

ONE GEORGE 2019

Recommendations Summary | May 2019

COMMITTEE CHAIRS

DISTRIBUTIVE LEADERSHIP

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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.

RECOMMENDATION 1

All committees will have uniform agenda, notes, and forms of communication.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Teachers and community members can easily read and interpret happenings within committees
- All stakeholders can be more involved in committee conversations and decisions

MEASURE OF SUCCESS:

- Each committee will use a uniform agenda template and minute template.
- Each month committee minutes and agendas will have been posted, in a timely manner, in the designated locations.
- Each committee will have increased attendance to meetings.

ACTION STEPS:

- Each committee will designate a person to be in charge of writing agendas and minutes.
- Each committee will use the uniform agenda and minute template for all fall semester meetings.
- All agendas will be published 24 hours before meeting time and posted on school's website, google drive and emailed out to staff and a paper copy to be posted in each copy room.
- All meeting minutes will be published 48 hours after the meeting and posted on school's website, Google drive and emailed out to staff, and a paper copy to be posted in each copy room.

RECOMMENDATION 2

GW will publish a glossary of opportunities for Leadership and Involvement for students, faculty and community members.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- An increase in awareness of opportunities for engagement for students, faculty and community member leads to a more likely to participation in committee meetings and events.

MEASURES OF SUCCESS:

- Increase in views to the website page that has the list.
- Increase in awareness from stakeholder, based on a survey.

ACTION STEPS:

- Categorize the glossary into subgroups for easier understanding: students, staff, and community.
- Add an addendum to support the committees (ie an "information hub").
- Publish the lists to the website, staff drive, emailed, and hard copies in office.
- Create posters of opportunities and user-friendly hand out.
- Add link for time commitment and way to put information in the calendar.

RECOMMENDATION 3

Committees will publish a calendar of major events on the GW website.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- To inform the various communities of events and decisions that are being made by committees so stakeholders can make informed decisions on their participation.

MEASURES OF SUCCESS:

- Increase in views to the website page that has the list.
- Increase in awareness from stakeholder (based on a survey).

ACTION STEPS:

- Each committee will discuss their calendar year and determine important dates and deadlines.
- Designate a person on the committee to be in charge of keeping the calendar up to date.
- Submit new information to the calendar in real time using the new calendar program.

RECOMMENDATION 4

Committees will increase their outreach to missing stakeholder members.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- To have an inclusive and informed voice for committee decisions.

MEASURES OF SUCCESS:

- An increase targeted outreach to missing stakeholder.
- An increase in missing stakeholders attendance in committees.

ACTION STEPS:

- Each committee identifies missing stakeholder group/voice.
- Each committee works set an outreach plan and goal.
- Each committee will implement a targeted invitation, and if individuals say no, follow through, and ask for what would make it more desirable.

INTENTIONAL SCHOOL CULTURE

Patriot culture is built and led by a coalition of students, teachers, parents, and community members who champion excellence, respect, unity and diversity. We commit to an environment that values our community by hearing and taking action on each member's voice and building strong systems for equity, inclusion, recognition, spirit, and engagement.

RECOMMENDATION 1

Establish a holistic system for listening to and collecting feedback from voices across our GW community in order to inform school culture priorities

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- The research will shed light on how culture is viewed by the different stakeholders
- The research will also provide insight on where the gaps are and where to prioritize
- We have an opportunity to reach voices we don't hear from

MEASURE OF SUCCESS:

- Surveying stakeholders

ACTION STEPS:

- Interview Campaign in the Fall of 2019 to carry out survey
- Initiate a culture survey to administer at various events and activities
- Design 2-3 new priorities for the next 5 years based on survey results

RECOMMENDATION 2

Continue to refine and improve current intentional school culture priorities based on feedback

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Many of the current priorities are working to improve the culture of the school and enhance the Patriot experience among the entire GW community
- Students who are engaged outside of the classroom tend to perform better while in class
- School pride from all stakeholders is necessary for a school to thrive

MEASURES OF SUCCESS:

- Number and types of school traditions
- Number of participants and level of engagement

ACTION STEPS:

- Review priorities and progress from One George 2014
- Determine areas of need and areas of success from the priority list of One George 2014
- Create, reestablish and popularize school traditions
- Celebrate broader achievement outside of academics

RECOMMENDATION 3

Ensure a set of practices and goals to establish strong implementation of priorities

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- We know certain events or activities occur, but we are unsure of the impact. It will be important to determine how to measure and track the impact to maintain and improve the events
- It is important to understand the purpose behind the work that is being done to positively impact school culture

MEASURES OF SUCCESS:

- Surveys of stakeholders before, during, and after events, activities, assemblies, etc.

