George Washington High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/21/2018	Kevin, Julie, Barbara, Donald, Betty, Veronica	SEF
03/22/2018	Kevin, Julie, Barbara, Donald, Betty, Natasha, Ana	SEF
04/18/2018	Kevin, Julie, Barbara, Betty, Natasha, Veronica	SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   3   **4**

GWHS provides students with the academic and social supports required for post-secondary success.
*The Senior Leadership Team was established to guided the school improvement process and is comprised of member of our three school-wide teams: Instructional Leadership Team, Post-Secondary Leadership Team, and Climate Team. The SLT meets quarterly and the annual Summer meeting is on off-site retreat focused on a comprehensive assessment of school performance and strategic planning session.
*GWHS is in the 4th year of implementing a tarred instructional area (TIA) of argumentative literacy to support students with the critical reading, writing, and discussion skills required for post-secondary success
*The principal has provided staff members with a Professional Learning Cycle three times a year which outlines the schoolwide goals and objectives, and a strategic plan for meeting objectives.
•The principal has scheduled time three times a week for all Professional Learning Communities to meet to achieve the Professional Learning Cycle goals.
•All departments have representation on the ILT which participates in the creation and tuning of each cycle.
•The ILT meets bi-weekly and the ILT Core, comprised of core department chairs and IB coordinators, meets on off-weeks
*NCS supports leadership development through ILT institutes and other teacher leader development workshops and cross-school learning opportunities
*According to 5 Essentials survey data, teachers rate the school STRONG in program coherence, and NEUTRAL in instructional leadership, collective responsibility, and school commitment
•The establishment of Argumentative Literacy I and II, College Reading Prep, and Senior Seminar classes at the Senior level encourages and supports a college-bound culture.
•All teachers participate in their PLCs three times a week.
•All teachers participate in their Grade Level Meetings every third week.
•Department chairs from each PLC are members of the ILT.
•Many teachers & staff are involved in leadership roles within their course team, on the ILT, Attendance Team, Behavioral Health Team, or Post-Secondary team.
•After attending conferences, i.e. Reading Apprenticeship, many teachers are encouraged to share best practices with their teams and/or entire faculty.
•Peer walk-throughs are held 2-3 times/year to share best practices; in addition to collecting qualitative data on teaching and learning.
•ILT members and grade level leads have the opportunity to participate in Learning Walks at least once a year.
•Every student is expected to go to college. 75% of our seniors are enrolled in a year-long Senior Seminar course which take thems through FAFSA, applications, scholarships and determining which colleges are a "best-fit."
*Provided initial 6-hour days of learning or "Course Team Summit" for 12 core course teams. Each Course Team Summit was unique; however, common elements included: building knowledge of the P/SAT, analyzing student performance data, using the Data Insight Tool, lesson study, and a focus on teambuilding. These Course Team Summits are intended to build on the work accomplished in the initial 6-hour day of learning and will be executed prior to Spring Break.
•Post Secondary Team has hosted College Fairs, FAFSA & Award Letter nights, and Decision Days to promote a college going culture.
• College Coaches are in place at GW to provide support and guidance to all students, especially Seniors, in selecting and applying to colleges/univerisities, scholarships, etc.
•Teachers provide support to the Post Secondary Teams' initatives and events, i.e. Passport Checks, College Cafe, Senior Phonathan, College Tours, etc.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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.

Score

1   2   3   **4**

> Administrators, department chairs from each PLC, MYP and IB coordinators, and the Instructional Program Coordinator are members of the ILT. The ILT meets biweekly.
> •The ILT supports/facilitates professional learning workshops focused on argumentative literacy practices, instructional core effectiveness, and other teaching pedagody strategies.
> *NCS supports leadership development through ILT institutes and other teacher leader development workshops and cross-school learning opportunities
> •The ILT provides PLCs with professional readings to foster discussion around improving teaching and learning school wide, i.e. Content Matters.
> *The ILT conducts staff surveys to assess impact andy get feedback from the faculty regarding PD
> •The ILT regularly reviews growth and proficiency of CCSS and Benchmarks on core unit assessments.
> •Teachers recieve informal and formal feedback from adminstrators at least two times a year.
> •Teachers participate in learning walks focused on argumentative literacy and discussion practices. Using data collected from learning walks, teachers discuss data collected and discuss the implications for further practices.
> *ILT Core provided initial 6-hour days of learning or "Course Team Summit" for 12 core course teams. Each Course Team Summit was unique; however, common elements included: building knowledge of the P/SAT, analyzing student performance data, using the Data Insight Tool, lesson study, and a focus on teambuilding. These Course Team Summits are intended to build on the work accomplished in the initial 6-hour day of learning and will be executed prior to Spring Break.
> *Spanish PLC provided initial 6-hour days of learning or "Course Team Summit" focused on deprivatizing practice and building a shared language for high quality instruction.
> •Teachers are provided the opportunity to engage in Peer Observations and receive feedback to improve instruction and learning activities.
> •Teachers are provided with opportunities to select workshops based on their classroom needs and interest.
> •Teachers participate in peer observations every learning cycle in order to improve teaching practices.
> •New Teacher Support Team provides new teachers in their frist through third year with ongoing professional development, support, and guidance to ensure their success at GW.
> • New Teachers participate in an ISU new teacher support prorgram and attend professional developments throughout the year.
> •Teachers in the Reading Apprenticeship (RA) receive RA coaching and support throughout the year.

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	✓ 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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

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

1   2   3   **4**

The schools' professional learning cycle provides a year long, focused plan for professional development which is aligned to school-wide goals. PLCs meet three times a week to carry out the plan.

•Collaboration in PLCs encourages safe practice of new strategies, i.e. discussion techniques learned in PDs/workshops. Additionally, grade level PLCs develop strategies relevant to grade level.

*According to 5 Essentials survey data, teachers rate the school STRONG in program coherence, collaborative practices, and quality professional development

•Flex Time is dedicated 100% to 55 minute grade-level team meetings which will focus exclusively on supporting student success around the key leverage points to get students To & Through College (9/10 on-track, academic qualifications, and college choice) Grade-Level Teams will meet to analyze success data and discuss supports and interventions to get students To & Through College

To & Through Supports implemented by grade-levels will complement existing routines for support, which include: Counselor Push-Ins, Grade-Level Cafes, Pride through Excellence Events, Parent Engagement, and Senior Seminar.

•More than 55% of teachers participate in the Reading Apprentership program. The percentage of teachers participating in this program grows each year.

