George Westinghouse College Prep 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	Local School Council February Meeting	Introduction to LSC's role in CIWP Planning Process
02/06/2020	Department Chairs	Department Chair Retreat (root cause analysis & theory of action development)
02/19/2020	Grade Level Team Leads	Grade Level Team Lead Retreat (root cause analysis & theory of action development)
02/20/2020	Instructional Support Team	IST Retreat (root cause analysis & theory of action development)

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)

- o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- o 4 Enable staff to focus and prioritize what matters most
- o 3 Employ the skills to effectively manage change
- o 3 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 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
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:

- 4 - Transitions, College & Career Access, & Persistence
  - o 4 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Overall & African American students earning a 3.0 GPA or higher
Root Cause 1	Teachers don't have the strategies to be trauma-informed practitioners and create classrooms where all students feel supported and embody a growth mindset.
Area of Critical Need 2	Overall & African American growth & attainment on PSAT/SAT ERW & Math
Root Cause 2	Although grading policies require students to who earn an insufficient to have an opportunity to demonstrate some level of understanding, classroom structures and supports need to be targeted for specific student growth needs and there is frequently a lack of growth opportunities.
Area of Critical Need 3	Overall & African American students earning a passing score on an AP exam before graduation
Root Cause 3	Differentiated pathways, including prep, general, and honors (and AP if applicable) are creating divides early in student's high

	school careers to make it difficult for them to succeed once they get placed in AP. Lower level pathways in all core areas have an overrepresentation of African American students.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Cohort Growth Percentile	Overall		35.00	50.00
GWCP SAT cohort growth percentile was the 24th percentile.	African American		25.00	40.00
Vision: AP Exam	Overall		55.00	65.00
Less than 50% of GWCP students enrolled in an AP course pass the AP exam.	African American		40.00	55.00
Vision: College Readiness SAT	Overall		70.00	80.00
SAT college readiness has plateaued at GWCP and there's a dip from PSAT college readiness to SAT college readiness.	African American		65.00	75.00
(Blank)				
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Students earning a GPA of a 3.0 or higher This is the most predictive measure for college success and wants to increase the percentage of students earning a 3.0 GPA or higher for African American students and overall.	50.00			65.00	70.00

Strategies

Strategy 1

If we do...	utilize Department Chairpersons to: facilitate professional development on questioning to promote discourse in order to elicit and use student thinking in their departments AND analyze and evaluate GWCP systems with an equity lens as a teacher leadership team
Then we see...	an increase in teachers eliciting and using student thinking among all departments and evaluating systems to ensure equitable access and attainment
which leads to...	An increase in students 1) taking intellectual risks 2) making meaning of their learning 3) build on east other?s ideas 4) persevere through challenging task and equitable student growth at Westinghouse as measured by SAT attainment/growth and GPAs.
Budget Description	Modified bell schedule for weekly professional development, semester departmental retreats, DC release period to observe and provide feedback to departments, disciplinary-specific resources to support questioning
Tags	Instruction, Arts Education: Assessment in the Arts, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policie sand Systems, Equity: Targeted Universalism
Action steps	(Not started) Department Chair summer retreat to identify common goals for questioning and cycles of learning for course teams quarterly. Tags: (Not started) Administrative liaisons collaborate with individual departments to identify proposed quarterly course team support around questioning (lesson study, assessment/instructional task development, instructional moves, etc.). Tags:

	• (Not started) Department Chairs determine in collaboration with administrative liaisons and individual department members will determine type of frequency of feedback beyond course team quarterly support. Tags:

Strategy 2

If we do...	utilize Grade Level Teams to provide tiered, data-driven, and equitable interventions to target student academic success, attendance, and social-emotional health
Then we see...	(1) a Freshmen On-Track/Sophomore On-Track rate of 96% or higher (2) an increase in the number of students earning a cumulative GPA of 3.0 or higher (3) an increase in student?s cumulative GPA and (4) an attendance rate of 95% or higher and (5) teachers using trauma-informed practices in their classrooms to support students
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.
Budget Description	Trauma-informed pedagogy professional development for faculty and Grade Level Team leads specifically, collaboration with the Department of Equity to support shift to all students achieving at high levels with a focus on African American growth and achievement on all metrics.
Tags	Equity: Fair Policie sand Systems, Equity: Liberatory Thinking, Equity: Targeted Universalism
Action steps	• (Not started) At summer retreat of grade-level team leads learn about trauma-informed practices and identify best supports for GWCP PD. Tags:Equity: Targeted Universalism • (Not started) Identify and provide feedback on trauma-informed practices for BOY PD. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Grade Level Team Leads vertically align tiered supports to best support students and modify supports based on previous class data. Tags:

Strategy 3

If we do...	the Instructional Support Team facilitate quarterly learning cycles focused on questioning to promote discourse

Then we see...	Teachers eliciting and using the thinking of ALL students
which leads to...	(1) Students taking intellectual risks, persevering through challenging tasks, building on each other?s? ideas, making meaning of their learning and (2) an increase in proficiency and growth, as measured by the SAT, GPA, and AP Attainment.
Budget Description	interdisciplinary questioning strategies and best practices professional development and reading, modified bell schedule for weekly PD, money set aside for weekly meetings.
Tags	Curriculum, Instruction
Action steps	(Not started) Instructional Support Team identifies quarterly focus that is interdisciplinary and benefit from cross departmental collaboration. Tags:Instruction (Not started) IST identify professional readings and resources to support quarterly focus and plan quarterly professional whole-staff development. Tags:Instruction (Not started) IST facilitate IST pod partner observations to facilitate reflection and partner reflection at next PD schedule. Tags:Instruction

Strategy 4

If we do...	utilize the Administrative Team to develop teacher leadership through regular collaboration meetings, leadership retreats, professional readings, and participation with leadership development organizations,
Then we see...	continuous improvement of instructional practice aligned to CCSS/NGSS/SAT
which leads to...	improved instruction and an increase in student learning at Westinghouse as measured by the Key Performance Indicators, GPAs, and SAT growth and attainment.
Budget Description	professional development for adminstration
Tags	Leadership for Continuous Improvement
Action steps	(Not started) Administration meet weekly to ensure priorities are aligned across teacher leadership teams Tags:Leadership for Continuous Improvement, Instruction

	• (Not started) Administration collaborates with the Curriculum Coordinator to ensure alignment in all professional development resources Tags:Leadership for Continuous Improvement • (Not started) Administration evaluate current systems and professional development to ensure GWCP is focused on our target student groups Tags:Leadership for Continuous Improvement

Action Plan

Strategy 1

Department Chair summer retreat to identify common goals for questioning and cycles of learning for course teams quarterly.

Jun 22, 2020 to Aug 21, 2020 - Department Chairs

Administrative liaisons collaborate with individual departments to identify proposed quarterly course team support around questioning (lesson study, assessment/instructional task development, instructional moves, etc.).

Jun 22, 2020 to Sep 11, 2020 - Department Chairs and Administration

Department Chairs determine in collaboration with administrative liaisons and individual department members will determine type of frequency of feedback beyond course team quarterly support.

Aug 17, 2020 to Sep 11, 2020 - Department Chairs and Administration

Strategy 2

At summer retreat of grade-level team leads learn about trauma-informed practices and identify best supports for GWCP PD.

Jun 22, 2020 to Aug 21, 2020 - Grade Level Team Leads & Administration

Identify and provide feedback on trauma-informed practices for BOY PD.

Jun 22, 2020 to Aug 21, 2020 - Grade Level Team Leads & Administration

Grade Level Team Leads vertically align tiered supports to best support students and modify supports based on previous class data.

Jun 22, 2020 to Oct 30, 2020 - Grade Level Teams

Strategy 3

Instructional Support Team identifies quarterly focus that is interdisciplinary and benefit from cross departmental collaboration.

Jun 22, 2020 to Aug 28, 2020 - IST

IST identify professional readings and resources to support quarterly focus and plan quarterly professional whole-staff development.

Jun 22, 2020 to Nov 06, 2020 - IST

IST facilitate IST pod partner observations to facilitate reflection and partner reflection at next PD schedule.

Jun 22, 2020 to Nov 06, 2020 - IST

Strategy 4

Administration meet weekly to ensure priorities are aligned across teacher leadership teams

Jun 22, 2020 to Feb 05, 2021 - Administration

Administration collaborates with the Curriculum Coordinator to ensure alignment in all professional development resources

Jun 22, 2020 to Feb 05, 2021 - Administration

Administration evaluate current systems and professional development to ensure GWCP is focused on our target student groups

Jun 22, 2020 to Feb 05, 2021 - Administration

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

GWCP uses SAT data, internal GPA tracking, CIWP, and 5 Essentials data to perform a needs assessment.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

GWCP continues to grow our AP program and has begun the elimination of all lower-level classes to ensure we are challenging all students. The budget is designed to provide afterschool tutoring support for students to master difficult content.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

GWCP grounds all instructional and schoolwide decisions in research. More often than not, this research is done by the Chicago Consortium on School Research.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Grade level teams meet twice a quarter and provide supports to students struggling academically and otherwise. This includes comprehensive collaboration with counselors for weekly advisory lessons and interdisciplinary teaching strategies. Our counseling department also provides tiered supports that align with a whole-school plan.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

GWCP begins recruiting teachers in the winter to ensure we are gaining interest from the best teachers. Teachers use their networks and we collaborate directly with Golden Apple Scholars and universities to recruit top new-teacher talent as well.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

All GWCP PD is grounded in professional readings and research. It is also teacher led to increase likelihood of changing practce.

