



George Westinghouse College Prep / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/08/2018	Admin & Department Chair	CIWP SEF
02/22/2018	Department Chair Retreat	DC Goals & Theory of Action
03/10/2018	CIWP Parent Meeting	Parent Plan
08/27/2018	Principal State of School Address	GWCP CIWP Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

GWCP scored Very Strong (92%) on the 5 Essential survey in Program Coherence. School programs are coordinated and consistent with our goals for students learning. Our principal provides a State of the School address quarterly to remind us of our shared vision and ensure we work collectively to improve student achievement while promoting socially conscious citizenship. Teacher leaders take an active role in creating action steps to meet specific goals with measurable outcomes. The administrative team meets weekly to assess implementation of school wide goals and develop action steps to measure and meet our goals. The administrative team also meets regularly with the teacher leaders (department chairs, IST, athletic director, data strategist and grade level team leads, curriculum coordinator) to monitor progress and evaluate the effectiveness of implementation.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.

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

Instructional Leadership Team:

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

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

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

- formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
 - **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
 - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
 - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
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	
	<ul style="list-style-type: none"> ✓ 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

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

Guide for Professional Learning

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

- Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

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GWCP utilizes resources to retain the highest performing faculty and staff possible. This is supported through a multi-step and rigorous interview protocol that ensures every faculty and staff member hired at GWCP meets the highest possible standards. Turnover at GWCP is low, having lost only one teacher to another CPS school in 4 years. GWCP also utilizes partnerships with Northwestern Medicine, FH Paschen, University of Illinois Urbana Champaign, University of Illinois at Chicago, and Schuler Scholars to enhance our academic programming to a world-class level. These partnerships combined add over \$1M of in-kind services and allow us to utilize other resources to support different programs throughout GWCP.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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.

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GWCP offers a diverse course offering, each with a clear scope and sequence that is directly aligned to nationally normed standards (ex: CCSS/NGSS), and provides a rigorous college prep learning experience. Key Performance Indicators have been developed to guide assessment of the skills associated with those standards. Teachers assess KPIs in various ways throughout the year in order to provide an accurate snapshot of students' progress. Each course is designed as Prep, General, or Honors and utilizes common units and assessments in order to continuously improve instructional practices. All students are exposed to complex texts and tasks based on their grade-level, including complex informational texts. GWCP curriculum maps offer detailed modifications and accommodations for students with disabilities. Our TIA, Academic Perseverance through Disciplinary Literacy, encourages students to read and write in each discipline, strengthening our students' ability to think critically about complex texts and tasks. The development of KPIs has led to increased communication between course teams, which has strengthened vertical alignment, a necessary area of growth. PGH placement and course differentiation are also areas for growth in making sure that the high achieving students as well as the students needing academic intervention are fully supported. GWCP has worked in departments to examine summative assessments and curriculum maps to check standards alignment, but this will also be an area for continued improvement as we move to KPIs.

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

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

Score

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

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

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.

- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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Both the GWCP Selective Enrollment and CTC students are exposed to rigorous courses that are designed to prepare them for the cognitive demands of college coursework. Each year, the number of students exposed to AP courses increases, and GWCP has a goal to expose 100% of students to at least one AP course – AP for ALL. The AP Steering Committee has established a process for student recruitment and planned for increased AP course offerings, including courses that are requested by the student body. Additionally, the programming team has created a promotion policy so that students achieving in classes will be promoted to a more challenging course level the following school year. In departments, we implement rigorous student tasks, both formative and summative. We do this more so at the course team level; so, an area of growth would be to do this across grade levels. We reflect on our curriculum as a course team and make subsequent revisions. Unit plans reflect these revisions. Course teams are working to create Key Performance Indicators (KPIs), objectives of increasing complexity, and aligning curriculum and assessments to these KPIs. These KPIs are aligned to CCSS and NGSS and promote disciplinary literacy across subject areas. Departments review assessments for rigor and alignment to unit objectives. They also look at student work to determine if lessons and assessments are aligned to the approximate complexity for KPIs. Instructors also participate in IST Learning Walks, which includes a survey for student input concerning complexity of courses.

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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. 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	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Antecedents Reflect Today's Higher Standards? ✓ Student Work Protocol (SQRIP) ✓ Site Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

Transitions: Freshman Connection gives students an intro to the adjustment to high school, but it does not include every student. HSI and Freshman Orientation allow every student to have an initial stage of transition. These 3 items give students multiple opportunities to familiarize selves with students, staff, and facilities. College 101 panels and senior transition advisory lessons allow students to anticipate adjustments necessary for transition to college. We also provide seniors opportunity for additional post-grad counseling via summer transition counseling. Counseling Department offers multiple college workshops on scholarships, FAFSA, enrollment, and application assistance. All seniors have applied to 4 or more (a min of 1 safety, 2 match, and 1 reach) colleges by December 10th each year and the average number of college applications is twelve per student. GWCP has Post-Secondary Leadership Team that works to strategically monitor leading indicators that inform their work and interventions to increase student college enrollment, persistence, and scholarship dollars. Our student performance has increased steadily for the past 3 years. The Special Education Department has developed individualized services for students transitioning with special needs, including PUNS list support. Currently, we have a 93% College Enrollment Rate for the Class of 2017, 84% of those students enrolled in 4 year university and 75% enrolled in match/reach schools. We also boast a 84% College Persistence Rate for the Class of 2016. For the Class of 2018, students have earned over \$40 Million Dollars in scholarships.

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.

Co-developed curriculum and daily activities drive instructional practices at GWCP. Department members discuss and share best practices. Teachers continuously reflect to improve instruction. Through peer observation, looking at student work, and learning walks, teachers grow in their instructional capacities and make modifications to curriculum and instructional techniques to better meet students' needs. Course team plans anticipate student misconceptions and formative and summative assessments are used by teachers to modify and strengthen unit plans and instructional delivery. Teachers also provide targeted supports to individual students or groups of students based on their identified needs. Students spend valuable class time problem solving, completing labs/projects and engaging in discussions that increase the students' critical thinking and analytical skills. Departments and grade levels work to ensure that curriculum is vertically and horizontally aligned. Within the classroom, teachers work to help students make connections to previous learning experiences.

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

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.

Key Performance Indicators (KPIs) are being developed by departments and course teams throughout the 2017-18 school year. These KPIs are designed to measure student performance with critical course-specific skills across content areas. These KPIs are vertically aligned within departments. Grade-Levels are working to horizontally align KPIs to create consistency in grading practices and measure student skill development more accurately. A pilot committee of teacher leaders have been solidifying best practices for KPI's and PBL grading for Gradebook adaptation during the 2017-18 school year. Full transition into Proficiency Based Learning (PBL) will occur in the 2018-2019 school year. We have developed strong systems of consistent grading across course levels and have robust collaboration across course teams.

Common units, assessment, and materials are used across course teams, and student work is examined to determine areas of growth for students and teachers. A combination of formal and informal, as well as formative and summative assessments ensure that students and teachers have multiple opportunities to examine their own growth and teaching needs. Departments are working to integrate normalized data from the SAT to better inform student needs. Part of this data work, which is already firmly embedded in our system is moving students diagonally from Prep to General to Honors to Advanced Placement (PGHAP) level courses based on data.

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 (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

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

Grade-level teams operate under the following theory of action, which was created and regularly revised by grade level team leads: If we utilize Grade Level Teams to provide tiered interventions to target student academic success, attendance, and social-emotional health, then we'll see (1) a Freshmen On-Track/Sophomore On-Track rate of 95% or higher (2) an increase in the number of students earning a 3.0 GPA (3) an increase in student's cumulative GPA and (4) an attendance rate of 95% or higher (5) all students supported in their social-emotional health, which leads to (1) a graduation rate of 95% or higher for all students (2) an 85% 4-year college enrollment rate and (3) 75% of graduating seniors enrolling in a match or reach school.