*Supported an IB vertical alignment project in Science, involving 4 course teams in building knowledge and understanding of IB scientific inquiry resulting in the creation of 4 scaffolded labs for each course. Participants received a 10-hour stipend for their work on this project, all of which occurred outside of the regular school day (2017-2018)

• Executed 3 Course Team Summits for all 14 core area course teams. These Course Team Summits are intended to build on the work accomplished in the initial 6-hour day of learning and will be executed prior to Spring Break. Each Course Team Summit was unique; however, common elements included: building knowledge of the P/SAT, analyzing student performance data, using the Data Insight Tool, lesson study, and a focus on teambuilding.

•AP and IB teachers participate in on going professional develop opportunities that specifically targets students taking these college level courses.

•School Leaders, ILT, and Grade Level Leads are provided with the opportunity to participate in various leadership professional development throughout the year, i.e. Network for College Success, Harvard's Urban School Leaders, Adaptice Leadership, and Cambridge Leadership Associates.

• From CPS OSEL, Deans have learned to incorporate restorative discipline practices.

•Core departments look at course team data every five weeks to discuss unit assessment data and investigate the causes of learning problems, and brainstorm efforts to solve the problem.

•Core departments look at P/SAT Practice test data to monitor student progress towards goals and make adjustments to target learning needs for students.

•All departments look at TIA data to monitor student progress towards argumentative literacy goals in order to adjust targeted learning needs with students' writing, i.e. Evidence and Citation, Organization, and Elaboration.

•We aspire to look more critically at students' formative assessments in course teams and departments through protocols, i.e. Looking At Students Work (LASW) with the goal of improving classroom instruction and student understanding.

*Employed a new data collection tool during today's classroom visits which was designed to address our major findings. In doing so, the tool builds on our own Framework for Argumentative Literacy while also incorporating the District's language around "accountable talk" and "task complexity." Our hope is that this tool will support teachers in gaining a better sense of where we currently are as a school by supporting you to look for common elements in instruction and collect data which we will use to assess the current state of instruction.

•All teachers participate in their PLCs three times a week.

•All teachers participate in their Grade Level Meetings every third week.

•Department chairs from each PLC are members of the ILT.

•Many teachers are involved in leadership roles within their course team, on the ILT, Grade Level teams or Post-Secondary team.

•After attending conferences, i.e. Reading Apprenticeship, many teachers are encouraged to share best practices with their teams and/or entire faculty.

•Peer walk-throughs are held 2-3 times/year to share best practices; in addition to collecting qualitative data on teaching and learning.

•ILT members and grade level leads have the opportunity to participate in Learning Walks at least once a year.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

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

1   2   **3**   4

•The principal has provided staff members with a Professional Learning Cycle three times a year which outlines the schoolwide goals and objectives, and a strategic plan for meeting objectives.
•The principal has scheduled time three times a week for all Professional Learning Communities to meet to achieve the Professional Learning Cycle goals.
*LSC works with the principal to provide extended day time for teachers which is leveraged for both professional development and ACT tutoring. Extended day for non-teachers ensures adequate security and staffing outside of the school day.
•All departments have representation on the ILT which participates in the creation and tuning of each cycle.
•The establishment of Argumentative Literacy I and II, College Reading Prep, and Senior Seminar classes at the Senior level encourages and supports a college-bound culture.
•7 50 minutes classes scheduled based on graduation requirements, ability for advanced academics and our TIA; collaboration in PLCs 3x/week for 50 minutes and once every 3 weeks by grade level for 90 minutes.
•Struggling students receive a specialized reading course from Freshmen to Senior year.
•Struggling students also receive various tutoring opportunities during lunch periods, i.e. Lunch Box Recovery, and before and after school.
•School provides numerous resources to make the transition from high school to college. Advisement through Senior Seminar classes and College Advisory days, (held by grade level) provide students with numerous post-secondary options. Several college trips are held.
•IB College Academy provides IB students who are without a Senior Seminar class with support in applying to colleges, scholarships, and other post secondary neets.
• College Advising Corp counselors work full time to provide students with Post Secondary support.
•Summer transition counselors work with students to prepare them for the transition from high school to college.
*Designed and implement our Teacher Candidate Interview Protocol to engage school community members in the hiring process. The Teacher Candidate Interview Protocol (TCIP) is a holistic interview protocol that seeks to identify the best fit for teachers at George Washington High School based on how well candidates demonstrate the Six Teacher Competencies. The purpose of the TCIP is to guide the collection of qualitative data from a wide variety of sources and use these data to make sound hiring decisions. The protocol is designed to capture a candidate's readiness and ability to contribute to the professional learning community at Washington. The TCIP is comprised of the following five steps: 1. Article Study and Writing Prompt; 2. Fishbowl Discussion of Text; 3. Guided Interview and Teacher Survey; and 4. Structured Teacher Observation. The TCIP requires teacher candidates to participate in three-hour interview session that encompasses steps one through four, after an initial resume screening. This session does not include step four, the structured teacher observation, which is conducted at a later

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 ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

Score

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.

1   2   3   **4**

Internal summit days/ days of learning in preparation for the SAT (developing internal weekly assessments, progress monitoring, and skill alignment)

Alignment of standards and assessments and labs from IB/AP to the 9th-10th grade courses

Integration of All Students Learn (SEL framework) for 9th-10th into the curriculum and regular rhythms of courses (i.e. Friday Reflections)

Dual Credit offerings to

Aspire to design electives at the senior level in preparation for their post-secondary plan (specifically for DL's and ELL's), and aligning 12-grade core courses to college placement exams to increase post-secondary enrollment in credit-bearing courses

Course teams have created horizontal learning maps for courses that map out the standards, essential questions, content, vocabulary, major texts for study, etc. for the entire year. Course teams are currently working on vertical alignment.

Course teams create unit maps and assessments every five weeks that are aligned to College Readiness Standards and Common Core standards.

Course teams meet in PLCs to discuss units and select text that varies in complexities and engages students in authentic argumentative learning tasks.

Argumentative Literacy I and II, and College Reading Prep provides students with additional support with various informational texts and argumentative literacy activities.

Diverse Learners and English Language Learners follow the same curriculum sequence; however, instructional material is differentiated to ensure success.

We are currently in the process of increasing texts for our Diverse Learners and English Language Learners in the English Department.

The school encourages advanced academics (AP & IB) for nearly half of the student body.

