

ONE GEORGE

Action Plan | January 2015

GEORGE WASHINGTON HIGH SCHOOL

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WHY ONE GEORGE?

Taken together, several important metrics present a compelling argument for transformational change at George Washington High School.

- Due to School Choice, competition from schools across the district has increased and high-quality options will continue to increase (DSST, Northfield, and East).
- Enrollment has declined at George Washington High School: two-thirds of students/families in the boundary choose to attend another school (higher than the district average).
- Achievement and post-secondary opportunities are inconsistent for students at George Washington High School. There is a perception in the George Washington community, well-founded or not, that students graduating from the International Baccalaureate program are college-and-career-ready, while students in other programs at George Washington High School are not.
- Pathways needed to prepare students for college and career include: Advanced Placement (AP), Concurrent Enrollment (CE), Career & Technical Education (CTE) and International Baccalaureate (IB).
- Students at George Washington High School have expressed the expectation that their leaders take action to unite their school in culture and spirit.

In short, student outcomes, the achievement gap, and the college and career readiness demands of the state's new assessment program and the modern workplace make significant change at George Washington High School an economic and moral imperative.

GUIDING PRINCIPLES

The Steering Committee started with the Denver Public Schools' Core Beliefs and the Shared Core Values to prioritize our efforts and determine how we measure success. We affirm that:

- **EVERY** child has talent and potential,
- Our diversity is a community treasure, and **EQUITY** is the core of our mission
- We **CAN** and **WILL** eliminate the achievement gap,
- We must dramatically **ACCELERATE** the progress we've made by investing more in what is working and embracing innovation,
- Every family deserves **CHOICE** and **ACCESS** to high quality schools in their neighborhood, and
- Our kids need **ALL** of us – educators, families, community partners and staff – and together, we are Team DPS.

ONE GEORGE & THE WORK TO DATE

Although significant work and events leading to the One George initiative began during the 2013-14 school year, the mobilization of the GW community to bring the One George Vision to life began in June of 2014.

There was an initial gathering of stakeholders that represented students, staff, and parents that later expanded to over 20 individuals and became the One George Steering Committee. This group was charged with guiding the strategy to successfully support the shift towards One George.

The Steering Committee first convened in early August 2014. Over three days this group collaborated to identify and clarify the challenges and issues currently facing GW. They then created working norms and guiding principles to support the work that would address these challenges.

After spending significant time during the summer to set the direction for One George, the Steering Committee identified and came to consensus on four guiding belief statements. As a result, four action committees were organized around these core beliefs:

DISTRIBUTIVE LEADERSHIP

We believe that ONE George has a leadership model that is driven by common values, consistency and excellence and supports distributed responsibilities that respects all members of the GW community.

INTENTIONAL SCHOOL CULTURE

We believe that an intentional culture fosters excellence, respect and unity by promoting spirit/engagement, ensuring equity and inclusion, building stronger systems for recognition and community building, and creating a more welcoming school environment.

PATRIOT PATHWAYS

We believe in 21st Century Pathways that prepare ALL students to be competitive in a diverse and global society.

STUDENT-CENTERED LEARNING AND SUPPORTS

We believe in student centered learning where each students' interests, abilities, goals, and learning styles drive the educational process, pathways, and measures of success.

Steering Committee members worked together to prioritize work for each of the action committees. Co-chairs for each of the Action Committees were determined. Each of the co-chairs also were members of the Steering Committee, their purpose was to ensure connections to the larger vision of the One George work and report back to the Steering Committee about their individual committee work on a monthly basis.

On August 25, the Steering Committee hosted an Action Committee kick-off session. Any individual that had expressed interest in the One George process was invited to join. With over 40 interested and committed students, staff and parents united, the task of deliberating and prioritizing recommendations began.

During the first semester of the 2014 - 2015 school year, the One George Action Committees met on average twice a month to draft their recommendations for the realization of One George Vision. This phase was complete by November 21, 2014, and the result of that work is what follows in this document.

Due to the variety of content areas each Action Committee was working with, the structure of these reports illustrate different levels of specificity. Some reports offer detailed action plans and suggested timelines while others provide broader directives and guiding principles for the future implementation of the One George vision. Both of these tactics will be incredibly valuable as we move into the implementation phase.

Following district approval of these recommendations, the work of One George will shift to a Task Force Structure. These task forces, who will be bringing these recommendations to life, will work collaboratively with the Action Committees to ensure that the spirit of the implementation remains true to the initial recommendations.

We appreciate and thank our DPS central office, including Tom Boasberg – Superintendent, Will Lee-Ashley – Chief of Staff, John Albright – Deputy Chief of Staff, Susana Cordova - Chief of Schools; Greta Martinez - Assistant Superintendent, Fred McDowell - Instructional Superintendent, Scott Mendelsberg – Deputy Instructional Superintendent and our Board Members: Happy Haynes, Mike Johnson and Anne Rowe for their continued leadership and advocacy for GWHS.

THE ONE GEORGE VISION

Raise the bar to provide all students at GW a challenging, rigorous education that will prepare them for college and career.

Strengthen GW as a strong neighborhood school that will appeal to and attract all students in our boundary, as well as students from other parts of Denver.