Strategies to increase parent involvement, such as family literacy services.

GWCP reaches out to parents with monthly newsletters, individual teachers invite to events around their classes, and counseling provides whole-school and grade-level specific events as well. We also host monthly LSC, PAC, and PTSA meetings.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

n/a

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

All instructional decisions are made in collaboration with GWCP faculty and across teacher leadership teams. This increases investment and ensures that assessments and materials are aligned to the students in the building and what supports they need.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Westinghouse implements proficiency-based learning at the whole-school level. Students are provided timely feedback with common key performance indicators and scales so students can see where they are as the move toward proficiency. All KPIs must be assessed and provided feedback from the teacher at least 3 times a semester.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

All supports and programming at GWCP are aligned to our schoolwide goals to ensure they support the growth and attainment of all students.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 listserve. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement on schoolwide priorities and goals for the school.

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 occurs during the month of September. These documents are posted to the PAC listserve and distributed to all students to take home. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement on schoolwide priorities and goals for the school. All parents are invited by email, a letter sent home and an all-call is done to invite parents. 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, LSC, and PTSA meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives and events. The administration encourages all parents to reach out with any feedback or questions.

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.

Students and families get weekly emails with student data both overall and in real-time. Quarterly coffees are hosted for parents around student success and supports to help understand student progress. Counseling and administration provide communication regularly (through the monthly newsletter and counseling-specific communication).

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. If a teacher isn't available, they will notify families by email, mail, and student distribution.

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.

Students and families get weekly emails with student data both overall and in real-time. Quarterly coffees are hosted for parents around student success and supports to help understand student progress. Counseling and administration provide communication regularly (through the monthly newsletter and counseling-specific communication). Parents are provided grade-level specific orientation information at the beginning of each school year to plan for supporting their grade-level specific student.

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.

Principal routinely emails parents information about resources, trainings, and programs that will help them support their students funded through the PAC, Counseling Department, and Administration. All the staff email addresses are available on the school's website, which is updated regularly. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc. Parent organizations email listserves for every meeting and meeting dates are posted on the school's website.

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.

Principal routinely emails parents information about resources, trainings, and programs that will help them support their students funded through the PAC, Counseling Department, and Administration. All the staff email addresses are available on the school's website, which is updated regularly. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc. Parent organizations email listserves for every meeting and meeting dates are posted on the school's website.

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

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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 postsecondary 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.

Parent-teacher conferences are scheduled at the district level. At least twice a quarter, all teachers contact parents of students that are struggling. This oftentimes results in additional parent conferences to identify the supports needed for students. Counseling and administration often schedule parent conferences for tier 3 students as well.

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

At least twice a quarter, all teachers contact parents of students that are struggling. This oftentimes results in additional parent conferences to identify the supports needed for students. Counseling and

administration often schedule parent conferences for tier 3 students as well. GWCP also strategically does outreach to families to get them signed up on parent portal to monitor grades.

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

At least twice a quarter, all teachers contact parents of students that are struggling. This oftentimes results in additional parent conferences to identify the supports needed for students. All faculty and staff are available to email on the school website and parents are encouraged to schedule one-on-one meetings if they prefer. Teachers also attend additional events including AP Night, Open House, and other events that parents can interact with them in a less formal setting.

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.

Teachers frequently reach out to parents directly for volunteer opportunities. The PTSA and PAC also facilitate many volunteer opportunities for parents and advertise through their listserve and principal monthly newsletter. The volunteer coordinator also facilitates volunteer status to ensure all volunteers are cleared by the district.

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

Parents receive weekly emails of GPA, attendance, and detention reports. This allows parents weekly information. They are also assisted in setting up text triggers from parent portal.

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

Parents are welcome to reach out to administration, counseling, or teachers at any time to support decisions. When academic data is reviewed with students, parents are always made aware so they can follow-up with conversations as well.

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 voice is crucial at Westinghouse to ensure there is student investment in all policies. The principal meets with Student Government regularly to address any student concerns and discuss areas for students to improve.

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 assists 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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00