Students understand the value of these courses when thinking about their post-secondary options. Both AP and IB/DP have dramatically increased enrollment in the last 3 years. Next year, numbers are projected to increase even more.

Diverse learners are provided with differentiated Senior Seminar classes that reinforce reading and life skills for future success.

Through ETC programs, students receive job internships and industry-recognized certifications.

Students are required to complete a minimum of three service learning projects; projects are integrated into all content area curricula.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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)

Score

1   2   **3**   4

Intentional planning between librarian and teachers around providing resources for students and using library resources for research
Use of Google embedded into classroom and counseling routines (i.e. Google Forms for communication, feedback and assessment)
Aspire to provide standardized resources for Diverse Learning program and ELL program (texts, novels, etc.) and continuing to embed SEL standards and framework into unit plans
Course teams create unit maps and assessments and select instructional materials that are aligned with College Readiness Standards and Benchmarks.
Instructional materials are uninformed throughout each department and differentiation of learning material is provided for diverse learners.
Instructional materials in the building reflect Common Core reading suggestions. Instructional materials are continuously inventoried to ensure that all students have a text in all core classes.
All classrooms are equipped with a variety of technology including a projector, ELMO, and multimedia speakers. Students also have access to Chromebooks, Ipads, and mobile computer laboratories.
Other significant investments have been made in supplemental or consumable materials such as world language magazines, online educational program subscriptions, science lab supplies, and professional development around incorporating technology

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	✓ 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
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

Score

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)

1   2   **3**   4

Using the district-wide Instructional Core Effectiveness framework and tools to build teacher knowledge and understanding of how to diagnose/ embed rigor (i.e. Hess' Depth of Knowledge framework) and develop an adapted tool (based on the ICE tool) with the ILT for internal walkthroughs

Continuing to design SEL-focused tasks for 9th and 10th grade courses

Aspire to add supports/aligning curriculum to provide senior supports to prepare for college-level placement exams (Aleks, English placement, ASVAB, etc)

Aspire to create a peer to peer tutoring program available to all grade levels

On a quarterly basis, all staff engage in course team walk-throughs (or learning walks), peer observation cycles, and looking at student work protocols. The purpose of these practices is to develop a shared understanding of rigorous instruction and ensuring appropriate task complexity along with high expectations for students.

Teachers receive informal and formal feedback from administrators at least two times a year.

Teachers participate in learning walks focused on argumentative literacy and discussion practices. Using data collected from learning walks, teachers discuss data collected and discuss the implications for further practices.

Teachers are provided the opportunity to engage in Grade Level Observations and receive feedback to improve instruction and learning activities. Teachers are provided with opportunities to select workshops based on their classroom needs and interest.

Teachers participate in peer observations every learning cycle in order to improve teaching practices.

New Teacher Support Team provides new teachers in their first through third year with ongoing professional development, support, and guidance to ensure their success at GW.

New Teachers participate in an ISU new teacher support program and attend professional developments throughout the year.

Teachers in the Reading Apprenticeship (RA) receive RA coaching and support throughout the year.

Core departments look at course team data every five weeks to discuss unit assessment data and investigate the causes of learning problems, and brainstorm efforts to solve the problem.

Core departments look at EPAS Practice test data to monitor student progress towards goals and make adjustments to target learning needs for students.

All departments look at TIA data to monitor student progress towards argumentative literacy goals in order to adjust targeted learning needs with students' writing, i.e. Evidence and Citation, Organization, and Elaboration.

We aspire to look more critically at students' formative assessments in course teams and departments through protocols, i.e. Looking At Students Work (LASW) with the goal of improving classroom instruction and student understanding.

Every five weeks, core-course teams review and discuss common assessment data from units to investigate the cause of learning problems, and brainstorm efforts to solve the problem.

School-wide TIA assessments are given twice a year and measure growth in evidence and support, organization, and idea development.

Teachers uses data gathered from this assessment to improve argumentative literacy strategies in their classroom in order to support students in their progress towards goal.

Practice ACT, EXPLORE, and PLAN assessments provided grade level and course teams with baseline data. This baseline data was used to target weakness, i.e. Reading, in order to create a support plan to help students meet proficiency levels and school goals.

Freshmen, Sophomore, and Junior students are provided with the opportunity to take practice EPAS exams.These exams are used as checkpoints to show progress towards goals.

Advanced Placement (AP) and IB students are provided with the opportunity to take Mock Exams in order to prepare for their exams in May.

The data collected from Mock Exams are used by the classroom teacher to address learning problems through classroom instruction.

The assessment team ensures that all accommodations are in place for our diverse learners for every assessment given, i.e. Unit Exams, TIA, EPAS, AP, IB, etc.

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). 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	✓ 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
MTSS Framework	Shared Leadership, Curriculum & 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuiP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1   2   3   **4**

Counselors meet bi-annually with students across all grade-levels to go over their transcripts and ensure that students are on track for graduation.
Teachers support post-secondary initiatives by participating in grade-level cafes.
PST and teachers provide opportunities for parent engagement by scheduling quarterly parent nights open to all grade levels.
Counselors schedule a testing day to provide 12th grade students an opportunity to complete college placement exams.
Every student is expected to create a post-secondary plan which includes transitioning into college, career or military programs.
75% of our seniors are enrolled in a year-long Senior Seminar course which take them through FAFSA, applications, scholarships and determining which colleges are a "best-fit." Students not enrolled in senior seminar courses are supported by college coaches throughout the year with the post-secondary planning process.
Incoming freshman are invited to attend the Freshman Connection summer program, which assists them with the academic and social-emotional transition of grammar school into high school.
Neighboring 8th grade students and parents are invited to an annual High School Investigation day where they are able to explore GW, learn about the graduation expectations, and prepare for their high school transition.
A counselor is available over the summer to assist with post-secondary needs which include but are not limited to assistance with college enrollment, resume building, and financial aid.
Post-Secondary team meet bi-monthly to develop strategies and lead school-wide initiatives around increasing student access to post-secondary plans and building a college going culture
All students have access to multiple rigorous early college credit program, including Advanced Placement, IB, Dual Credit and Dual Enrollment.
College Advisory Day lessons are scheduled for all grade-levels to orient students to the college planning process. Every teacher has played a role in these critical days. These activities are led by our post-secondary team, which consists of teachers, counselors, and administrators.
Post Secondary Team has hosted College Fairs, Career Days, FAFSA/Award letter nights and quarterly Parent Nights to promote a college going culture.
The school has invested in a data management system called Naviance, which allows us to produce monthly reports around applying to college and paying for college (e.g. scholarship dollars awarded to students, FAFSA, award letters, etc.)
College Coaches are in place at GW to provide support and guidance to all students, especially Seniors, in selecting and applying to colleges/universities, scholarships, etc.
Teachers provide support to the Post Secondary Teams' initiatives and events, i.e. College Planning Checks, College Cafe, College Tours, Grade Level Cafes.
Counselors and coaches, provide supports for grades 9-11 to complete ILPs. Senior seminar teachers provide supports for grade 12 to complete ILPs.
Aspire to support all students through key transition periods over the summer (grade level transitions)

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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

The principal has provided staff members with a Professional Learning Cycle three times a year which outlines the schoolwide goals and objectives, and a strategic plan for meeting objectives which includes time and support for peer observations, learning walks, and lesson studies. Peer walk-throughs are held 2-3 times/year to share best practices; in addition to collecting qualitative data on teaching and learning.