Under the guidance of this theory of action, grade level teams meet monthly to discuss four major areas of interventions, including on-track, attendance, B's or better (increasing the number of students with a 3.0 or above), and a grade-specific goal chosen by each team. In order to monitor progress on goals, Grade Level Teams regularly hold feedback sessions for students and track resulting qualitative and quantitative data.

Academically, all students receive universal instruction through common planning of course teams and Tier 1 interventions are implemented through the classroom and weekly advisory lessons facilitated by the grade-specific counselors. All grade levels also provide academic support after school through FX (Freshmen Extra), SAS (Sophomore Academic Support), and JAS (Junior Academic Support). To ensure the success of Tier 1 and Tier 2 supports, large-group AIMs (Academic Intervention Meetings) with parents and students, and weekly meetings with a teacher mentor take place. Tier 2 attendance interventions also exist and include phone calls home and teacher check-ins. B's or Better tier 2 interventions include celebrating students with the large increases in GPA, and teacher check-ins with students who have the potential to earn a 3.0 in the next semester. For students who are identified as needing a Tier 3 level of support, a meeting is set-up with grade-level team leads, teachers, counselors, parent, student, and administrator. At this meeting, an individualized plan is set-up to best meet the needs of the student, depending on where the student is struggling.

Students are referred to tiered Social Emotional supports through the Behavioral Health Team. At the tier 1 level, GWCP provides SEL specific lessons in advisory as well as the Calm Classroom Curriculum. At the tier 2 level, students can receive services through the Youth Guidance programs, as well as through support groups such as anger coping, anxiety and depression, and grief. At the tier 3 level, students can receive individualized counseling and support from school counselors. The Behavioral Health Team as well as the counseling department also has the capacity to refer students to tier 3 services through outside counseling services.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

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

Teachers have learning expectations and daily objectives that are clearly communicated with students. Academic supports are available for all students who seek assistance. Freshman are offered FX tutoring, SAS for sophomores, Junior Academic Support, and Senior Tutoring is available. SAT and CCSS alignment sets expectations for student learning while offering students complex texts and tasks to increase disciplinary literacy skills. KPI's are in development to make skills, expectations, and learning transparent. There is a consistent messaging of the need for a growth mindset. The staff and students have worked together to select specific traits that we want all students to embody. Excellence, perseverance, integrity, curiosity, and kindness (EPICK) are the traits that all GWCP students should seek to integrate into their daily lives. We praise resiliency. We need to improve students' understanding of the process of learning. Teachers give students multiple opportunities to show mastery and the opportunity for safe practice to persevere on challenging and rigorous tasks. Students are generally working from bell-to-bell in every class. Students are assessed several times a week, as evidenced in gradebooks. Serious incidents of student misconduct are infrequent. My Voice, My School Survey shows that students feel valued in their classrooms.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ 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

Students regularly attend homework center for academic support; students seek out teachers for non-academic support; teachers provide letters of recommendation for students for scholarships and college applications. All teachers teach community day classes designed to build trusting relationships among students and staff. Students seek out teachers advice on personal and academic matters. Students feel comfortable asking clarifying questions during class. Mutual respect among students and staff is valued and appreciated. Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions. Numerous extracurricular programs allow teachers to see students in a different light and allow students to see teachers in a different light. They allow students to take on leadership roles and excel in non-academic" arenas. Westinghouse created One House diversity team to build unity among faculty & staff in an effort to support students in developing meaningful relationships with the peers and adults. One House Mission Statement: "In a world full of labels, we as One House will promote unity, embrace differences, and celebrate our stories."

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ 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:

Score

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.

1 2 3 4

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

Guide for Student Voice, Engagement, & Civic Life

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	<ul style="list-style-type: none"> ▪ IGVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVG) ▪ 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
Measure	✓ 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 2c. 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

Westinghouse is committed to provided a safe space for all students to feel physically and emotionally safe while at school. According to the 2016-2017 5 Essentials Survey, students report feeling safe at school, in the bathrooms, in the hallway and in classrooms. They find teachers are trust worthy and responsive to their academic needs.

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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	✓ My Voice, My School Survey “Safety” score
	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 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.

Score

1 2 **3** 4

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

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - 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)
Evidence	✓ 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.

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

Guide for Parent 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Involved Families
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communication with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset

4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊖
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊖
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊖
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊖

Goals

Required metrics (Highschool)

8 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					
All Stakeholders participate in completing this survey to provide constructive feedback to improve the academic and social emotional climate and culture at George Westinghouse College Prep. The results of these surveys at indicate that George Westinghouse College Prep is well-organized for improvement.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
(Blank)	(Blank)	76.00	80.00	83.00	86.00
PSAT 10 Annual Growth Measure					
(Blank)	(Blank)	60.00	65.00	70.00	75.00
SAT Annual Growth Measure					
(Blank)	(Blank)	54.00	60.00	65.00	70.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
(Blank)	(Blank)	(Blank)	60.00	65.00	70.00
African-American School Growth Percentile SAT11					
George Westinghouse College Prep believes in equitable education for all students and we want our student achievement data to reflect our belief.	(Blank)	42.00	47.00	52.00	57.00
Hispanic School Growth Percentile SAT11					
George Westinghouse College Prep believes in equitable education for all students and we want our student achievement data to reflect our belief.	(Blank)	57.00	62.00	67.00	72.00
English Learner School Growth Percentile SAT11					
George Westinghouse College Prep believes in equitable education for all students and we want our student achievement data to reflect our belief.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner School Growth Percentile SAT11					

George Westinghouse College Prep believes in equitable education for all students and we want our student achievement data to reflect our belief.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Percent Meeting College Readiness Benchmarks

(Blank)	(Blank)	72.00	77.00	82.00	85.00
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Early College and Career Credentials Rate

(Blank)	41.00	53.00	60.00	65.00	70.00
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Freshmen On-Track Rate

Research proves freshmen on track are four times more likely to graduate than their off track peers. Westinghouse has a comprehensive plan in place to ensure we maintain a high FOT rate.	95.00	96.00	96.00	97.00	98.00
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4-Year Cohort Graduation Rate

(Blank)	91.00	95.00	96.00	97.00	97.00
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1-Year Dropout Rate

George Westinghouse College Prep has developed a comprehensive intervention to system to support the academic success of all students. We continue to refine the intervention system to accommodate the specific needs of our current population.	0.00	0.00	0.00	0.00	0.00
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College Enrollment Rate

As a college preparatory school, Westinghouse continues to focus on College and Persistence as an essential element of our CIWP.	76.00	78.00	90.00	91.00	92.00
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College Persistence Rate

As a college preparatory school, Westinghouse continues to focus on College and Persistence as an essential element of our CIWP.	81.00	83.00	85.00	90.00	90.00
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Average Daily Attendance Rate

Westinghouse recognizes the amount of time students are exposed to rigorous coursework is directly related to academic achievement. Interventions are in place to support students with chronic attendance issues.	93.00	93.00	95.00	95.00	95.00
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Custom metrics

4 of 4 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
College Applications					
100% if students will compete four college applications (1 safety, 2 match, 1 reach) by the second Friday of December.	(Blank)	100.00	100.00	100.00	100.00
Retreat for Teacher Leadership Teams					
Administration will plan teacher leadership retreats over the summer and after semester one of each school year with the Instructional Support Team, Grade-Level Team Leads, Department Chairpersons, and Proficiency-Based Learning Team to evaluate Goals and TOAs.	100.00	100.00	100.00	100.00	100.00