Unify GW as one school with great opportunities and multiple, high-quality offerings for students, from a strong International Baccalaureate Diploma Programme to a wide range of Advanced Placement courses, Career and Technical programs, and Concurrent Enrollment opportunities

STEERING COMMITTEE MEMBERS

(Tuesdays, 4:00 – 6:00 p.m., 1x/month)

Jose Martinez
Principal (Co-Chair)

Tim Westerberg
Consultant (Co-Chair)

Eric Anderson
Parent

Aalyah Austin
Student

Edwin Asturias
Parent

Terence Blackman
Professor - University of Denver

Joe Bolz
Teacher

Roger Chow
Assistant Principal

Gary Cooper
DPS, College and Career Readiness

Margit Cox Henderson
Parent

Kristen Deal
Graduate Assistant - University of Denver

Eugene Downing
Parent

Suzanne Geimer
IB Coordinator

Jen Harkness
Teacher

Ulisses Juarez
Student

Richard Leeds
Teacher

Scott Lessard
Assistant Principal

Claudia Luna-Asturias
Parent

Todd Mackintosh
Parent

Katherine Plog Martinez
DPS Department of Extended Learning

Michelle Quattlebaum
Parent

Biz Rowe
Student

Asia Smith
Student

Kelli Pfaff
DPS Strategic Supports

KEY DATES

MONDAY, DECEMBER 1 | 4:30 – 6:30PM

Presentation of recommendations to the GW Collaborative School Committee

TUESDAY, DECEMBER 2 | 4:00PM – 6:00PM

Presentation of recommendations to the One George Steering Committee

MONDAY, DECEMBER 8

Presentation of recommendations to Dr. Fred McDowell, Instructional Superintendent

TUESDAY, DECEMBER 9 | 4:00 – 5:30PM

Presentation of recommendations to all Steering and Action Committee members
(Steering and Action Committee Members and CSC Members)

FRIDAY, DECEMBER 19

Presentation of recommendations to DPS senior leadership

FRIDAY, JANUARY 9

Target date for final approval from senior leadership

TUESDAY, JANUARY 13 | 4:00 – 6:00PM

Action Committee co-chairs/presenters finalize structure and presentation for January 27th

TUESDAY, JANUARY 27 | 6:00 – 8:00PM

Presentation of recommendations to the community
(Steering Committee and Action Committee Members)

TUESDAY, FEBRUARY 3 | 4:00 – 6:00PM

Steering Committee reconvenes and Task Force work begins for approved recommendations

FEBRUARY – MAY

Task Force meetings (specific logistics to be determined)

TUESDAY, MARCH 10 | 4:00 – 6:00PM

Steering Committee meeting

WEEK OF APRIL 6

Action Committees reconvene to review progress

TUESDAY, MAY 12 | 6:00 – 8:00PM

End of the Year Community Session

WEDNESDAY, MAY 27 | 4:00 – 5:30PM

Final End of the Year Steering Committee, Action Committees, and Task Force Celebration
and summer work plan announced

SUMMARY OF ACTION ITEMS

1. Teacher involvement in decision-making at GWHS needs to be formalized and institutionalized. The sentiment toward greater teacher involvement in decision-making at George is expressed by parents as well as teachers.
2. The quality and frequency of communication across and among decision-making groups, as well as to internal and external stakeholders, need to be greatly improved. Systems and processes need to be established to identify who is responsible for communicating what decisions.
3. There is a strong desire, particularly among students, to break down barriers and establish connections among and across students and student groups at GWHS.
4. Recognition of student and staff accomplishments, celebrating Patriot pride, and engaging parents and alumni are frequently mentioned goals in discussions around school culture.
5. Increasing access to courses in all pathways, particularly for ninth and tenth grade students, is a bedrock recommendation of the One George initiative.
6. Individualized, well-informed academic guidance and advisement for all GW students comes across from all stakeholders as indispensable to the realization of the One George access goal.
7. There is among parents, teachers, and administrators an acute awareness of the need for extensive differentiated professional development for all teachers and administrators in order to realize the One George vision.
8. A concern about the availability of adequate resources to support the One George vision is evident in the report, as it has been throughout the conversations that lead to its development.
9. The importance of skilled, collaborative, and stable leadership at GWHS to the success of this initiative is found across Action Committee recommendations.
10. An appreciable level of enthusiasm about and hopes for the potential of the recommendations in this report to move us toward the One George vision, although yet fragile, is building.

ONE GEORGE ACTION ITEMS

DISTRIBUTIVE LEADERSHIP

1. Define, coordinate, and communicate the work within and across GW academic departments.
2. Clarify and communicate decision-making processes and responsibilities
3. Create common frameworks to facilitate communication.
4. Monitor the implementation of distributed leadership at GWHS.
5. Establish stable leadership at GWHS.

INTENTIONAL SCHOOL CULTURE

1. Develop intentional ways to celebrate and acknowledge the collective and individual achievements of staff, students, volunteers and alumni.
2. Increase connections among all students to build positive relationships and encourage student voice and engagement.
3. Maintain and nurture a healthy and safe climate for students.
4. Promote Patriot Pride throughout the GWHS community and beyond.
5. Revitalize a school-wide Parent Association that supports volunteerism and fundraising.

PATRIOT PATHWAYS

1. Identify and develop multiple, high-quality college and career offerings for students at GWHS.
2. Maximize access to and across courses and pathways.
3. Provide academic guidance and advisement for all GW students.
4. Standardize course syllabi across teachers of the same course.
5. Ensure training for all Honors/PB, IB, AP, and AVID teachers.
6. Provide for high-quality, stable leadership at GWHS.

STUDENT-CENTERED LEARNING & SUPPORTS

1. Establish an advisory or seminar program for all students.
2. Expand tutoring and mentoring supports.
3. Integrate student-centered learning strategies into the Professional Development plan.
4. Look for school resource efficiencies to establish a student-centered learning coordinator to ensure implementation of all student supports with fidelity.

ACTION COMMITTEE: DISTRIBUTIVE LEADERSHIP

We believe that ONE George has a leadership model that is driven by common values, consistency, and excellence and that supports distributed responsibilities that respects all members of the GW community.