After attending conferences, i.e. Reading Apprenticeship, many teachers are encouraged to share best practices with their departments, course teams and/or entire faculty.

The ILT provides staff with professional learning workshops focused on argumentative literacy practices and other teaching pedagogy strategies.

The ILT provides PLCs with professional readings to foster discussion around improving teaching and learning school wide, i.e. Content Matters, Restoring Opportunity, Student Centered Leadership.

The ILT regularly reviews growth and proficiency of College Readiness Standards and Benchmarks on core unit assessments.

The ILT regularly reviews Freshmen and Sophomore on track data.

The ILT aspires to provides staff with professional learning workshops focused on supporting our Diverse Learners and English Language Learners populations; in addition to, implementing effective Collaborative Team Teaching (CTT) Models in all CTT classrooms.

The ILT aspires to provide planning time on the PLC cycle for Collaborate Team Teachers to differentiate lessons to meet individual student needs and progress monitor goals stated in the students' IEP.

Course teams have created horizontal learning maps for courses that map out the standards, essential questions, content, vocabulary, major texts for study, etc. for the entire year. Course teams are currently working on vertical alignment.

Course teams create unit maps and assessments every five weeks that are aligned to College Readiness Standards and Common Core standards, and will continue to participate in SAT Summit Days to further professional learning around the College Readiness Standards.

Course teams create unit maps and assessments, and select instructional materials that are aligned with College Readiness Standards and Benchmarks.

Course teams meet in PLCs to discuss units and select text that varies in complexities and engages students in authentic argumentative learning tasks.

Course teams aspire to meet in PLCs to discuss differentiation strategies and modifying resources to support Diverse and English Language Learners; in addition to, how well teachers are implementing accommodations and modification according to students' IEP.

Argumentative Literacy I and II, and College Reading Prep provides students with additional support with various informational texts and argumentative literacy activities.

Instructional materials are uniformed throughout each department and reflect Common Core reading suggestions.

GWHS aspires to provide differentiation of learning material and resources to support Diverse Learners and English Language Learners.

Instructional materials are continuously inventoried to ensure that all students have a text in all core classes.

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.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 18

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

Small group and one-on-one tutoring provided for students before or after school and at lunchtime, i.e. Freshmen Lunch Box Recovery.
Upon Entering, bilingual students are provided with a pre-screening language test, and then once a year they are given the ACCESS test to measure growth and achievement.
Grade Level Teachers mentor struggling students and their progress is monitored every three weeks.
Positive interactions between teachers and students are observable in classrooms on a daily basis.
All of our students are assigned a counselor that they will have throughout their high school years in order to foster a trusting relationship.
Students have additional support through programs like Youth Guidance: Youth Guidance addresses the needs of our students most in need of emotional support.
Our special needs population are integrated and educated in the Least Restrictive Environment (LRE).
Patriot Pals provide our Low Incident students with a student mentor that provides them with support and guidance with completing various activities; Patriot Pals also provides our mentors with a great learning opportunity that teaches them how to work and interact with our Low Incidence students.
Grade Level teachers mentor struggling students and then discuss their progress during grade level team meetings 7 times a year during Flex Time.
Community School partnership provides emotional and behavioral supports for qualifying student populations.
Students in In-School Suspension receive mentoring to improve behavior and conduct within the school and classroom; Students participate in a Check In-Check Out with a member of the security team.
All discipline issues follow the Student Code of Conduct (SCC) using a Progressive Discipline. A male and female dean are provided to service each of the populations.
Climate Team was created to provide support in improving the school culture and climate; in addition to, providing interventions and supports to improve positive student behavior.
Deans and security teams have adapted and implement restorative discipline practices.
GWHS aspires to provide all teachers with restorative discipline practices professional learning opportunities.
GW was awarded a 10K grant from CPS OSEL to create a "Peace Room" which will contain writing lab and other hand on activities when students become agitated.
Staff continuously great students at the door and provide support for clearing the hallways on a daily basis.
Security and office staff receive training to develop their Interpersonal skills.
School follows progressive discipline model using the Student Code of Conduct (SCC) and rewards positive behavior (out-of-uniform days, gift cards for perfect attendance, pizza parties, etc.).
The staff encourages students to become involved after school in our many clubs and sport activities.
A male and female dean of students services and provide counseling for each of these populations.

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 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.
    - 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

Multi-Tiered System of Supports:

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

Core departments look at SAT Practice test data to monitor student progress towards goals and make adjustments to target learning needs for students.

School-wide TIA assessments are given twice a year and measure growth in evidence and support, organization, and idea development.

All departments look at TIA data to monitor student progress towards argumentative literacy goals in order to adjust targeted learning needs with students' writing, i.e. Evidence and Citation, Organization, and Elaboration.

Teachers uses data gathered from this assessment to improve argumentative literacy strategies in their classroom in order to support students in their progress towards goal.

We aspire to look more critically at students' formative assessments in course teams and departments through protocols, i.e. Looking At Students Work (LASW) with the goal of improving classroom instruction and student understanding.

GWHS has a school-wide grading policy that is monitored for accuracy.

GWHS aspires to monitor the implementation of accommodations and modifications of students Individual Education Plan (IEP) in general education classrooms for accuracy.

Practice SAT, PSAT 10, and PSAT 8/9 assessments provided grade level and course teams with baseline data. This baseline data was used to target weakness, i.e. English & Math in order to create a support plan to help students meet proficiency levels and make school goals.

Freshmen, Sophomore, and Junior students are provided with the opportunity to take practice PSAT exams. These exams are used as checkpoints to show progress towards goals.

