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ PSLT will create a student personal statement rubric that will be used by the English Department to facilitate the creation and revision of student personal statements for college applications.</p> <p>Tags: College Access and Persistence, Climate and Culture, Academic supports, Post-secondary</p>	PSLT and 11th and 12th Grade English Teachers	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ PSLT will create lessons for Senior English teachers to implement that will teach students how to create stellar essay responses on their college applications.</p> <p>Tags: College Access and Persistence, Climate and Culture, Academic supports, Post-secondary</p>	PSLT and 12th Grade English Teachers	Jun 30, 2016	Jun 30, 2018	Not started
<p>✦ The PSLT will create and implement a student data tracker to facilitate summer follow-up with students at risk of not enrolling in a college or university.</p> <p>Tags: College Access and Persistence, Climate and Culture, Post-secondary</p>	PSLT and Senior Advisory Teachers	Jun 30, 2016	Jun 30, 2018	On-Track
<p>✦ Conduct quarterly learning walks to assess the effectiveness of the implementation of the TIA - (Academic Perseverance through Disciplinary Literacy).</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Math, Core Instruction, Curriculum Design, Instructional planning, Science instruction, Common core state standards, English, History</p>	ILT, teacher leaders, faculty, administration	Oct 3, 2016	Jun 20, 2018	On-Track
<p>✦ Refine criteria for high quality reading and writing assignments vertically and horizontally.</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Core Instruction, ILT, Writing, Argumentative writing</p>	IST(ILT), Teacher Leaders	Aug 29, 2016	Jun 20, 2017	On-Track
<p>✦ Review and refine criteria for student work to be submitted for review to determine if students have mastered concepts and skills aligned to the literacy plan.</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Instructional practices, Grading</p>	IST(ILT), Teachers	Aug 29, 2016	Dec 30, 2016	Not started
<p>✦ Evaluate and refine method/protocol to look at student work of reading & writing assignments</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Grading, Balanced grading and assessment</p>	IST(ILT), Teachers	Aug 29, 2016	Jun 20, 2018	Not started
<p>✦ Collect and review data on the percentage of students making revisions and applying learning to new situations</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Data analysis, Data tracking</p>	IST(ILT), Teachers	Sep 6, 2016	Jun 20, 2018	Not started
<p>✦ IST will provide and create professional development opportunities for teachers that support our TIA (Academic Perseverance through Disciplinary Literacy) to develop high quality instructional materials that align with individual students needs and skill levels (P,G,H,AP).</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Professional development, Teacher-teacher trust & support</p>	IST(ILT), Admin, Teachers	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ IST will create a school culture campaign to promote academic perseverance in every classroom.</p> <p>Tags: Literacy/Reading, ILT, Tia, Instruction, School culture climate</p>	IST and Admin	Jun 30, 2016	Oct 30, 2016	Not started
<p>✦ At orientation, GWCP parents and students are presented with the school's policies regarding tardies. GWCP utilizes a strict tardy policy. Every time a student is tardy, a detention is issued. Detentions can be served daily from 3:20pm-4:00pm and other times with principal's discretion. In the event students do not attend the detention, administration requires a parent conference with these students' parents/guardians. During these conferences, school administrators and the attendance coordinator review the GWCP tardy/absence policies to create remediation plans regarding attendance issues. The GWCP Student Accountability System sheet is reviewed with parents as well. This lays out the details as to how GWCP handles tardies/absences and how the parent/guardian is continuously made aware of what is occurring with his/her student's attendance.</p> <p>Tags: MTSS, Attendance, Interventions, Grade level meetings, MTSS</p>	Admin and Attendance Coordinator	Aug 29, 2016	Jun 20, 2018	On-Track
<p>✦ Teachers are required to submit subject area call logs (SIPS) for any student with a D or an F. This ensures we have contacted the parents and they know how their student can improve.</p> <p>Tags: MTSS, Attendance, Interventions, Grade level meetings, MTSS</p>	Teachers, Admin	Sep 6, 2016	Jun 20, 2018	On-Track
<p>✦ Grade Level Teams will implement Tier 1 Interventions to provide academic supports to students. Tier one supports include Freshman Connection, Freshmen Extra, Sophomore Academic Support and Homework Center</p> <p>Tags: MTSS, Attendance, Interventions, Grade level meetings, MTSS, Grade level meetings</p>	Teachers, Counselors, Admin, Grade Level Teams	Sep 6, 2016	Jun 20, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Each Grade-Level will conduct Honors and Excellence Assemblies at the end of every semester. Tags: MTSS, Attendance, Interventions, Grade level meetings, Climate and Culture, Academics</p>	Grade Level Teams, Admin, Counselors, Teachers	Oct 31, 2016	Jun 20, 2018	On-Track
<p>✦ Grade Level Teams will implement Tier 2 Interventions to provide academic and social/emotional supports to students. Tags: MTSS, Attendance, Interventions, Grade level meetings, MTSS, Grade level meetings</p>	Teachers, Counselors, Admin, Grade Level Teams	Nov 1, 2016	Jun 21, 2017	Not started
<p>✦ Grade-Level Team Leads will create and implement a vertically aligned tiered intervention system for students related to On-Track, B's or Better, Attendance, and Social Emotional Support. Tags: MTSS, Attendance, Interventions, Grade level meetings, MTSS</p>	Grade-Level Team Leads	Jun 30, 2016	Jun 30, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The principal presents the Title I plan to the PAC annually at the mandated meeting. These documents are posted to the PAC list-serve. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The principal presents the Title I plan to the PAC annually at the mandated meeting. During each school year this will occur during the month of September. During the 2016-2017 school year this will occur on September 13, 2016/ The organizational meeting will take place on October 11, 2016. These documents are posted to the PAC list-serve. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement. All parents are invited by email, a letter sent home and an all-call. A copy of the powerpoint and packet is emailed to all parents and available in the PAC Binder.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