TODD MACKINTOSH, Parent (Co-Chair)
MICHELLE QUATTLEBAUM, Parent (Co-Chair)
JUSTIN DARNELL, DPS Teacher Leadership
DAVID ERHLICH, Parent
CARRIE LAMITIE, Teacher
PAT MASON, Grandparent/Community
PAUL KNICKERBOCKER, Teacher/Leadership Intern
LISA WARSHAFSKY, Parent
SARAH PEZOA, Parent
SHELLY SIBELIUS, Parent
ADRIA TATE, GW Teacher Effectiveness Coach

WHAT WE HAVE DONE

ACCOMPLISHMENTS

- Explored various models of teacher leadership with Justin Darnell–Senior Manager, Teacher Leadership.
- After two meetings with Principal Martinez wherein organizational questions and internal management structures were discussed, members of the committee conducted two panel discussions with GW department heads regarding problems and solutions in distributive leadership at GWHS.
- Examined the membership, purposes, roles, and responsibilities of Collaborative School Committees (CSCs) and School Leadership Teams, as well as the possible leadership roles of the department heads in conjunction with each academic department, with a goal toward all-school collaboration on specific issues appropriately decided internally at George.
- Identified three major areas of focus for furthering the goal of distributive leadership at George (CSC, SLT, Department Heads); the committee’s on-going plan is to discuss and subsequently recommend systematic processes which will buttress, further formalize, and ultimately enhance the distributive leadership foundation at George.

NEXT STEPS

Create and Support Distributive Leadership and Effective Internal and External Communication at GWHS.

ACTION ITEM #1

Define, coordinate, and communicate the work within and across GW academic departments.

Department heads [along with Differentiated Roles - Teacher Incentive Fund) personnel (if the grant is awarded from DPS)] should meet collectively each month following meetings with their departments. Department head meetings should be held on a set day with a set agenda established collaboratively between the administration and department heads focused on matters related to student performance

ACTION ITEM #2

Clarify and communicate decision-making processes and responsibilities.

Create and embed a decision making protocol and processes that inform and educate both internal and external stakeholders on what committee or which person is responsible for which decisions and processes at GWHS. This could be created and reviewed during one or more of the joint SLT/CSC/Administration meetings recommended to occur 3-4 times a year.

ACTION ITEM #3

Create common frameworks to facilitate communication.

Standardize a framework for school committee agendas and information dissemination processes to accommodate the needs of both internal and external stakeholders.

ACTION ITEM #4

Monitor the implementation of distributed leadership at GWHS.

Engage the Distributive Leadership Committee on a semi-annual bases in monitoring the implementation and effectiveness of the above recommendations and reporting back to the school administration.

ACTION ITEM #5

Establish stable leadership at GWHS.

Refine the principal selection process, support processes/resources, and/or compensation package as they specifically pertain to the unique needs at GWHS to increase the chances of selecting and maintaining long- term quality leadership at the school. Although successful elsewhere in the district, previous processes have not resulted in sustained leadership at George.

Note: The DL Committee commends district leadership on securing the services of Jose Martinez as principal for the 2015-2016 school year.

ACTION COMMITTEE:

INTENTIONAL SCHOOL CULTURE

We believe that an intentional culture fosters excellence, respect and unity by promoting spirit/engagement, ensuring equity and inclusion, building stronger systems for recognition and community building, and creating a more welcoming school environment.

AALYAH AUSTIN, Student (Co-Chair)

CLAUDIA ASTURIAS, Parent (Co-Chair)

ALEXIS BANBURY, Student

LEIGH CASSIDY, Counselor

TIM BAKKEN, Parent

BILL DELACRUZ, DPS Office of Culture, Leadership and Equity

EUGENE DOWNING, Parent

ERIN GATLIN, Parent

LIBBY NEID, Parent

ASIA SMITH, Student

(Tuesdays, 7:00 – 8:15 a.m. approx. 2x/month)

WHAT WE HAVE DONE

ACCOMPLISHMENTS

- Studied information and research on school culture/high performing schools
- Reviewed the Denver Plan 2010
- Discussed elements of the book *Intentional School Culture* by Elbot/Fulton
- Conducted a listening tour/focus groups to gather input on culture
- Prioritized opportunities identified from the research on the characteristics of a healthy school culture
- Engaged in a brainstorming session and consensus workshop
- Consulted with Bill De La Cruz, Director of Equity & Inclusion for DPS
- Enlisted the perspectives of students serving on the committee

NEXT STEPS

In order to fulfill the goals of One George, we believe the following will help to create a school culture that includes all students, welcomes parents/families and celebrates our community.

ACTION ITEM #1

Develop intentional ways to celebrate and acknowledge the collective and individual achievements of staff, students, volunteers and alumni.

- Establish systems for ongoing student/staff recognition.
 - Recognize and reward individual achievements of students and teachers (e.g. weekly e-newsletter, north lobby, main office, web site, school events, etc.).
 - Establish semi-annual academic, athletic and activities honor roll.
- Honor volunteers with personal appreciation acknowledging specific service (e.g. thank you notes, public recognition, display case).
- Collaborate with the alumni association to define involvement opportunities for alumni at GWHS.

ACTION ITEM #2

Increase connections among all students to build positive relationships and encourage student voice and engagement.