Learning Walk for Entire Staff					
100% of faculty will participate in a Learning Walk to collect quantitative and qualitative data related to our Targeted Instructional Area.	100.00	100.00	100.00	100.00	100.00
B's or Better					
The percentage of students earning an unweighted GPA of 3.0 or higher will increase each year.	53.00	55.00	65.00	65.00	65.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

utilize Department Chairpersons to (1) support intentional instruction through common key performance indicators, aligned to assessments and lessons and (2) build teacher capacity through facilitating high quality professional development and providing targeted feedback.	growth in teacher professional practice	an increase in student learning at Westinghouse as measured by our Key Performance Indicators (KPI's) and the SAT.
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Tags:

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

Area(s) of focus:

5

Action step	Responsible	Timeframe	Status
100% of course teams will create and receive feedback on Key Performance Indicators (KPIs) with no more than 12-15 KPI's per semester.	Department Chairs, Course Teams, Admin	Jun 20, 2018 to Jun 19, 2020	On-Track
Instructional material, Assessment design			
95% of department meeting time will be centered on improving teacher practice and increasing student learning through specific Departmental initiatives.	All teachers led by department chairs.	Aug 27, 2018 to Jun 19, 2020	On-Track
Instruction, Department meetings			
100% of teachers will receive observation from the department chair with feedback about planning and practice alignment to school wide and department goals. Number and frequency of observations will vary based on experience and need.	Department Chairs	Sep 4, 2018 to Jun 19, 2020	On-Track
Instructional Coaching, Peer observation, Observation and feedback			
100% of course teams will receive quarterly feedback on instructional plans and assessments from their Department Chair. In person meetings will be prioritized to promote teacher reflection.	Department Chairs & Teachers	Aug 27, 2018 to Jun 19, 2020	On-Track

Instruction, Curriculum maps, Unit plans

Assessment Analysis - Unit assessments will have varying levels of complexity to ensure proficiency on KPI's. Assessments are vertically aligned with the appropriate skills and concepts for each grade-level. Early and Middle assessments are aligned to Summative assessments.	Departments led by Department Chairs	Jun 19, 2018 to Jun 19, 2020	On-Track
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Assessments

Vertical, Horizontal, and Diagonal Curricular planning within each department	All teachers, course teams, departments, and department chairs	Aug 27, 2018 to Jun 19, 2020	On-Track
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Curriculum Design, Instruction, Disciplinary literacy

Daily Instruction (Unit Plans & Lesson Tuning) will be aligned to Assessments and Curriculum Maps.	All teachers, course teams, departments, and department chairs.	Aug 27, 2018 to Jun 19, 2020	On-Track
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Instruction, Instructional materials, Instructional activities

Conduct Quarterly Gradebook Inventory (Grades per week, grades per category, weights of categories)	Admin, Department Chairs	Aug 27, 2018 to Oct 1, 2018	On-Track
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Accountability

Reflect and revise the rubrics used to give feedback on Unit Maps, Curriculum Maps and Assessments	Department Chairs	select	Completed
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Curriculum Design, Assessments, Accountability, Unit planning

Conduct unit reflections on unit maps as well as curriculum maps.	Departments	Aug 27, 2018 to Jun 19, 2020	On-Track
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Curriculum maps, Unit plans

Curriculum Tracker - Department Chairs will review quarterly and consolidate data. Add checkpoints to school calendar.	Department Chairs, Admin	Aug 27, 2018 to Jun 19, 2020	On-Track
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Curriculum, Accountability

The English Department will refine the vertical alignment of their Literacy Plan as it pertains to student reading and writing.	English Department	Sep 4, 2018 to Jun 19, 2020	Behind
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Instruction, Argumentative writing, Reading strategies, Disciplinary literacy, Analysis, Writing assessment, Writing curriculum

Administrative team will co-facilitate with Department Chairs a December/January departmental retreat to review fall/spring P/SAT data and determine instructional shifts needed to address changes.	Admin, Department Chairs	Aug 1, 2018 to Jun 30, 2020	Not started
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Instruction, Curriculum, Coaching strategy

Admin team will lead a KPI/assessment/SAT alignment audit with Department Chairs. Faculty will edit KPIs/assessments to ensure that KPIs are aligned with P/SAT skills.	Admin, Department Chairs	Nov 1, 2018 to Jun 30, 2020	Not started
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Assessment, Ccss, Aligned assessments, Key performance indicators

Department Chairs will break down course and level data by subgroups to identify teachers who had successful growth and collaborate about best instructional practices. There will also be a deep dive into the level breakdown by subgroup to identify if African American/African American males are growing or disproportionately in certain levels.

Admin, Department Chairs

select

Not started

Assessment

Strategy 2

If we do...

utilize the Administrative Team to develop teacher leadership through regular collaboration meetings,

...then we see...

continuous improvement of instructional practice aligned to CCSS/NGSS

...which leads to...

improved instruction and an increase in student learning at Westinghouse as measured by the Key Performance Indicators and the SAT growth and attainment.

Tags:

Curriculum Design, Professional Learning, Instructional Coaching, College Access and Persistence, ILT, Tia, Cycles of professional learning, Trust, Cycles of continuous improvement, Leadership and collective responsibility

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Hold weekly Department Chair meetings to assist department chairs with the development of department agenda.

Administrators & Department Chairs

Aug 27, 2018 to Jun 19, 2020

On-Track

Assessment, Cycles of professional learning, Instructional core effectiveness

Meet weekly with IST (Instruction Support Team) also know as the ILT to cultivate a culture of thinking to address disciplinary literacy instructional problems.

Administrators & IST (ILT) Members

Aug 27, 2018 to Jun 19, 2020

On-Track

Disciplinary literacy, Perserverance, Culture of thinking

Meet monthly with Grade Level Leads to develop agenda items for Grade Level Meetings and track the progress of MTSS interventions

Administrators & Grade Level Team

Aug 27, 2018 to Jun 19, 2020

On-Track

MTSS, Attendance, Intervention

Create Professional Development Calendar for the 2018-2019 School year and the 2019-2020 School year

Administrators & Teacher Leaders

Aug 27, 2018 to Jun 19, 2020

On-Track

Professional Learning, Professional development

Administrators will consistently monitor progress on Action Plans for all departments. Each department will meet with their administrative liaison on a monthly basis to discuss progress.

Administrators, Department Chairs, Teachers

Aug 27, 2018 to Jul 19, 2019

On-Track

Professional Learning

GWCP will provide and create professional development opportunities for teachers that support the CCSS Literacy Standards to develop high-quality instructional materials that align with individual student needs and skill levels.

Administrators, Department Chairs, Teacher Leaders

Aug 27, 2018 to Jun 19, 2020

On-Track

Professional Learning, Professional development, Cycles of continuous improvement

Administration will continue the work of the Teacher Fellowship Program for new and developing teachers. The program will be aligned to a professional reading list to support the thinking around teaching and learning at Westinghouse.	Administrators, Teacher Mentors	Aug 27, 2018 to Jun 19, 2020	Behind
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Westinghouse will continue to partner with the Network for College Success to support the development of teacher leadership.	Administrators	Jul 2, 2018 to Jun 19, 2020	On-Track
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Cycles of continuous improvement

Strategy 3

If we do...

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

...then we see...

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

...which leads to...