Advanced Placement (AP) and IB students are provided with the opportunity to take Mock Exams in order to prepare for their exams in May. The data collected from Mock Exams are used by the classroom teacher to address learning problems through classroom instruction.

Progress is monitored through formative assessment and summative assessments which is monitored weekly and discussed in grade level professional learning communities seven times a year during Flex Time.

PLCs use protocols to look at student work in order to monitor student progress and understanding.

GWHS apiress to monitor how accommodations are implemented for our diverse learners for every assessment given, i.e. Unit Exams, TIA, SAT/PSAT, AP, IB, etc.

GWHS aspires to monitored and accommodated Diverse Learners' and English Language Learners' needs on an individual basis and according to requirements of student's Individualized Educational Plans.

Guide for Multi-Tiered System of Supports

- **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) 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	✓ 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	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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	B3. MTSS Implemented Effectively in School

Culture for Learning:

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.

Score

1   2   **3**   4

-Every student is expected to go to college. 75% of our seniors are enrolled in a year-long Senior Seminar course which takes them through FAFSA, applications, scholarships and determining which colleges are a "best-fit".
-College Advisory Days are scheduled by grade level 2-3 times a year to orient students to the college selection process. Every teacher has played a role in these critical days. These activities are led bi-weekly by our Post-Secondary Team, which consists of teacher leaders and administrators.
-Post Secondary Team has hosted College Fairs, FAFSA & Award Letter nights, and Decision Days to promote a college-going culture.
-College Coaches are in place at GW to provide support and guidance to all students, especially Seniors, in selecting and applying to colleges/universities, scholarships, etc.
-Teachers provide support to the Post Secondary Teams' Initiatives and events; e.g. Passport Checks, College Cafe, Senior Phoneathon, College Tours, etc.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	

✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
✓ Framework for Teaching Companion Guide p. 50
✓ Social Emotional Learning Supports (cps.edu/sel)
✓ ASCA Mindsets & Behaviors

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

**According to 5 Essentials survey data, students rate the school STRONG in student-teacher trust and other components of supportive environment; however, teachers rate the school WEAK in teacher-teacher trust and principal-teacher trust
-Students' classroom experience demonstrates teachers valuing diversity of language and academic ability and differentiate instruction based on those factors.
-Diverse learners are provided opportunities in the least restrictive environment and are included in school activities. (Patriot Pals, sports teams, Talent Show, SVC, and other extracurricular activities are open to diverse learners.)
-Positive interactions between teachers and students are observable in classrooms on a daily basis.
-All of our students are assigned a counselor that they will have throughout their high school years in order to foster a trusting relationship.
-Students have additional support through programs like Youth Guidance, which addresses the needs of our students with emotional support.
-School social worker is present four days a week for support. Youth Advocacy Program provides mentoring for students with highest level of infractions.
-Our diverse learners are integrated and educated in the Least Restrictive Environment (LRE).
-Patriot Pals provide our Low Incident students with a mentor who provides them with support and guidance with completing various activities; this also provides our mentors with a great learning opportunity that teaches them how to work and interact with our Low Incident students.
-Grade level teachers mentor struggling students and then discuss their progress during grade level team meetings.
-All discipline issues follow the School Code of Conduct (SCC) using Progressive Discipline. A male and female dean are provided to service each of these populations.
-Lunchbox recovery for 9th Grade students; grade-level cafes encourage one-on-one interactions between teachers and students.
-Teachers offer before and after school tutoring for students; AP and IB programs also offer tutoring outside class time.
-Staff continuously greet students at the door and provide support for clearing the hallways on a daily basis.
-Security and office staff receive training to develop their interpersonal skills.
-Rewards for positive student behavior (out-of-uniform days, gift cards for perfect attendance, pizza parties, etc.).
-Staff encourages students to become involved after school in our many clubs, sports, and special celebrations.

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
MTSS Framework	Shared Leadership, Family & Community Engagment
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
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

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

-In September of 2017 we were recognized as a Democracy School by the McCormick Foundation, which has provided a stipend of $3000 to foster teaching of content and skills related to civic engagement, government, and history; a team of teachers (both inside and outside the Social Science Department), administration, and students give feedback on activities and programs related to democratic engagement

-Student Voice Committee and Social Justice Club allow for students to push for change inside and outside the school; regular meetings with the principal to suggest solutions for issues; Spring Break trip to New Orleans; and student leadership workshops with Chicago Public Schools.

-Increased accessibility to college-level courses with expanded Advanced Placement and Dual Credit offerings; while International Baccalaureate also relates to rigorous learning; students participate in Dual Enrollment with City Colleges of Chicago.

-Civics classes for 9th and 11th grade students promote emphasis on participation and problem solving; students participated in Project Soapbox with Mikva Challenge; Debate team allows students to express their ideas on issues.

-Patriot Pals provide our Low Incident students with a mentor who provides them with support and guidance with completing various activities; this also provides our mentors with a great learning opportunity that teaches them how to work and interact with our Low Incident students.

-Student serves on the Local School Council and various committees within the building (ILT)

-Students participate in activities with community organizations like Mikva Challenge, the Constitutional Rights Foundation Chicago, Calumet is My Backyard, and Build On, including Election Judges, Elections in Action, and Illinois Youth Summit; a gubernatorial forum where students asked questions of the candidates

-In surveys conducted by the SVC students have expressed a concern about school spirit and more extracurricular activities that would make them feel vested in the school; SVC has organized building walkthroughs with CPS officials to address physical plant issues.

-Cafe nights help students take leadership and host other students and families outside the school day.

-Fuerza Latina "Cinco de Mayo/Mother's Day" Celebration builds the school culture and climate.

-School Spirit Committee coordinated events for homecoming.

-Rewards for positive student behavior (out-of-uniform days, gift cards for perfect attendance, pizza parties, free t-shirts, etc.).