- Conduct an annual student retreat beginning in 2015 focused on intentional student culture.
 - Include a diverse and representative group of students to increase student connections, pride and provide structured opportunities for planning and implementing rituals, traditions and events for the next school year.
 - Include students from school-based groups or organizations that represent the wide variety of students at GWHS (e.g. Student Board of Education, Student Council, Building Bridges, Gay/Straight Alliance, Black Student Alliance, International Baccalaureate Latino Association, etc.)
- Encourage student fun and involvement.
 - Develop a survey to gather input from students about ways to increase fun and involvement among all students – including, but not limited to:
 - Organizing lunch mixers
 - Promoting intramural activities/sports
 - Establishing traditions (e.g. Carnival, Bingo, Fundraisers)
 - Use survey results to create annual student event and activity plan.
 - Communicate participation opportunities to all students.

ACTION ITEM #3

Maintain and nurture a healthy and safe climate for students.

- Create the GWHS Student Union – a gathering place for social and academic support for all Patriots before, during and after school.
- Explore the possibility of a closed campus for grades 9 and 10.
- Formalize a set of student human rights that define the George culture; develop processes and practices to communicate and embrace student rights and culture.

ACTION ITEM #4

Promote Patriot Pride throughout the GWHS community and beyond.

- Create a calendar of school traditions that define and advance the values that make us "George."
- Make available marketing and promotional items that show school unity and increase GW visibility.
- Establish a daily ritual to create an inviting environment for anyone who enters the building.
- Facilitate community-wide culture-building activities at GWHS, including formalizing a speaker series of alumni and community leaders who share the richness of our history.
- Create opportunities for GWHS students to be involved in outreach opportunities for middle and elementary school students and their families.

ACTION ITEM #5

Revitalize a school-wide Parent Association that supports volunteerism and fundraising.

- Gather and understand the goals of existing parent groups to inform the creation of a school-wide parent association.
- Find examples of model parent associations and potential ways to structure opportunities for meaningful parent involvement.
- Explore establishing an annual fund to support culture-building activities that include all students, welcome parents/families and celebrate the GWHS community.

ACTION COMMITTEE:

PATRIOT PATHWAYS

We believe in 21st Century Pathways that prepare ALL students to be competitive in a diverse and global society.

SCOTT LESSARD, Assistant Principal (Co-Chair)
RICHARD LEEDS, Teacher (Co-Chair)
STEVE ARICHEA, Teacher
ROGER CHOW, Assistant Principal
GARY COOPER, DPS, College and Career Readiness (IB, AP, and AVID)
SUZANNE GEIMER, IB Coordinator
JEN HARKNESS, Teacher
MARCUS LEE, Teacher
MAURA MACKINTOSH, Parent
JAY MCCANN, Counselor
KATE PETERSEN, Parent
MICHELLE ROSEN, Teacher
JOE SABOE, DPS, Career and Technical Education
MIKE JOHNSON, Advisory Member, DPS Board of Education

(Tuesdays, 3:15 – 5:15 p.m., approx. 3x/month)

WHAT WE HAVE DONE

ACCOMPLISHMENTS

- Available academic trajectories (3) have been identified and described.
- Honors/PB and IB Diploma Programme guiding principles, qualifications, expectations, and exit processes have been specified.
- Department course flowcharts have been revised and completed.
- Course descriptions are being developed.
- Honors/PB courses added to the district course catalogue

NEXT STEPS

ACTION ITEM #1

Identify and develop multiple, high-quality college and career offerings for students at GWHS. (Pathways and descriptions and department course flowcharts enclosed, please see Exhibit 1)

ACTION ITEM #2

Maximize access to and across courses and pathways. (Honors/PB and IB access, qualifications, and exit processes language enclosed, see Exhibit 2)

ACTION ITEM #3

Provide academic guidance and advisement for all GW students.

All students at GWHS deserve the type and level of individualized academic guidance presently enjoyed by students in the IB program in order for access to rigorous course offerings to become actualized. Such academic guidance is particularly important for unrepresented populations and for students who are crossing pathways.

- Clear expectations must be communicated to students regarding the level of performance necessary to earn consideration for moving to Honors/PB courses.
- Realignment of counseling duties as well as the enlistment of other adults (e.g., teacher advisors, mentors) will be necessary to meet the expectations above.

ACTION ITEM #4

Standardize course syllabi across teachers of the same course.

- Ensure alignment to skills, content knowledge, and essential learning goals to prepare students for AP or IB classes.
- Define and share the specific differences (e.g. homework, writing, expectations, etc.) between standard and Honors/PB courses to prepare all students to be college and career ready.

ACTION ITEM #5

Ensure training for all Honors/PB, IB, AP, and AVID teachers.

- District assistance is needed in providing the financial resources necessary to insure that all Honors/PB, AP, IB, and AVID teachers and administrators are trained in accordance with program standards.

ACTION ITEM #6

Provide for high-quality, stable leadership at GWHS.

Provide George Washington High School with stable leadership through:

- A principal whose philosophy of education is aligned with the ideals, principles, and values of the One George initiative and who has the knowledge and skills needed to develop and implement the program, and
- Assistant principals who compliment the principal's leadership philosophy, style, and skill set.

EXHIBIT 1

CORE CURRICULUM STANDARD SEQUENCING

NOTE:

These flow charts are meant to illustrate access to the most rigorous classes at GW, and how a student can progress through the offerings while increasing the academic challenge over the four years. These are intended as a guide to be used in coordination with advisement from GW counselors and staff.



Named Graduation Course

GRADUATION REQUIREMENTS: All students are required to take four years of English.