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

Tags:

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Counselors will conduct a first week of school senior assembly to review college application and transcript request protocol.	Post Secondary and Counseling Teams	Sep 3, 2018 to Sep 7, 2018	Not started

College Access and Persistence, Post secondary supports, Orientation

Every student will participate in a college 1-on-1 with respective counselor.	All Counselors, Interns, Post Secondary Coach	Oct 1, 2018 to Nov 30, 2018	Not started
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MTSS, College Access and Persistence, Post secondary supports

Counseling staff will facilitate a Senior and Junior Seminar in advisory.	All Counselors	Aug 27, 2018 to Jun 19, 2020	Not started
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MTSS

Counselors will seek out qualified applicants for National scholarships and support those students in their application.	All Counselors & Post Secondary Coaches	Sep 4, 2018 to Oct 31, 2018	Not started
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College Access and Persistence, School climate, Post secondary supports

Counselors host our Annual GWCP Spring College Fair with a minimum of 50 Colleges and Universities.	All Counselors & Post Secondary Co- Leads	Mar 1, 2019 to Mar 31, 2020	Not started
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College Access and Persistence, Climate and Culture, Post secondary

Counselors will facilitate on-campus college representative visits throughout the school year.	All Counselors, Interns, Post Secondary	select	On-Track
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College Access and Persistence

Counselors will organize and run all Westinghouse Parent University events.	All Counselors, Interns, Post Secondary	select	On-Track
Parent engagement			
GWCP will host an alumni panel entitled College 101 to provide students with a fresh perspective of the college experience with an emphasis on social/emotion coping.	Counselors	select	Behind
College Access and Persistence, Climate and Culture			
Counselors will seek out qualified students and help them through the application process of the NCAA eligibility lessons with teams, and Chicago Scholars Applications.	Counselors	select	Behind
College Access and Persistence			
Counseling will host a Junior College & Career Planning Night.	Counselors	Mar 1, 2019 to May 31, 2019	Behind
College Access and Persistence			
Counselors will continue to facilitate and monitor tiered interventions for post-secondary student goals.	Counselors, Post Sec Co Leads	Aug 27, 2018 to Jun 19, 2020	On-Track
MTSS, Interventions			
Counseling will host FAFSA in-school workshops, two FAFSA Parent Workshops, and participate in the Dreamer Conference.	Counselors, Post Secondary Co Leads	select	Behind
Family and Community Engagement, Parent resources			
Counselors will organize campus visits, create and implement a college guidance curriculum to grades 9, 10, 11, and run NCAA eligibility lessons with sports teams.	Counselors and Post Secondary Co Lead	select	Behind
College Access and Persistence, Instruction, Curriculum, Climate and culture team			
Counselors will manage tier III zero app interventions, organize Decision Month Pep Rally, and run the Posse Foundation Meeting.	Counselors and Post Secondary Co Leads	select	Behind
College Access and Persistence, Climate and Culture, Instruction, Curriculum			
Students will meet with a respective member of the post secondary leadership team for college choice conversations.	Post Secondary	select	Behind
College Access and Persistence			
Counselors will provide financial literacy training with senior guidance lessons on financial literacy and budgeting.	Counselors & Advisory Teacher	select	Behind
Advisory, Financial literacy			
PSLT will create a student personal statement workshop that will be designed by the English Department to facilitate the creation and revision of student personal statements for college applications.	English Teachers, Counselors, Post Secondary Team	Apr 17, 2018 to Apr 17, 2018	On-Track

College Access and Persistence

The PSLT will create and implement a student data tracker to facilitate summer follow-up with students at risk of not enrolling in a college or university.	Post Secondary Team	select	On-Track
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College Access and Persistence

Juniors are separated into Cohorts to learn about selectivity of colleges.	Counselors & Post Secondary Team	select	On-Track
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College Access and Persistence

Post Secondary Leadership Team will create and maintain a post secondary planning tracker that monitors the following metrics: Student Applications, Student Match, FAFSA Completion and Related Data, Verification of Financial Aid Award Letter(s), College Enrollment Data, etc	Post Secondary Leadership Team	select	Behind
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College Access and Persistence

Post Secondary Leadership Team will develop student college application strategy organized through the lens of academic college match and utilizing a college selectivity chart that has been developed based on longitudinal acceptance data specific to the school.	Post Secondary Leadership Team	select	Behind
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College Access and Persistence

All seniors are required to complete 4 college applications (1 safety, 2 match and 1 reach) in order to participate in Senior Activities. The Post-secondary Team monitors senior applications completions using the post secondary planning tracker and selectivity charts.	Post Secondary Leadership Team & Admin	select	Behind
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College Access and Persistence

Strategy 4

If we do...

utilize our Instructional Support Team to help cultivate a culture of thinking

...then we see...

(1) Teachers addressing disciplinary literacy instructional problems as measured by student-work analysis and (2) Students taking intellectual risks, persevering when tasks are challenging and building on each other's ideas

...which leads to...

(1) an increase in academic mindsets as measured through IST learning Walks and (2) an increase in proficiency and growth, as measured by the SAT

Tags:

Area(s) of focus:
1

Action step

100% of teachers will participate with course teams to complete a student-work analysis to identify a disciplinary literacy instructional problem.

Responsible

IST, Teachers

Timeframe

Aug 27, 2018 to Jun 19, 2020

Status

On-Track

Cycles of continuous improvement, Student work

IST departmental representatives will provide support and resources to course teams around instructional problems quarterly.

IST, Teachers

Aug 27, 2018 to Jun 19, 2020

On-Track

ILT, Disciplinary literacy, Proficiency based learning

During learning walks, there will be an increase in the percentage of students reporting criteria of academic mindsets in GWCP classrooms.	Admin, IST, Teachers	Oct 1, 2018 to May 29, 2020	On-Track
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Disciplinary literacy, Learning walks, Perserverance, Academic mindsets

100% of GWCP teachers will be visited on at least one learning walk in the 2018-2019 school year.	Admin, IST, Teachers	Oct 1, 2018 to May 29, 2020	On-Track
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Disciplinary literacy, Learning walks

100% of GWCP teachers will participate in at least one learning walk in the 2017-2018 school year.	Admin, IST, Teachers	Oct 1, 2018 to May 29, 2020	On-Track
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Disciplinary literacy, Learning walks

IST will provide and create professional development opportunities for teachers that support our TIA (Academic Perseverance through Disciplinary Literacy) to develop high quality instructional materials that align with individual students needs and skill levels (P, G, H, AP)	IST(ILT), Admin, Teachers	Aug 27, 2018 to Jun 19, 2020	On-Track
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Professional Learning, ILT, Administration, Cycles of continuous improvement, Disciplinary literacy

Strategy 5

If we do...

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

...then we see...

(1) a Freshmen On Track / Sophomore On Track rate of 95% or higher (2) an increase in the number of students earning an 3.0 GPA (3) an increase in students' cumulative GPA (4) an attendance rate of 95% or higher and (5) all students supported in their social-emotional health

...which leads to...

(1) a graduation rate of 95% or higher for all students (2) an 85% 4 year college enrollment rate and (3) 75% of graduating seniors enrolling in a match or reach school.