-Staff encourages students to become involved after school in our many clubs, sports, and special celebrations

-students advocated for a change in the uniform policy and start time for the current school year

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

-All discipline issues follow the Student Code of Conduct (SCC) using Progressive Discipline. A male and female dean are provided to service each of these populations.
-Climate Team was created to provide support in improving the school culture and climate; in addition to, providing interventions and supports to improve positive student behavior.
-In-School Suspension was created to help students recognize how negative behaviors affect the school's climate.
-Deans have adapted restorative discipline practices.
-GW was awarded a $10,000 grant from CPS OSEL to create a "Peace Room" which contains a writing lab and other hands on activities when students become agitated.
-Staff continuously greet students at the door and provide support for clearing the hallways on a daily basis.
-Security and office staff receive training to develop their interpersonal skills.
-Rewards for positive student behavior (out-of-uniform days, gift cards for perfect attendance, free t-shirts, pizza parties, etc.).
-Staff encourages students to become involved after school in our many clubs, sports, and special celebrations.
-2017 5Essentials survey: 90% of students feel mostly or very safe in their classrooms; 79% feel mostly or very safe in the hallways; 75% feel mostly or very safe in the bathrooms; 68% feel mostly or very safe going from home to school; 62% feel mostly or very safe outside the school; based on the benchmark this is a weakness of the school; this has been a weakness for the past 4 years
-fire and lockdown drills are done inconsistently
-confrontations (including fighting) between students are minimal and handled or taken care of based on the Student Code of Conduct as necessary
-lack of a cell phone policy inhibits instruction
-uniform enforcement is done inconsistently and without consequences
-ID readers and computers occasionally do not work for checking in students and logging tardies
-chimes, cameras, sensors or lights are needed to monitor the doors

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.
- **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.
- **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	✓ 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	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

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.

> Recognized as an Established Supportive School by the CPS Office of Socio Emotional Training
> Communities In School (CIS) partnership that provides a social worker 4 days a week to provide individual and group supports
> Peace circles ran by trained facilitators-2 deans and 1 social worker
> Peer conferences for level 1-2 infractions
> Dean, teacher, and student meetings to resolve conflict
> Dean, parent, and student meetings
> Check-In Check-Out
> Student presentations and projects to learn about the infraction in order to educate other students
> Removal from class for extended period of time to utilize the Patriot Room, a room that was created to support students who need to take a time-out
> Mentor meetings

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

Score

1 2 **3** 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in

promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

-School performance information posted on website and shared at various parent meetings as it becomes available.
-Teachers provide parents grading information and other course specific expectations through a course syllabus, GW website, and individual class websites.
-Teachers alert parents to pertinent issues through phone calls and conferences.
-Parents are welcomed to make appointments with teachers, deans, attendance personnel, and administration as needed throughout the year.
-GW has advertised school success through billboards and bus advertisements throughout the area.
-School coordinated and provided funding for a two-week Freshman Connection providing support for incoming Freshmen students.
-Coffee with the Principal provides parents and community members the opportunity to learn about information regarding what is happening at GW once a month.
-AP and IB provide parents with informative open houses at the beginning of each school year discussing the performance and information so families understand the relevance to their children.
-Students who are candidates for the Posse Scholarship are provided with strategic support for success.
-Parent Advisory Council is paid for with NCLB funds; Bi-lingual Advisory Committee encourages partnership between ELL parents and the school.

Guide for Parent and Family 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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)   1 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Goal SY18: Organized Goal SY19: Well Organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

PSAT 9 Annual Growth Measure

| _(Blank)_ | _(Blank)_ | 42.00 | 50.00 | 60.00 | 70.00 |

PSAT 10 Annual Growth Measure

| _(Blank)_ | _(Blank)_ | 44.00 | 50.00 | 55.00 | 70.00 |

SAT Annual Growth Measure

| _(Blank)_ | _(Blank)_ | 52.00 | 60.00 | 70.00 | 75.00 |

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

| _(Blank)_ | _(Blank)_ | _(Blank)_ | _(Blank)_ | _(Blank)_ | _(Blank)_ |

African-American School Growth Percentile SAT11

| _(Blank)_ | _(Blank)_ | _(Blank)_ | 50.00 | 55.00 | 60.00 |

Hispanic School Growth Percentile SAT11

| _(Blank)_ | _(Blank)_ | 52.00 | 60.00 | 70.00 | 75.00 |

English Learner School Growth Percentile SAT11

| _(Blank)_ | _(Blank)_ | _(Blank)_ | 50.00 | 55.00 | 60.00 |

Diverse Learner School Growth Percentile SAT11

| _(Blank)_ | _(Blank)_ | _(Blank)_ | 50.00 | 55.00 | 60.00 |

Percent Meeting College Readiness Benchmarks

| _(Blank)_ | _(Blank)_ | 30.00 | 34.00 | 37.00 | 40.00 |

Early College and Career Credentials Rate

| _(Blank)_ | 61.00 | 59.00 | 60.00 | 65.00 | 70.00 |

Freshmen On-Track Rate

| _(Blank)_ | 93.00 | 92.00 | 93.00 | 95.00 | 95.00 |

4-Year Cohort Graduation Rate

| _(Blank)_ | 79.00 | 81.00 | 85.00 | 87.00 | 90.00 |

1-Year Dropout Rate

| _(Blank)_ | 2.00 | 4.00 | 2.00 | 2.00 | 2.00 |

College Enrollment Rate

| _(Blank)_ | 54.00 | 56.00 | 65.00 | 67.00 | 70.00 |

College Persistence Rate

| _(Blank)_ | 77.00 | 67.00 | 65.00 | 67.00 | 70.00 |

Average Daily Attendance Rate

(Blank)	88.00	89.00	90.00	91.00	92.00

Custom metrics

0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...

If we prioritize Shifts in College Readiness by ensuring that disciplinary literacy is at the heart of how we teach and that our curriculum is aligned to the English and Math standards and skills required for success in a rapidly changing economy and society, while reducing the achievement gap and ensuring that students have access to advanced academic course work as well as the supports our students need to make it to and through college

...then we see...

We will have empowered students to develop the critical literacy skills required for college, career, and civic engagement and improved instructional coherence in core academic departments by aligning curriculum instruction and assessments to CCSS and SAT instructional tasks, providing teachers and students with real-time supports and interventions to strengthen teacher efficacy beliefs and close gaps among our students and between our students and their national/international peers, and creating pathways to advanced academic coursework while establishing a whole school culture focused on maximizing academic qualifications for college and career.

...which leads to...