College Preparatory

Honors / Pre-Baccalaureate (PB)

Advanced Placement (AP)

International Baccalaureate Diploma Programme (IB)

9th
GRADE

 Introduction to Literature

 Introduction to Literature
(Honors/PB)

10th
GRADE

 American Literature

 American Literature
(Honors/PB)

11th
GRADE

Contemporary Literature

AP English Language
and Composition

IB English 1 (HL)

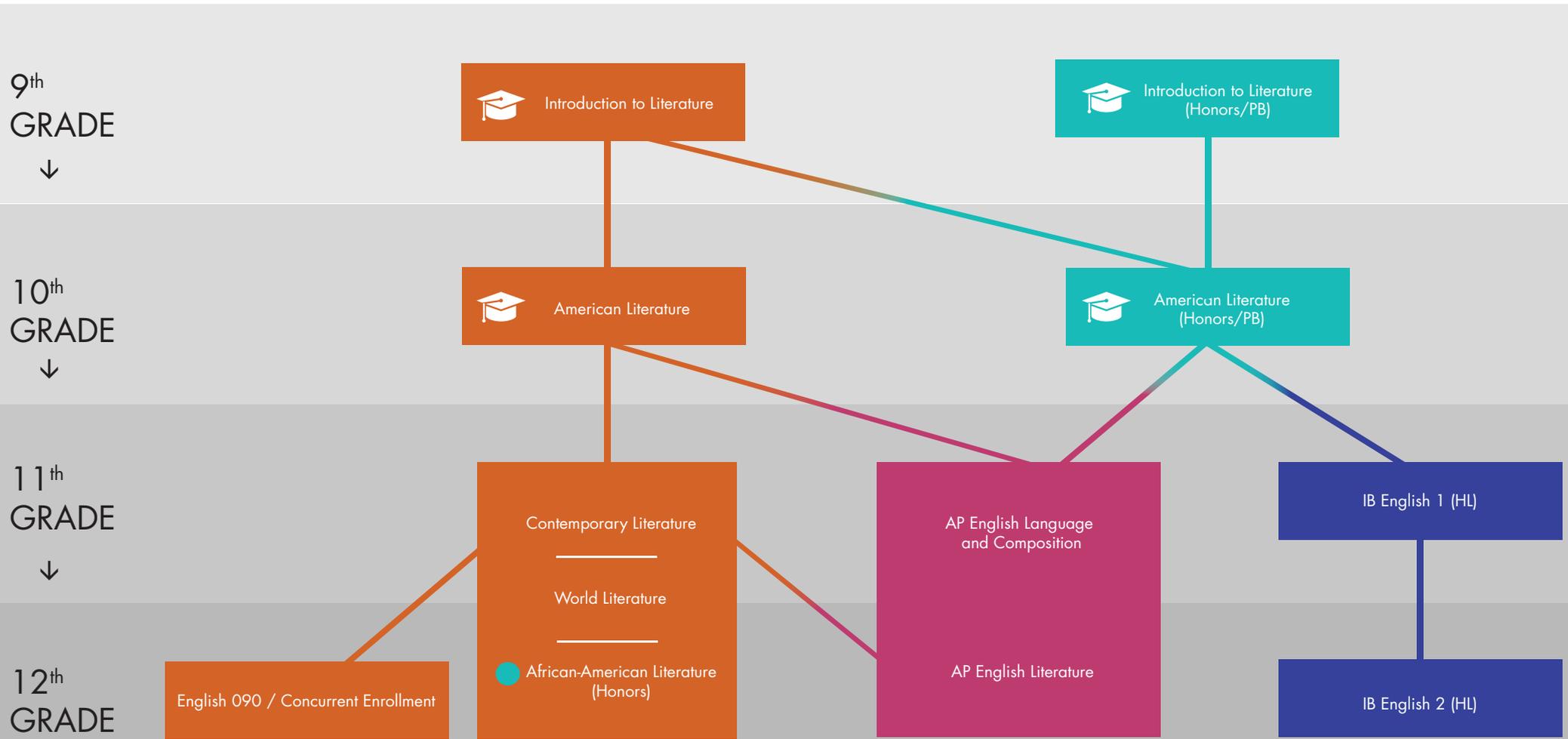
12th
GRADE

English 090 / Concurrent Enrollment

 African-American Literature
(Honors)

AP English Literature

IB English 2 (HL)





Named Graduation Course

GRADUATION REQUIREMENTS: All students are required to take three years of Science.

College Preparatory

Honors / Pre-Baccalaureate (PB)

Advanced Placement (AP)

International Baccalaureate Diploma Programme (IB)

9th
GRADE



Biology



Biology
(Honors / PB)

10th
GRADE

Chemistry

Chemistry
(Honors / PB)