All parents have access to the Title I Budget and Plan. The PAC has a copy on file and a binder is placed at the counter with all of the information for parents to review. All parents can request and receive a copy of the school's budget within 24 hours of their request.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school hosts monthly PAC and LSC meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives and events. GWCP also has a Parent Teacher Association. The administration has an Open Door Policy. Parents can request a meeting with the administration or stop in daily to discuss any issues or concerns.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The school provides each student with their individual result on all standardized exams. At orientation, periodic parent meetings, senior and junior nights, counselors review student performance on standardized tests with parents.

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. Please describe how this will be accomplished.

The school only hires Highly Qualified Teachers. We distribute letters to inform parents of their rights to request information on teacher status.

Schools will assist parents of participating NCLB 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. Please describe how this will be accomplished.

The school provides each student with their individual result on all standardized exams. Recently the school created scorecards for students to track their performance over-time to measure growth. At orientation, periodic parents meeting, senior and junior nights, counselors review student performance on standardized tests with parents. Advisory teachers review testing scorecards with students during Advisory. Classroom teachers review interim assessment data in-class with students after each administration.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Principal routinely emails parents information about resources, trainings, and programs that will help them support their students. The school actively seeks vendors and service providers to support their families. These vendors and providers attend parent night events as well.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

GWCP has recently created a volunteer program that makes it easier for parents to volunteer at the school. Principal routinely emails parents information about resources, trainings, and programs that will help them support their students. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Principal routinely emails parents information about resources, trainings, and programs that will help them support their students. The school actively seeks vendors and service providers to support their families. These vendors and providers attend parent night events as well.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All parents are invited by email, a letter home and an all-call. Letters are usually translated into Spanish and occasionally in Mandarin Chinese.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact

Complete

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. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The students of George Westinghouse College Prep will be empowered with the academic, social, career and technological skills necessary for post-secondary success. Our students will emerge as conscious and responsible citizens who will make positive contributions to the local and broader community.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The school hosts an Annual Open House in September to give parents an opportunity to meet teachers. We also host two Parent Conferences on the district-wide dates. Parents also routinely request conferences with individuals or all of their child's teachers and those requests are met. The school also initiates parent-teacher conferences routinely. GWCP hosted the Principal's Annual Title 1 Meeting on Tuesday, September 23, 3016.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

The school distributes and mails progress reports and report cards for the (1st and 3rd quarter) to parents. The school aggressively promotes the CPS Parent Portal.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Staff consistently attends parent conferences requested by parents and those that they initiate.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

GWCP has created a volunteer program that makes it easier for parents to volunteer at the school. PAC requested that we update the school website to include a list of volunteer opportunities. This will allow parents to sign up to volunteer. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will promote an academic environment at home by ensuring student completes all homework assignments and provides assistance when needed, reads for pleasure, encourages their student to become an avid reader, and research and enroll their student in academic and summer enrichment programs. Parents will also monitor grade book on a regular basis, ensure that their student attends school daily and arrives on-time, attend school sponsored events and parent conferences, encourage their student to learn another language and participate in the international travel program, and support the school by assisting with fundraising activities and volunteer.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The school hosts monthly PAC and LSC meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives, events, and status. GWCP also has a Parent Teacher Association. The administration also has an Open-Door Policy. Parents can request a meeting with the administration or stop in daily to discuss any issues or concerns. Parents participate in IEP meetings and assist with the selection of their child's classes by signing off on subject-election cards.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will complete all homework assignments, become avid readers, research and enroll in academic and summer enrichment programs. Students will also monitor grade book on a regular basis, attend school daily and arrive on-time, attend school sponsored events and parent conferences, learn another language to consider participation in the international travel program, and support the school by assisting with fundraising activities and volunteer.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Communication: 1. Calendar of events 2. Monthly Newsletter 3. Update Website 4. Institute Coffee Talks. 5. FAQ for new parents
 Parenting: 1. Use survey topics to create a calendar to gauge parents interest for workshops. 2. Mini workshops. 3. Parent Workshop. 4. Promote events at Report Card Pick Up. 5. Develop a list parents, students and teacher events. 6. Parent socials.
 Volunteering: 1. Volunteer Fair 2. Marketing Campaign to increase parent participation. 3. Develop incentives (bumper stickers, scorecards, awards, etc.)

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2996 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 488 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2192 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 2249 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 700 .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ 600 .00

55005

Furniture and Equipment

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	Amount	.00
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