Tags:

MTSS, Attendance, Interventions, Grade level meetings

Area(s) of focus:

4

Action step

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

Responsible

Admin and Attendance Coordinator

Timeframe

Aug 20, 2018 to Sep 6, 2019

Status

Completed

Attendance, Orientation

Teachers are required to submit subject area call logs (SIPS) for any student with a D or an F. This ensures we have contacted the parents and they know how their student can improve.	Teachers, Admin	Sep 4, 2018 to Jun 19, 2020	On-Track
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MTSS, Student improvement plan

Grade Level Teams will implement Tier 1 Interventions to provide academic supports to students. Tier one supports include Freshman Connection, Freshmen Extra, Sophomore Academic Support, Junior Academic Support and Homework Center	Teachers, Counselors	Sep 4, 2018 to Jun 19, 2020	Completed
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MTSS, Grade level meetings

Each Grade-Level will conduct Honors and Excellence Assemblies at the end of every semester.	Grade Level Teams, Admin, Counselors, Teachers	Oct 1, 2018 to Jun 19, 2020	On-Track
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Climate and Culture, Academic

Grade Level Teams will implement Tier 2 Interventions to provide academic and social/emotional supports to students.	Teachers, Counselors	Nov 1, 2018 to Jun 19, 2020	On-Track
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MTSS, Grade level team

Grade-Level Team Leads will create and implement a vertically aligned tiered intervention system for students related to On-Track, B's or Better, Attendance, and Social Emotional Support.	Grade Level Team Leads	Aug 27, 2018 to Jun 19, 2020	On-Track
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MTSS

GLTLs and Administration will work collaboratively with Student Government to cultivate more school spirit and traditions at Westinghouse, including more school store items, a mascot, and other innovative ideas.	GLTLs and Admin	May 1, 2018 to Jun 1, 2020	Cancelled
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School climate and culture

Action Plan

Strategy 1

ON-TRACK 100% of course teams will create and receive feedback on Key Performance Indicators (KPIs) with no more than 12-15 KPI's per semester." Jun 20, 2018 to Jun 19, 2020 - Department Chairs, Course Teams, Admin

Status history



ON-TRACK Dec 01, 2018
Evidence

ON-TRACK Sep 28, 2018
Evidence
Department Chairs met with Administrative Liaison to review department course teams' KPI's and assessment.

NOT STARTED Apr 23, 2018
Evidence
KPIs & Scales, Unit Plans

ON-TRACK

95% of department meeting time will be centered on improving teacher practice and increasing student learning through specific Departmental initiatives."

Aug 27, 2018 to Jun 19, 2020 - All teachers led by department chairs.

Status history



ON-TRACK

Dec 01, 2018
Evidence
GWCP Professional Learning Plan 2018-2019

ON-TRACK

Dec 01, 2018
Evidence
Departmental PD Dates:

September 5, 2018
September 12, 2018
September 19, 2018
October 17, 2018
October 31, 2018
November 7, 2018
January 9, 2019
January 23, 2019
February 1, 2019
February 6, 2019
February 20, 2019
February 27, 2019
March 27, 2019
April 3, 2019
April 10, 2019
April 24, 2019

NOT STARTED

Dec 01, 2018
Evidence

NOT STARTED

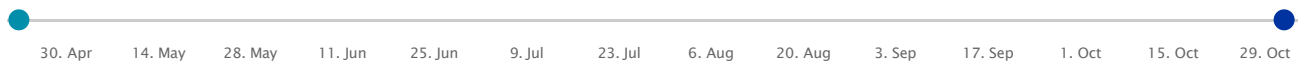
Apr 23, 2018
Evidence
Department Meeting Agenda & Minutes

ON-TRACK

100% of teachers will receive observation from the department chair with feedback about planning and practice alignment to school wide and department goals. Number and frequency of observations will vary based on experience and need."

Sep 04, 2018 to Jun 19, 2020 - Department Chairs

Status history



ON-TRACK

Nov 01, 2018
Evidence

NOT STARTED

Apr 23, 2018
Evidence
Observation Tracker

ON-TRACK

100% of course teams will receive quarterly feedback on instructional plans and assessments from their Department Chair. In person meetings will be prioritized to promote teacher reflection."

Aug 27, 2018 to Jun 19, 2020 - Department Chairs & Teachers

Status history



ON-TRACK Dec 01, 2018
Evidence

NOT STARTED Apr 23, 2018
Evidence
Curriculum Maps, Unit Plans, Curriculum Tracker

ON-TRACK

Assessment Analysis - Unit assessments will have varying levels of complexity to ensure proficiency on KPI's. Assessments are vertically aligned with the appropriate skills and concepts for each grade-level. Early and Middle assessments are aligned to Summative assessments."

Jun 19, 2018 to Jun 19, 2020 - Departments led by Department Chairs

Status history



ON-TRACK Dec 01, 2018
Evidence

NOT STARTED Apr 23, 2018
Evidence
Assessment Audits and Reviews

ON-TRACK

Vertical, Horizontal, and Diagonal Curricular planning within each department"
Aug 27, 2018 to Jun 19, 2020 - All teachers, course teams, departments, and department chairs

Status history



ON-TRACK Apr 23, 2018
Evidence
Curriculum & Unit Maps

ON-TRACK

Daily Instruction (Unit Plans & Lesson Tuning) will be aligned to Assessments and Curriculum Maps."
Aug 27, 2018 to Jun 19, 2020 - All teachers, course teams, departments, and department chairs.

Status history

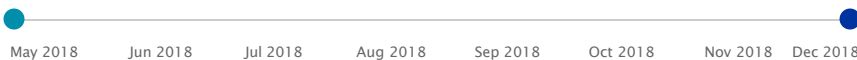


ON-TRACK Apr 23, 2018
Evidence
Unit Plans, Curriculum Maps and Assessments

ON-TRACK

Conduct Quarterly Gradebook Inventory (Grades per week, grades per category, weights of categories)"
Aug 27, 2018 to Oct 01, 2018 - Admin, Department Chairs

Status history

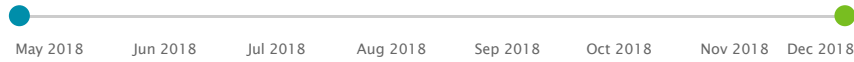


ON-TRACK Dec 01, 2018
Evidence

NOT STARTED Apr 23, 2018
Evidence
Gradebook => Aspen

COMPLETED Reflect and revise the rubrics used to give feedback on Unit Maps, Curriculum Maps and Assessments"
- Department Chairs

Status history



COMPLETED Dec 01, 2018
Evidence

NOT STARTED Apr 23, 2018
Evidence
Revised Rubrics

ON-TRACK Conduct unit reflections on unit maps as well as curriculum maps."
Aug 27, 2018 to Jun 19, 2020 - Departments

Status history



ON-TRACK Apr 23, 2018
Evidence
Curriculum Maps, Unit Maps, Rubrics

ON-TRACK Curriculum Tracker - Department Chairs will review quarterly and consolidate data. Add checkpoints to school calendar."
Aug 27, 2018 to Jun 19, 2020 - Department Chairs, Admin

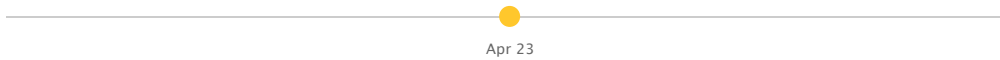
Status history



ON-TRACK Apr 23, 2018
Evidence
Curriculum Tracker

BEHIND The English Department will refine the vertical alignment of their Literacy Plan as it pertains to student reading and writing."
Sep 04, 2018 to Jun 19, 2020 - English Department

Status history



BEHIND Apr 23, 2018
Problem
Literacy Plan, Writing Rubrics, KPI's, Unit Plans, Assignments, Assessments.
Root Cause
Next steps

NOT STARTED
Administrative team will co-facilitate with Department Chairs a December/January departmental retreat to review fall/spring P/SAT data and determine instructional shifts needed to address changes."

Aug 01, 2018 to Jun 30, 2020 - Admin, Department Chairs

Status history



NOT STARTED Dec 01, 2018
Evidence

NOT STARTED

Admin team will lead a KPI/assessment/SAT alignment audit with Department Chairs. Faculty will edit KPIs/assessments to ensure that KPIs are aligned with P/SAT skills."