11th
GRADE

Physics

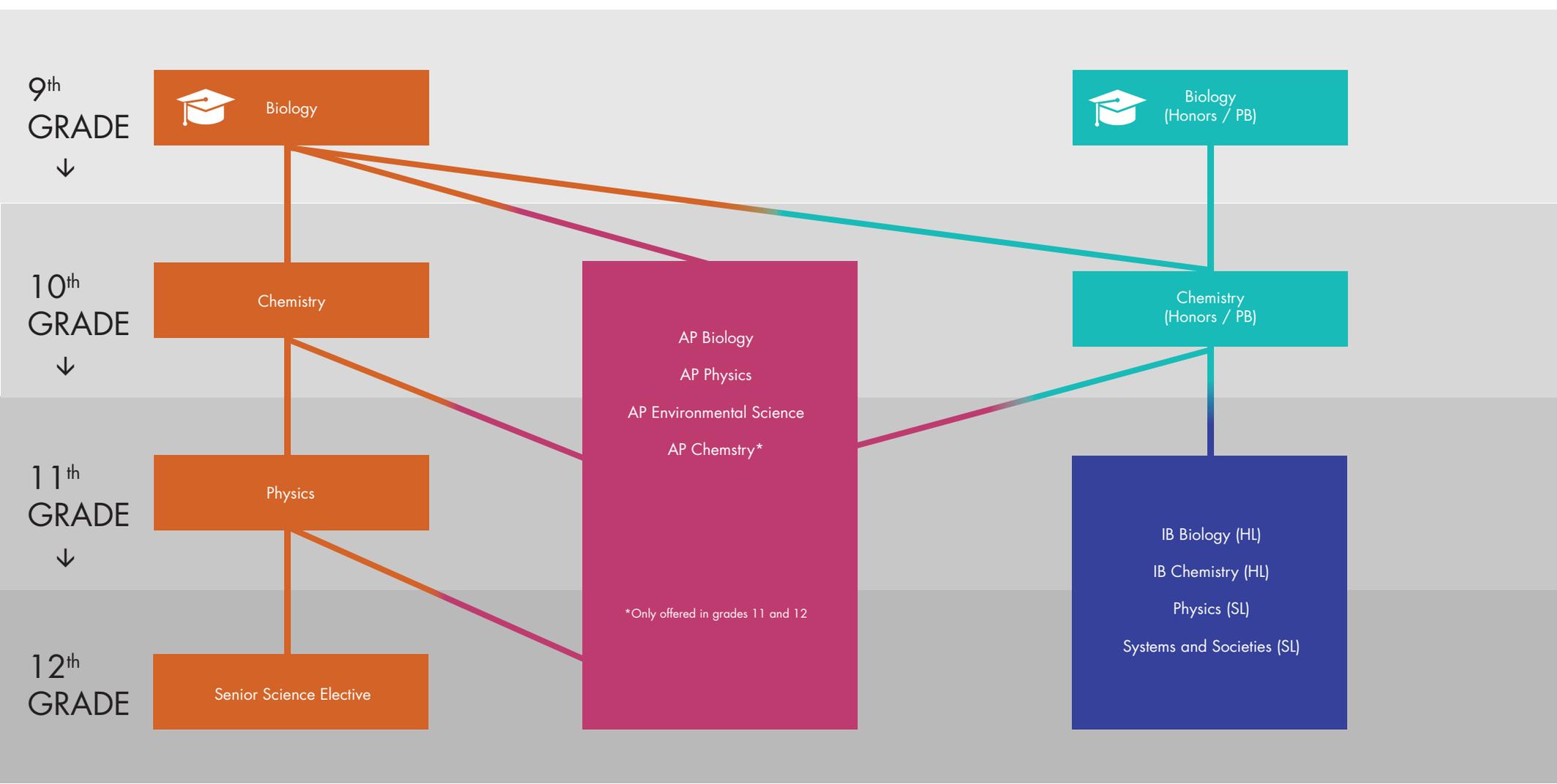
12th
GRADE

Senior Science Elective

AP Biology
AP Physics
AP Environmental Science
AP Chemistry*

*Only offered in grades 11 and 12

IB Biology (HL)
IB Chemistry (HL)
Physics (SL)
Systems and Societies (SL)





Named Graduation Course

GRADUATION REQUIREMENTS: All students are required to take three years of Social Studies.

College Preparatory

Honors / Pre-Baccalaureate (PB)

Advanced Placement (AP)

International Baccalaureate Diploma Programme (IB)

9th
GRADE

 Civics / Economics

 Civics / Economics
(Honors / PB)

10th
GRADE

 US History

 US History
(Honors / PB)

11th
GRADE

1 Semester World History or
World Geography
+
1 Semester Elective

SOCIAL STUDIES ELECTIVES

- Black Experience Today/Social Issues
- Psychology
-  African American History (Honors)
-  Hispanic American History (Honors)
-  Ancient/Medieval History (Honors)

AP US History
AP Human Geography
AP Psychology
AP European History
AP Government / Politics

IB Economics (SL and HL)
IB Psychology (HL)
IB Philosophy (SL)
IB World History (SL and HL)
IB Business (SL)