Students will have improved their view of themselves and their academic abilities and teachers will have gained a greater sense of efficacy resulting in significant increases in student achievement. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement and college enrollment rates, as well as significant improvement on our TIA assessment and SAT Essay performance

Tags:
Disciplinary literacy, Achievement gap, English and math standards, To and through college

Area(s) of focus:
1, 2, 5

Action step	Responsible	Timeframe	Status
Assess progress to goal on the 2018 SAT; share data with stakeholders; engage in score interpretation with students	ILT; PST; Junior Teachers	May 31, 2018 to Jun 1, 2018	On-Track
Annual 'How Close are We' conversation and diagnostic facilitated by NCS to assess ILT progress in implementing the TIA	ILT	Jun 1, 2018 to Jul 10, 2018	Not started
Communicate unit calendar and key structures in preparation for SY19	ILT	Jun 14, 2018 to Aug 16, 2018	Not started
Vertical planning in departments	Course team; Dept	Jun 14, 2018 to Aug 22, 2018	Not started
SAT continued learning through internal summit days and collaborative tuning of SY18 lessons and common assessments	ILT	Jun 14, 2018 to Aug 23, 2018	Not started

Strategy 2

If we do...

...then we see...

...which leads to...

If we prioritize All Students Learn by engaging all stakeholders on the importance of being "On-Track" and earning "Bs or Better" through a multi-tiered approach and regular data deep dives, the provision of timely and targeted student interventions and providing intentional instructional in-class supports/routines on the non-cognitive skills that serve as scaffolded opportunities that empower students (i.e. agency, positive academic identity) to be more involved in their own learning and become members of a learning community to increase the percent of students who are on track to graduate.

We will empower students to understand themselves as learners and members of a learning community while providing the organizational processes that strengthen teacher efficacy beliefs resulting in an increased sense of urgency among students, teachers, and families and a more comprehensive picture of student learning and progress, with a deeper connection between what is taught and what is learned.

Students have a strong sense of belonging as members of the school community and we will have established a whole school culture focused on maximizing academic qualifications for college and career. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement, attendance, freshman on-track rates, 4 year cohort graduation rates, and college enrollment rates.

Tags:
Data, Interventions, On track, Multi-tiered support systems

Area(s) of focus:
1, 2, 3, 5

Action step	Responsible	Timeframe	Status
PLC student off-track conversations (grades, attendance, and interventions)	Course teams	Aug 29, 2018 to Jun 28, 2019	On-Track
All Students Learn retreats to review and revise plans and establish PLC routines	ASL Guiding Coalition	Jun 1, 2018 to Aug 31, 2018	On-Track
Flex day grade level team meetings to discuss B's or better	Grade level teams	Aug 30, 2018 to Jun 28, 2019	On-Track
Regular PLC weekly discussions to discuss students off track by disciplines	Course teams	Aug 30, 2018 to Jun 29, 2019	On-Track
Building capacity to engage in conversations (shifting mindsets) around non-cognitive work and SEL frameworks to be intentional about embedding these skills into our curriculum	*(Blank)*	Aug 30, 2018 to Jun 29, 2019	On-Track
Early intervention and tiered supports to attach to students (MTSS support, recovery support)	*(Blank)*	Jun 30, 2018 to Jun 29, 2019	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...
If we prioritize Student Voice and Civic Engagement by developing a curriculum and pedagogy where students examine issues that impact students and community that enables all students and adults to be engaged in expression of their thoughts, feelings, and experiences, and if we recognize the community as an essential resource for school and student success by building lasting and mutually beneficial relationships between students, staff, and community members.	We will have fostered collective responsibility to address local and school concerns and created a more positive image of the school and increased student impact on their community and created safe spaces for students to express their opinions and affirmed that their participation has real impact and value.	Leveraging a greater connection between students' high school experience and their post-secondary plans and yields improved college and career readiness and civic participation. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement, attendance, freshman on-track rates, 4 year cohort graduation rates, and college enrollment rates.

Tags:
Community schools, Collective responsibility, Student voice, engagement, & civic life, Student voice

Area(s) of focus:
1, 4

committee

Action step	Responsible	Timeframe	Status
Continue developing civics curriculum inclusive of student voice and civic engagement	Social Studies Department; SVC	Jun 28, 2018 to Jun 29, 2019	On-Track
Identifying formal and informal leadership roles to offer students additional leadership opportunities inside and outside of the classroom	*(Blank)*	Jun 30, 2018 to Jun 29, 2019	On-Track

Action Plan

Strategy 1

ON-TRACK Assess progress to goal on the 2018 SAT; share data with stakeholders; engage in score interpretation with students"

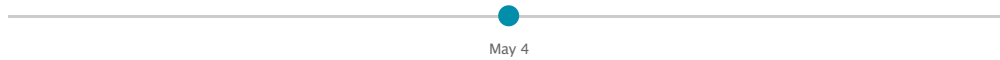May 31, 2018 to Jun 01, 2018 - ILT; PST; Junior Teachers

Status history

May 4

ON-TRACK May 04, 2018
Evidence

NOT STARTED Annual 'How Close are We' conversation and diagnostic facilitated by NCS to assess ILT progress in implementing the TIA"

Jun 01, 2018 to Jul 10, 2018 - ILT

Status history

May 4

NOT STARTED May 04, 2018
Evidence

NOT STARTED Communicate unit calendar and key structures in preparation for SY19"

Jun 14, 2018 to Aug 16, 2018 - ILT

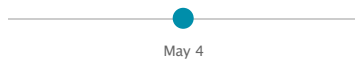## Status history

May 4

NOT STARTED May 04, 2018
Evidence

NOT STARTED Vertical planning in departments"
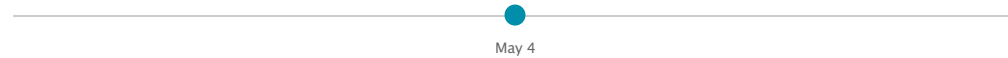
Jun 14, 2018 to Aug 22, 2018 - Course team; Dept

Status history

May 4

NOT STARTED May 04, 2018
Evidence

NOT STARTED   SAT continued learning through internal summit days and collaborative tuning of SY18 lessons and common assessments"

Jun 14, 2018 to Aug 23, 2018 - ILT

Status history

May 4

NOT STARTED   May 04, 2018
Evidence

Strategy 2

ON-TRACK   PLC student off-track conversations (grades, attendance, and interventions)"

Aug 29, 2018 to Jun 28, 2019 - Course teams

Status history

May 4

ON-TRACK   May 04, 2018
Evidence
Started the routine during PLC time May 2018

ON-TRACK   All Students Learn retreats to review and revise plans and establish PLC routines"

Jun 01, 2018 to Aug 31, 2018 - ASL Guiding Coalition

Status history

May 4

ON-TRACK   May 04, 2018
Evidence

ON-TRACK   Flex day grade level team meetings to discuss B's or better"