Nov 01, 2018 to Jun 30, 2020 - Admin, Department Chairs

Status history



NOT STARTED Dec 01, 2018
Evidence

NOT STARTED

Department Chairs will break down course and level data by subgroups to identify teachers who had successful growth and collaborate about best instructional practices. There will also be a deep dive into the level breakdown by subgroup to identify if African American/African American males are growing or disproportionately in certain levels."

- Admin, Department Chairs

Status history



NOT STARTED Dec 01, 2018
Evidence

Strategy 2

ON-TRACK

Hold weekly Department Chair meetings to assist department chairs with the development of department agenda."

Aug 27, 2018 to Jun 19, 2020 - Administrators & Department Chairs

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated language to: Department Chair liaison will meet with Department Chair meeting facilitator to develop agenda that supports progress toward DC goals.

Evidence: AP Burgess meets with DC facilitator weekly.

ON-TRACK Apr 23, 2018

Evidence

Meeting Agendas and Meeting Notes

ON-TRACK

Meet weekly with IST(Instruction Support Team) also know as the ILT to cultivate a culture of thinking to address disciplinary literacy instructional problems."

Aug 27, 2018 to Jun 19, 2020 - Administrators & IST (ILT) Members

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated language to:

Meet weekly with IST facilitator to review the progress of the work and determine best resources to use to support the school TIA.

Evidence:

IST meets weekly and AP Leung debriefs/prep with facilitator weekly.

ON-TRACK

Apr 23, 2018

Evidence

Meeting Agendas and Meeting Notes

ON-TRACK

Meet monthly with Grade Level Leads to develop agenda items for Grade Level Meetings and track the progress of MTSS interventions"

Aug 27, 2018 to Jun 19, 2020 - Administrators & Grade Level Team

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated Language to:

Grade Level Team Lead liaison will facilitate monthly GLTL meetings to facilitate collaboration among grade levels and monitor progress toward GLTL goals.

Evidence:

Meeting dates this year: September 24, October 22, November 26 and were all facilitated by AP Leung.

ON-TRACK

Apr 23, 2018

Evidence

Meeting Agendas and Meeting Notes

ON-TRACK

Create Professional Development Calendar for the 2018-2019 School year and the 2019-2020 School year"

Aug 27, 2018 to Jun 19, 2020 - Administrators & Teacher Leaders

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated Language to:

In collaboration with all teacher leadership teams, create Professional Learning Calendar each summer and edit at the semester as needed.

Evidence:

2018-19 Professional Learning Plan

ON-TRACK

Apr 23, 2018

Evidence

PD Calendar, PD Agendas

ON-TRACK

Administrators will consistently monitor progress on Action Plans for all departments. Each department will meet with their administrative liaison on a monthly basis to discuss progress."

Aug 27, 2018 to Jul 19, 2019 - Administrators, Department Chairs, Teachers

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated Language to:

Administration will meet with department and grade-level specific liaisons weekly to bimonthly to coach on leadership development and edit/refine/create next steps to continue making progress toward specific goals.

Evidence:

Admin liaisons meet with DCs, and GLTLs regularly.

NOT STARTED

Apr 23, 2018

Evidence

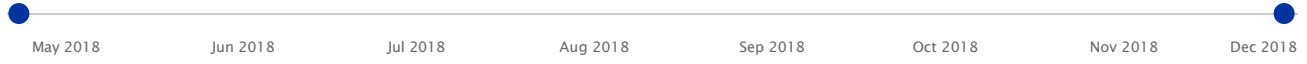
Meeting Agendas

ON-TRACK

GWCP will provide and create professional development opportunities for teachers that support the CCSS Literacy Standards to develop high-quality instructional materials that align with individual student needs and skill levels."

Aug 27, 2018 to Jun 19, 2020 - Administrators, Department Chairs, Teacher Leaders

Status history



ON-TRACK

Nov 29, 2018

Evidence

Updated Language to:

Administration will develop authentic professional learning opportunities in collaboration with teacher leadership teams. Professional development will vary based on teacher leadership team and goals of specific group. Administration will support that all teacher leadership teams focus on the subgroup of African American males.

Evidence:

Administration attends and participates in all teacher leadership team meetings where professional development is developed.

ON-TRACK

Apr 23, 2018

Evidence

Meeting Agendas and Teacher Reflections

BEHIND

Administration will continue the work of the Teacher Fellowship Program for new and developing teachers. The program will be aligned to a professional reading list to support the thinking around teaching and learning at Westinghouse."

Aug 27, 2018 to Jun 19, 2020 - Administrators, Teacher Mentors

Status history



BEHIND

Nov 29, 2018

Problem

Updated Language to:

Administration will support Curriculum Coordinator in implementation of the Teacher Fellowship Program to support new-to-Westinghouse teachers.

Evidence:

Although TFP has met, meetings are not well-attended and video taping for reflection hasn't begun.

Root Cause

Meeting are not well attended, so little progress can be made.

Next steps

There will be a shift from whole-group meetings to individual/pair check-ins.

BEHIND

Apr 23, 2018

Problem

Meeting Agendas and Teacher Reflections.

Root Cause

Next steps

ON-TRACK

Westinghouse will continue to partner with the Network for College Success to support the development of teacher leadership."

Jul 02, 2018 to Jun 19, 2020 - Administrators

Status history



ON-TRACK

Nov 29, 2018

Evidence

Evidence:

Administration and teacher leadership teams have attended all Network for College Success professional development.

BEHIND

Apr 23, 2018

Problem

Meeting Agendas

Root Cause

Next steps

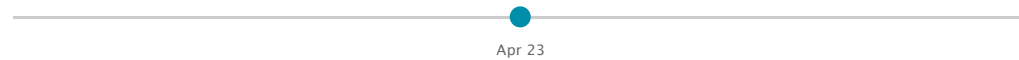
Strategy 3

NOT STARTED

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

Sep 03, 2018 to Sep 07, 2018 - Post Secondary and Counseling Teams

Status history



NOT STARTED

Apr 23, 2018

Evidence

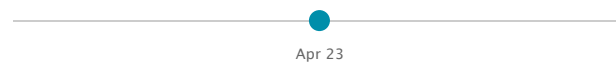
Presentations & Artifacts

NOT STARTED

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

Oct 01, 2018 to Nov 30, 2018 - All Counselors, Interns, Post Secondary Coach

Status history



NOT STARTED

Apr 23, 2018

Evidence

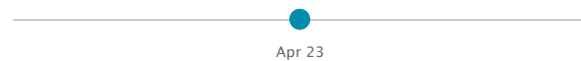
Program agenda for 1 on 1

NOT STARTED

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

Aug 27, 2018 to Jun 19, 2020 - All Counselors

Status history



NOT STARTED

Apr 23, 2018

Evidence

Advisory Lessons

NOT STARTED

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

Sep 04, 2018 to Oct 31, 2018 - All Counselors & Post Secondary Coaches

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Scholarships Awarded

NOT STARTED Counselors host our Annual GWCP Spring College Fair with a minimum of 50 Colleges and Universities."
Mar 01, 2019 to Mar 31, 2020 - All Counselors & Post Secondary Co-Leads

Status history

Apr 23

NOT STARTED Apr 23, 2018
Evidence
Event

ON-TRACK Counselors will facilitate on-campus college representative visits throughout the school year."
- All Counselors, Interns, Post Secondary

Status history

Apr 23

ON-TRACK Apr 23, 2018
Evidence
College Trip Itinerary

ON-TRACK Counselors will organize and run all Westinghouse Parent University events."
- All Counselors, Interns, Post Secondary

Status history

Apr 23

ON-TRACK Apr 23, 2018
Evidence
Events

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

- Counselors

Status history

Apr 23

BEHIND Apr 23, 2018
Problem
Event Attendance and Program
Root Cause
Next steps

BEHIND
Counselors will seek out qualified students and help them through the application process of the NCAA eligibility lessons with teams, and Chicago Scholars Applications."