12th
GRADE

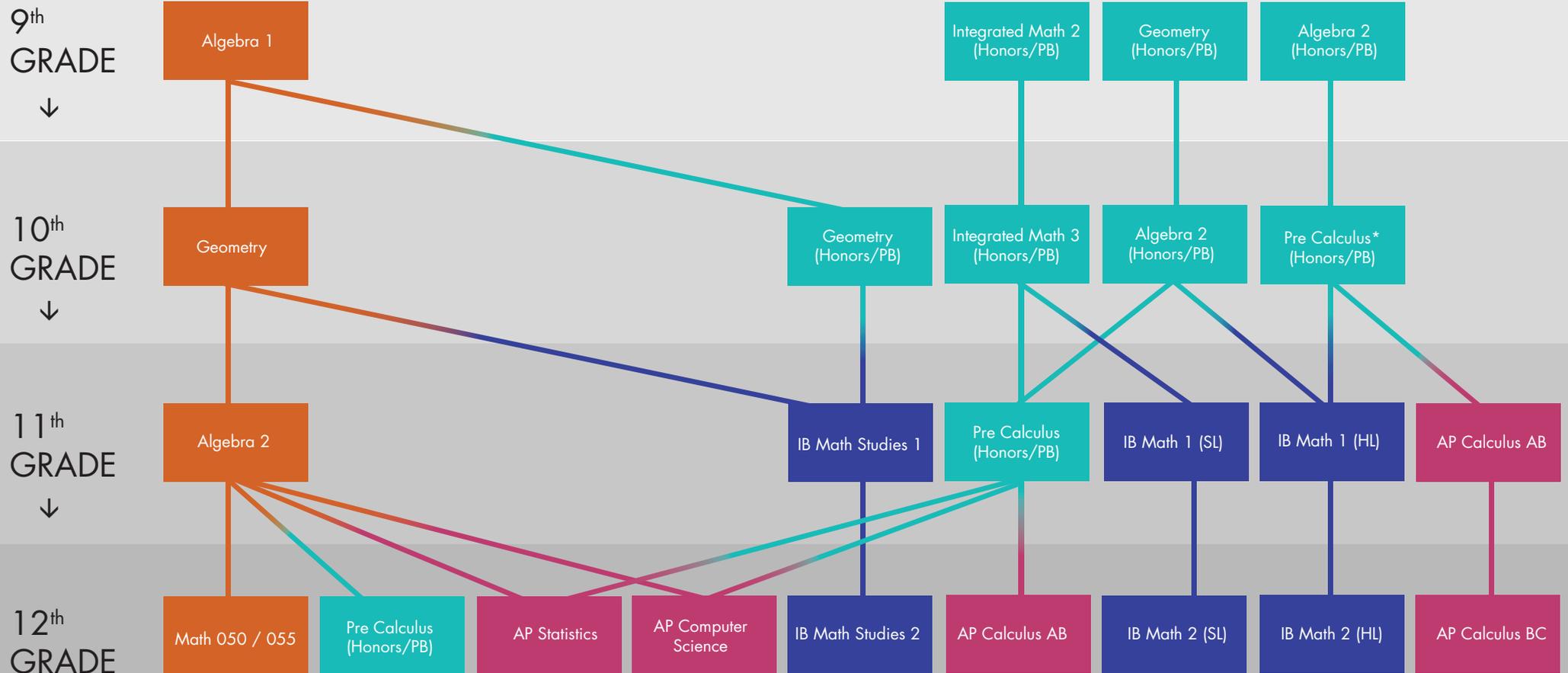
GRADUATION REQUIREMENTS: All students are required to take four years of Math

College Preparatory

Honors / Pre-Baccalaureate (PB)

Advanced Placement (AP)

International Baccalaureate Diploma Programme (IB)



* Students taking Algebra 2 Honors/PB their freshman year may choose to move directly to IB Math 1 HL their Sophomore year.

College Preparatory

Honors / Pre-Baccalaureate (PB)

Advanced Placement (AP)

International Baccalaureate Diploma Programme (IB)

9th
GRADE

French 1

French 1
(Honors/PB)

Spanish Heritage
Speakers

Spanish 1

Spanish 1
(Honors/PB)



10th
GRADE

French 2

French 2
(Honors/PB)

AP Spanish*

Spanish 2

Spanish 2
(Honors/PB)



11th
GRADE

French 3
Honors

IB French
Ab Initio 1

IB French 3

AP Spanish*

Spanish 3
Honors

IB Spanish 3



12th
GRADE

French 4
Honors

AP French*

IB French
Ab Initio 2

IB French 4

AP Spanish*

Spanish 4
Honors

IB Spanish 4

*AP World Languages may be taken after Level 4 Honors. Advanced students may begin their freshman year at a higher level and will be able to take AP in their senior year.

EXHIBIT 2

PATRIOT PATHWAYS AND HONORS/PB ACCESS AND QUALIFICATIONS

PATRIOT PATHWAYS - WHICH OPPORTUNITY WILL YOU PURSUE?

COLLEGE PREPARATORY PATHWAY*

Students successfully completing this pathway at GW will be prepared for success in college and/or career without remediation at a wide range of post-secondary institutions, including community colleges, trade schools, and some four-year colleges.

Concurrent enrollment courses, Career and Technical Education certificates, Advanced Placement courses, and/or college prep courses offered at George Washington High School are among the capstone options available in this pathway.

Qualified students intending to pursue this pathway in grades 11 and 12 are encouraged to enroll in selected Honors/PB courses in grades 9 and 10.

ADVANCED PLACEMENT (AP) PATHWAY*

Students successfully completing this pathway will be prepared for success at a wide range of colleges and universities, including selective institutions, depending upon the overall rigor of the student's program of study, the number of AP courses taken, and the scores earned on AP exams.

Students envisioning taking one or more Advanced Placement courses and exams as the focus of their college and career preparation, possibly in conjunction with concurrent enrollment courses and/or other college prep courses offered at George Washington High School, should select this pathway.

Students selecting this pathway should consider taking related Honors/PB courses in grades 9 and 10.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME PATHWAY*

Students who wish to cap off their college-and-career preparation at George Washington High School with an International Baccalaureate Diploma and who are intending to apply to selective colleges and universities should choose this pathway. Those intending to pursue this pathway in grades 11 and 12 are strongly encouraged to enroll in the full complement of Honors/PB courses in grades 9 and 10.

*Students in all Patriot Pathways will include elective courses in their programs of study to round out their education and to enhance their preparation for college and careers.

HONORS/PB AND IB: ACCESS, QUALIFICATIONS, AND EXIT PROCESSES

ACCESS | HONORS/PB CLASSES

- Access to Honors/PB is open to all qualified* GW 9th and 10th grade students.
- Students are encouraged to take as many rigorous courses as possible.
- Students intending to be in the IB Diploma Programme are strongly encouraged to complete the full complement of Honors/PB courses in grades 9 and 10. Students who do not complete the full complement of Honors/PB courses in grades 9 and 10 but who otherwise demonstrate potential for success will also be given consideration for acceptance to the Diploma Programme.
- Honors/PB courses will maintain the same content, rigor, and high expectations that have characterized them in the past.