Aug 30, 2018 to Jun 28, 2019 - Grade level teams

Status history

May 4

ON-TRACK   May 04, 2018
Evidence

ON-TRACK   Regular PLC weekly discussions to discuss students off track by disciplines"

Aug 30, 2018 to Jun 29, 2019 - Course teams

Status history

May 4

ON-TRACK   May 04, 2018
Evidence

ON-TRACK

Building capacity to engage in conversations (shifting mindsets) around non-cognitive work and SEL frameworks to be intentional about embedding these skills into our curriculum"

Aug 30, 2018 to Jun 29, 2019 -

Status history

May 4

ON-TRACK	May 04, 2018
	Evidence

ON-TRACK	Early intervention and tiered supports to attach to students (MTSS support, recovery support)"

Jun 30, 2018 to Jun 29, 2019 -

Status history

May 4

ON-TRACK	May 04, 2018
	Evidence

Strategy 3

ON-TRACK	Continue developing civics curriculum inclusive of student voice and civic engagement"

Jun 28, 2018 to Jun 29, 2019 - Social Studies Department; SVC

Status history

May 4

ON-TRACK	May 04, 2018
	Evidence

ON-TRACK	Identifying formal and informal leadership roles to offer students additional leadership opportunities inside and outside of the classroom"

Jun 30, 2018 to Jun 29, 2019 -

Status history

May 4

ON-TRACK	May 04, 2018
	Evidence

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

ESSA Program

○ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parent Advisory Council reviews all plans related to review and revision of the NCLB Parental Involvement plan and policy. Regular meetings are scheduled and published at the beginning of each school year. Meetings are assigned to specific place and time along with proposed guest speakers for parent meetings. All meetings are publicized through various avenues: i.e..school quarterly newsletters; school marquee; school website; school All Call System.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. 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 school holds an annual meeting in the early evening hours at the beginning of the school year in the Fall to inform and explain Title 1 Programs for parents and their rights to be involved. Title 1 Annual Meeting and PAC Organizational Meeting were held on October 19, 2016. Throughout the school year, parent meetings for Parent Advisory Council and Bilingual Advisory Committee will be advertised as well as any LSC and school departmental meetings for parents

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

> The school provides syllabi from courses to inform students and parents of the curriculum and requirements for success. This would include assessment tools to be used and the criteria for proficiency. Parents will be reminded of any school-wide assessments, PSAT, SAT, when they will take place and an interpretation of the results.

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.

> CompletePolicy Implementation ActivitiesParent CompactWhen the school receives State assessment results, parents will be given an explanation of the scores and an interpretation of where the student is proficient and where the student could use remediation. Reports are geared toward each individual student.

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.

> Schools are notified by Illinois State Board of Education when a teacher has been determined to be not "Highly Qualified". Parents will then be notified by lettert hat the teacher is not "Highly Qualified" and has taught for at least 4 consecutive weeks in that status.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> The school will assist parents in understanding the state's academic content standards, the new Common Core State Standards and how to monitor their child's progress by providing literature on the standards, referring parents to specific websites, by providing Parent portal training to review students' grades and assignments, providing parent meetings with presentations on the standards, and by providing conferences as needed with parents and teachers.

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

> The school will continue to provide on-on-one training for parents to access Parent Portal to be able to check their child's grades and attendance. Theschool has a separate Parent Room with access to a computer and copy machine. Parent trainings and outings are set up through our Parent AdvisoryCommittee with accompanying funds. Parent Nights sponsored by various departments to showcase their curriculums and give suggestions on how to workwith students in that discipline, may be scheduled throughout the school year. Notices of such meetings will be sent home in advance as well as publicized onthe marquee and by utilizing our All Call System.

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

> The combination of our PAC, BAC, LSC and various parent nights sponsored by various departments, will encourage parents to become more involved in theeducation of their children. Speakers on family issues pertinent to tennagers will continue to be brought in four parents and students to enjoy and learn from.Celebrations of talent through the performing and visual arts are also celebrated throughout the school year. Teachers will continue to be encouraged tocommunicate with parents through phone calls and email regarding the progress of students. Teachers/ESP's who sponsor one of our many after school

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

> The school will continue to support the parents of our school community by encouraging them to participate by attending events at or sponsored by theschool either through formal meetings (PAC, BAC, and LSC) sporting events, assemblies, trainings, and conferences.

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

> Information related to the school and parent programs, meetings, and other activities will be communicated to parents in English and Spanish in writingand/or through an interpreter when warranted.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement 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

School-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.)

CompleteParent BudgetAllocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.(Restate the school mission.)The school will provide a High-Quality curriculum and instruction in a supportive environment by offering an Honors curriculum in core subject areas as well as several Advanced Placement (AP) courses. In addition, we offer the International Baccalaureate (IB) curriculum along with a Dual Credit course where credit can be earned toward high school and college. We additionally have a Career and Technical Education (CTE) program for students with training in the

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.

Parent-teacher conferences are officially scheduled for Report Card Pick-up days after the first marking period and the third marking period.

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 provides an academic report of progress every five weeks in the form of a Progress Report. Progress Reports are distributed during the 6th week of each quarter October 7, January 9, 2016, March 10, and May 19, 2017. Additional reports related to assessments are sent home as soon as they are made available.

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

The staff are available by appointment scheduled through email communication or arranged by phone. Appointments are usually held before or after school. Conferences may be held during the day during a teacher's preparation period.

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

Not available in High School setting. Parents are, however, encouraged to volunteer as chaperones for field trips and in extracurricular activities.

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

Parents will support their children's learning by monitoring their grades and attendance through the Parent Portal. They can daily check for completion ofhomework assignments and long-term projects.

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

Parents can participate in decisions related to the education of their children by attending Parent Advisory Council, Bilingual Advisory Committee, and LocalSchool Council meetings and any meetings publicized during the school year.

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 can assure academic achievement by coming to school every day. They should come each day prepared for each class. They should be on time toschool and to every class. They should participate in class and complete all in-class and homework assignments and study for all tests. Teachers providestudents with academic incentives to encourage their preparedness, promptness, consistent attendance. Administration provides weekly incentives to rewardattendance. Appropriate behavior is expected.

Parent Budget   Complete

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

George Washington HS will help parents to become more involved in order to increase student achievement and providing professional development through workshops and conferences.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$ 0	.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.	$ 1275	.00

Code	Category	Amount
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1500 .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)	$ 5000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1000 .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.	$ 0 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 0 .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ 0 .00
53306	**Software** Must be educational and for parent use only.	$ 0 .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 by used only by parents.	$ 0 .00