- Counselors

Status history

Apr 23

BEHIND Apr 23, 2018
Problem
Scholarships Offered
Root Cause
Next steps

BEHIND Counseling will host a Junior College & Career Planning Night."
Mar 01, 2019 to May 31, 2019 - Counselors

Status history

Apr 23

BEHIND Apr 23, 2018
Problem
Event
Root Cause
Next steps

ON-TRACK Counselors will continue to facilitate and monitor tiered interventions for post-secondary student goals."
Aug 27, 2018 to Jun 19, 2020 - Counselors, Post Sec Co Leads

Status history

Apr 23

ON-TRACK Apr 23, 2018
Evidence
Tiered Intervention Data

BEHIND Counseling will host FAFSA in-school workshops, two FAFSA Parent Workshops, and participate in the Dreamer Conference."
- Counselors, Post Secondary Co Leads

Status history

Apr 23

BEHIND Apr 23, 2018
Problem
Events
Root Cause
Next steps

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

- Counselors and Post Secondary Co Lead

Status history

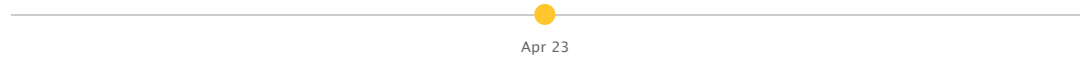
Apr 23

BEHIND Apr 23, 2018
Problem
Athletic College Plans

Root Cause
Next steps

BEHIND Counselors will manage tier III zero app interventions, organize Decision Month Pep Rally, and run the Posse Foundation Meeting."
- Counselors and Post Secondary Co Leads

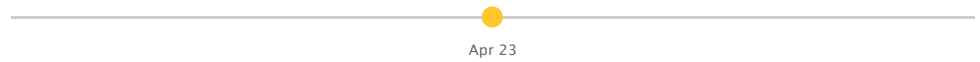
Status history



BEHIND Apr 23, 2018
Problem
Events
Root Cause
Next steps

BEHIND Students will meet with a respective member of the post secondary leadership team for college choice conversations."
- Post Secondary

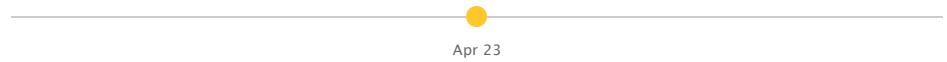
Status history



BEHIND Apr 23, 2018
Problem
College Cost Comparison Spreadsheet, Financial Aid Award Letter, College Conversation Log
Root Cause
Next steps

BEHIND Counselors will provide financial literacy training with senior guidance lessons on financial literacy and budgeting."
- Counselors & Advisory Teacher

Status history



BEHIND Apr 23, 2018
Problem
Advisory Lessons
Root Cause
Next steps

ON-TRACK
PSLT will create a student personal statement workshop that will be designed by the English Department to facilitate the creation and revision of student personal statements for college applications."

Apr 17, 2018 to Apr 17, 2018 - English Teachers, Counselors, Post Secondary Team

Status history



ON-TRACK Apr 23, 2018
Evidence
Personal Statement Rubric/Lesson

ON-TRACK
The PSLT will create and implement a student data tracker to facilitate summer follow-up with students at risk of not enrolling in a college or university."
- Post Secondary Team

Status history



ON-TRACK Apr 23, 2018
Evidence
Data Tracker

ON-TRACK Juniors are separated into Cohorts to learn about selectivity of colleges."
- Counselors & Post Secondary Team

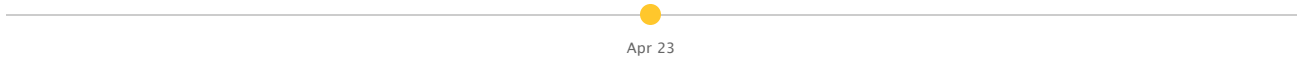
Status history



ON-TRACK Apr 23, 2018
Evidence
Data Tracker

BEHIND
Post Secondary Leadership Team will create and maintain a post secondary planning tracker that monitors the following metrics: Student Applications, Student Match, FAFSA Completion and Related Data, Verification of Financial Aid Award Letter(s), College Enrollment Data, etc"
- Post Secondary Leadership Team

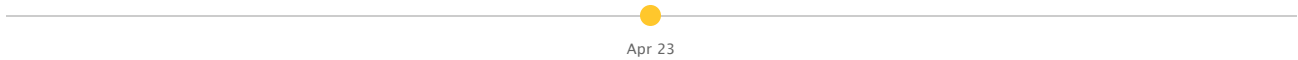
Status history



BEHIND Apr 23, 2018
Problem
Data Tracker
Root Cause
Next steps

BEHIND
Post Secondary Leadership Team will develop student college application strategy organized through he lens of academic college match and utilizing a college selectivity chart that has been developed based on longitudinal acceptance data specific to the school."
- Post Secondary Leadership Team

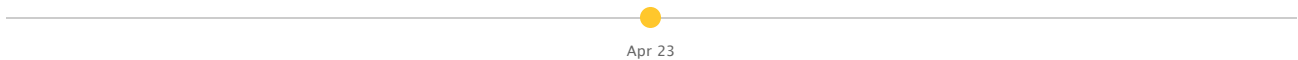
Status history



BEHIND Apr 23, 2018
Problem
Data Tracker
Root Cause
Next steps

BEHIND
All seniors are required to complete 4 college applications (1 safety, 2 match and 1 reach) in order to participate in Senior Activities. The Post-secondary Team monitors senior applications completions using the post secondary planning tracker and selectivity charts."
- Post Secondary Leadership Team & Admin

Status history



BEHIND Apr 23, 2018
Problem
Data Tracker
Root Cause
Next steps

Strategy 4

ON-TRACK

100% of teachers will participate with course teams to complete a student-work analysis to identify a disciplinary literacy instructional problem."

Aug 27, 2018 to Jun 19, 2020 - IST, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018

Evidence

Meeting dates where LASW protocol was discussed and coordinated:

8.17.18

9.11.18

9.18.18

9.25.18

10.9.18

11.27.18

ON-TRACK

IST departmental representatives will provide support and resources to course teams around instructional problems quarterly."

Aug 27, 2018 to Jun 19, 2020 - IST, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018

Evidence

Updated language to:

IST will review and provide research and resources after analyzing Student Survey data and results from LASW cycles to provide continuous teacher reflection, curriculum and task development, and instructional growth.

Meeting dates in which these occurred include:

8.17.18

9.18.18

10.2.18

10.9.18

10.16.18

11.16.18

11.13.18

11.20.18

11.27.18

IST will facilitate the analysis and reflection of LASW quarterly. Beginning second semester, we will look specifically at student work done by African-American males in various courses.

ON-TRACK

During learning walks, there will be an increase in the percentage of students reporting criteria of academic mindsets in GWCP classrooms."

Oct 01, 2018 to May 29, 2020 - Admin, IST, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018
Evidence

NOT STARTED

Nov 29, 2018
Evidence

Updated Language to: "By the end of the school year, there will be an increase in the percentage of students reporting academic challenge, hard work, and supports in their classes."

Evidence used will include learning walk data and student survey data.

ON-TRACK

100% of GWCP teachers will be visited on at least one learning walk in the 2018-2019 school year."

Oct 01, 2018 to May 29, 2020 - Admin, IST, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018
Evidence

IST created a teacher tracker on 11/27/18 to record which classrooms are visited and which dates teachers are participating on learning walks.