QUALIFICATIONS–HONORS/PB CLASSES

- A passion for learning, persistence and a strong work ethic.
- Grade level or above scores in reading and/or math.
- A strong record of academic performance – above-average overall grades and challenging classes.
- Regular attendance.

Our intent is to look holistically at each student's preparation for success. In cases of "mixed indicators" we will error on the side of access, with student interest weighing heavily in the enrollment decision. However, we will not enroll students in Honors/PB courses who, in considering the totality of the qualifications above, are unprepared to be successful. A process will be developed at the school to identify prospective students who meet the qualifications above and invite them to enroll in one or more Honors/PB courses.

EXITING HONORS/PB CLASSES

- Students with a D or F will be required to attend weekly tutoring in that class until his/her grade is a C or higher.
- Any student receiving a D or F as a final semester grade will be removed from that Honors/PB class.
- Students removed from a Honors/PB course will be counseled into an appropriate alternative course.

QUALIFICATIONS, PROCESSES AND EXPECTATIONS | IB DIPLOMA PROGRAMME

- Recruitment for the IB Diploma Programme will continue.
- Students will be provided with opportunities to express interest in the Diploma Programme, participate in an orientation process, and make a commitment to the program.
- Diploma Programme courses, rigor, and content will remain consistent with those of previous years.
- As established by the IB office, with allowance for students from non-GW Honors/PB programs who demonstrate potential for success. Qualified students will be admitted to the Diploma Programme at the end of the sophomore year. Consideration will be given to new students and students with other special circumstances prior to or at the beginning of their junior year.

ACTION COMMITTEE:

STUDENT-CENTERED LEARNING & SUPPORTS

We believe in student centered learning where each students' interests, abilities, goals, and learning styles drive the educational process, pathways, and measures of success.

JOE BOLZ, Teacher (Co-Chair)

DR. EDWIN ASTURIAS, Parent (Co-Chair)

GIDEON GEISEL, Assistant Principal

HEATHER INTRES, DPS Community Partnerships

MARJORIE LANE, IB Asst. Coordinator

TARA LAVIZZO, Counselor

CHANTAL MAYBACH, Teacher

KATHERINE PLOG MARTINEZ, DPS Department of Extended Learning

ELIZABETH SOPHER, Parent

(Mondays, 3:15 – 4:45 p.m. approx. 2x/month)

WHAT WE HAVE DONE

ACCOMPLISHMENTS

- Research on educational supports
- Provided examples of high impact student supports
- Committee members brought important experiences and perspectives
- Reached out to local organizations that support Mentoring programs (ACE, PEAK, Results, etc.)
- Shared personal narratives and backgrounds
- Involved staff, students and parents and DPS central office staff

NEXT STEPS

ACTION ITEM #1

Establish an advisory or seminar program for all students.

2015 - 2016 School Year

- Establish an advisory or seminar program for all incoming 9th grade students entering George Washington during the 2015-16 school year.
- Each student will have the opportunity to build a positive relationship with at least one adult in the building and have a structured time during the day to receive academic, emotional and social support to transition into 9th grade and stay connected throughout high school.
 - Content will include developmentally appropriate high school and post-secondary planning, academic & social/emotional skills, and involvement with service-learning projects.
 - Classes will include a mix of students enrolled in all pathways.

2016 - 2017 School Year

- Expand the advisory or seminar program to include all freshmen AND sophomores.
- Refine and make adjustments to the advisory/seminar.

ACTION ITEM #2

Expand tutoring and mentoring supports.

2015 - 2016 School Year

- Conduct a study to determine the current baseline level of engagement by George Washington students in either a school-based tutoring or school-based mentoring program during the 2015-2016 school year.
- Based on the study, create a plan for expansion of tutoring and mentoring programs starting in 2016-17—the long-term goal of every student at George Washington having either a mentoring or tutoring relationship with at least one adult.

2016 - 2017 School Year

- Formalize a process to ensure every student has at least 1-2 adults to connect with at GWHS, and investigate ways to embed into hiring practices.

ACTION ITEM #3

Integrate student-centered learning strategies into the Professional Development plan.

2015 - 2016 School Year

- Incorporate student-centered learning strategies as part of the larger school professional development plan. Further, teacher leadership and school leadership will work to create a multi-year plan for expansion of student-centered learning strategies in teaching and collaborative planning (such as short-cycle assessments) and as an element of all teacher observation and feedback.

ACTION ITEM #4

Look for school resource efficiencies to establish a student-centered learning coordinator to ensure implementation of all student supports with fidelity.

MOVING FORWARD

A review of these documents yields the following recurring themes:

- Access, choice, and equity,
- Closing the achievement gap,
- All students college-and-career ready,
- Student-centered learning and supports,
- Strong neighborhood schools,
- Broad-based, values-driven distributive leadership, and
- An intentional school culture characterized by unity, inclusion, engagement, and excellence.

The next step will be to move into the implementation phase for One George. The Steering Committee will continue to convene on a monthly basis to oversee and guide the process, while individual Action committees will shift into individual task forces that will be organized around the action items.

Beginning in January, there will be a planning session with each of the Action Committees co-chairs to plan as additional people are asked to become involved. Action Committees will meet twice a year to continue to have progress updates and provide guidance on each of the individual task force activities.

Initial work with co-chairs will be to prioritize their work and set a timeline for implementation of each action item. Additionally, each task force will identify key stakeholders that should be involved, define specific actions and tasks, assess budgetary implications and outline metrics for evaluating the success of the project.

The One George Steering Committee is confident that if these action items are implemented with fidelity, the result will be a high school that meets the 21st century needs of a culturally diverse and rich student body and become a strong neighborhood school with pathways for every student.

We have the way. The challenge before us now is to accomplish our vision.