ON-TRACK

100% of GWCP teachers will participate in at least one learning walk in the 2017-2018 school year."

Oct 01, 2018 to May 29, 2020 - Admin, IST, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018
Evidence

Updated language to: There will be an increase of GWCP teachers who will participate in at least one learning walk (Snapshot or Best Practice) in the 2018-2019 school year.

IST created a teacher tracker on 11/27/18 to record which classrooms are visited and which dates teachers are participating on learning walks.

ON-TRACK

IST will provide and create professional development opportunities for teachers that support our TIA (Academic Perseverance through Disciplinary Literacy) to develop high quality instructional materials that align with individual students needs and skill levels (P, G, H, AP)"

Aug 27, 2018 to Jun 19, 2020 - IST(ILT), Admin, Teachers

Status history

Nov 29

ON-TRACK

Nov 29, 2018
Evidence

This work is now encompassed in Strategy 4 Action Item 2. See below.

Updated language to: IST will use snapshot data, student survey data, and instructional problems identified by course teams to research and facilitate professional development opportunities for teachers that support the development of cultures of thinking in classrooms and help solve identified instructional problems.

Meeting dates in which these occurred include:

8.17.18

9.18.18
10.2.18
10.9.18
10.16.18
11.16.18
11.13.18
11.20.18
11.27.18

IST will facilitate the analysis and reflection of LASW quarterly. Beginning second semester, we will look specifically at student work done by African-American males in various courses.

Strategy 5

COMPLETED

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

Aug 20, 2018 to Sep 06, 2019 - Admin and Attendance Coordinator

Status history

Nov 29

COMPLETED

Nov 29, 2018

Evidence

Updated language to: "At orientation, GWCP faculty and admin will present Tier 1 supports to parents and students regarding the school's policies on tardies, cuts, and absences. We will also review how the parent/guardian is continuously made aware of their student's attendance."

Orientation Agendas:

https://docs.google.com/document/d/1G_vD-JdhWhndlfAunjyAzCGTW9-FODsAAp9gqRJDHfo/edit

<https://drive.google.com/drive/u/1/folders/1N0tPmXd5xZmkEU4ZzcTg0ie86tPftR3R?ogsrc=32>

<https://drive.google.com/drive/u/1/folders/1N0tPmXd5xZmkEU4ZzcTg0ie86tPftR3R?ogsrc=32>

ON-TRACK

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

Sep 04, 2018 to Jun 19, 2020 - Teachers, Admin

Status history

Nov 29

ON-TRACK

Nov 29, 2018

Evidence

Updated language to: "Teachers will provide Tier 2 supports by submitting subject specific call logs (SIPS) for any student with a D or an F or scored an insufficient on a recent assessment."

SIP tracker used by admin: <https://drive.google.com/open?id=1dsMRNsaWMz4GmVi9C8207FB0WMrUNfkkDKVSQCgQoO8>

COMPLETED

Grade Level Teams will implement Tier 1 Interventions to provide academic supports to students. Tier one supports include Freshman Connection, Freshmen

Extra, Sophomore Academic Support, Junior Academic Support and Homework Center"

Sep 04, 2018 to Jun 19, 2020 - Teachers, Counselors

Status history



Nov 29

COMPLETED

Nov 29, 2018

Evidence

Posted flyers, Advisory teachers and course teachers encourage student attendance, academic supports attendance is tracked by GLTLs

ON-TRACK

Each Grade-Level will conduct Honors and Excellence Assemblies at the end of every semester."

Oct 01, 2018 to Jun 19, 2020 - Grade Level Teams, Admin, Counselors, Teachers

Status history



May 2018 Jun 2018 Jul 2018 Aug 2018 Sep 2018 Oct 2018 Nov 2018 Dec 2018

ON-TRACK

Nov 29, 2018

Evidence

Updated language to: "Each Grade-Level will conduct Honors and Excellence Assemblies at the end of every semester and will celebrate student success (Top 10, Perfect Attendance, B's or Better, EPICK Awards)."

Evidence: Agendas will include planning for the assemblies. GLTLs have discussed friendly competitions and celebrations at their GLT meetings.

ON-TRACK

Apr 23, 2018

Evidence

Assemblies

ON-TRACK

Grade Level Teams will implement Tier 2 Interventions to provide academic and social/emotional supports to students."

Nov 01, 2018 to Jun 19, 2020 - Teachers, Counselors

Status history



Nov 29

ON-TRACK

Nov 29, 2018

Evidence

Updated language to: Grade Level Teams will implement Tier 2 Interventions such as parent/student/teacher/admin conferences, referral to BHT, and creating systems for checking on students after initial interventions.

Evidence: AIMS meetings, progress trackers, RFA for BHT supports

ON-TRACK

Grade-Level Team Leads will create and implement a vertically aligned tiered intervention system for students related to On-Track, B's or Better, Attendance, and Social Emotional Support."

Aug 27, 2018 to Jun 19, 2020 - Grade Level Team Leads

Status history



Nov 29

ON-TRACK

Nov 29, 2018

Evidence

Updated language to: Grade-Level Team Leads will refine and implement a vertically aligned tiered intervention system for students related to On-Track, B's or Better, Attendance, and Social Emotional Support.

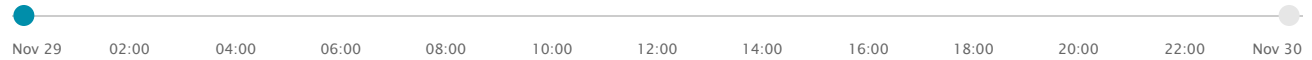
Evidence: GLTL agendas

CANCELLED

GLTLs and Administration will work collaboratively with Student Government to cultivate more school spirit and traditions at Westinghouse, including more school store items, a mascot, and other innovative ideas."

May 01, 2018 to Jun 01, 2020 - GLTLs and Admin

Status history



CANCELLED

Nov 30, 2018

Problem

GLTLs do not work with Student Government anymore.

Root Cause

GLTLs do not work with Student Government anymore.

Next steps

GLTLs do not work with Student Government anymore.

NOT STARTED

Nov 29, 2018

Evidence

Updated language to: GLTLs and Admin will analyze African-American Off Track Data to provide targeted supports, with the goal of students earning a 3.0+ reflects the demographics of the grade level.

Work will begin work this quarter.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

The school will hold an annual meeting at a time convenient to parents 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 principal presents the Title I plan to the PAC annually at the mandated meeting. During each school year this will occur during the month of September. During the 2018-2019 school year this will occur on September 11, 2018. The organizational meeting will take place on October 9, 2018. These documents are posted to the PAC list-serve. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement. All parents are invited by email, a letter sent home and an all-call. A copy of the powerpoint and packet is emailed to all parents and available in the PAC Binder.

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

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

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.

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

Schools will 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.

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.

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

Schools will ensure that information related to the school and parent 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.

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

Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)

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

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

The school hosts an Annual Open House in September to give parents an opportunity to meet teachers. We also host two Parent Conferences on the district-wide dates. Parents also routinely request conferences with individuals or all of their child's teachers and those requests are met. The school also initiates parent-teacher conferences routinely. GWCP hosted the Principal's Annual Title 1 Meeting on Tuesday, September 11, 2018.

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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.

The PAC is committed to providing engaging workshops to assist GWCP parents with tools and strategies to support student learning and increase academic achievement.

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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 358 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1536 .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)	\$ 1250 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 3000 .00

<p>54205</p>**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.

\$	Amount	.00
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<p>54565</p>**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.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

Software

Must be educational and for parent use only.

\$	Amount	.00
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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.

\$	Amount	.00
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