ACTION STEPS:

- Determine current and desired outcomes for the priorities
- Outline and communicate best practices for implementation

PATRIOT PATHWAYS

We are committed to developing and facilitating an academic environment that encourages exploration and individual achievement in a diverse atmosphere of trust, support, and collaboration. Through a commitment to equity, opportunity, and challenging perspectives, every student will be prepared for a 21st century global society.

RECOMMENDATION 1

Explore removing weighted GPA from transcripts.

TYPE: Exploration

TARGET DATE: 2020-2021 school year

WHY:

- 8th period extension period for IB students has created an unfair system in the number of weighted classes students can take.
- Student have indicated that their focus is on GPA, which adds unnecessary stress.

MEASURE OF SUCCESS:

- To be determined

ACTION STEPS:

- Review other high schools that have eliminated the weighted GPA.
- Speak with higher education institutions on the benefits and consequences of only reporting the unweighted GPA.
- Continued input from students, staff, and community members.

RECOMMENDATION 2

Review of academic supports, in conjunction with the Student Centered Learning & Supports working group, to include:

- Evaluation of Advisory curriculum / exploration of following a course specific curriculum (ie AVID, HSOB, JROTC)
- Untracking of Advisory classes

TYPE: Review and Exploration

TARGET DATE: 2020-2021 school year

WHY:

- We implemented the Advisory course as part of One George 2014 in the hopes of increasing academic success amongst all students. We now need to reevaluate is success and identify areas of improvement.

MEASURES OF SUCCESS:

- To be determined

ACTION STEPS:

- Review other high schools process of implementing Advisory.
- Evaluation of current Advisory curriculum
- Continued input from students, staff, and community members.

RECOMMENDATION 3

Increase the access and opportunity for all students to take and succeed in advanced coursework, which includes:

- Exploring the implementation to allow students to complete IB courses without completing full Diploma requirements
- Increasing AP/IB options for 10th grade students
- Creation of a pathways fair before choice of studies for each grade level
- Allow opportunities for 9th and 10th grade students to shadow advanced courses

TYPE: Exploration and Action

TARGET DATE: 2020-2021 school year

WHY:

- Students have indicated an interest in having more options for advanced classes and being able to take them earlier. We believe expanding on our current offerings will increase opportunity and engagement for more of our students

MEASURES OF SUCCESS:

- To be determined

ACTION STEPS:

- Explore the creation of an IB course option.
- Map out course offerings at the AP and IB level for the 2020-2021 school year
- Continued input from students, staff, and community members.

RECOMMENDATION 4

Continue to explore adding an honors for all course at the 9th grade level.

TYPE: Review and Exploration

TARGET DATE: 2020-2021 school year

WHY:

- An honors for all option could increase student access and opportunity in more advanced courses.

Measures of Success:

- To be determined

ACTION STEPS:

- Review other high schools process of implementing honors for all.
- Continued input from students, staff, and community members.

RECOMMENDATION 5

Explore providing seniors with a quarterly Life Skills seminar taught by community volunteers:

- Mental/Physical well-being, including information on healthcare
- Finance –in college, living on your own –bank accounts, loans, interest, household budgets
- Communication skills – how to interact informally/formally, with peers, at a place of business; verbal, non-verbal cues; appropriate forms of communication with clients, professors, bosses

- Community participation – in college, social groups, civic responsibility, civil disobedience, how to meet new people, how to start a conversation

TYPE: Review and Exploration

TARGET DATE: 2020-2021 school year

WHY:

- Our students need to be prepared for a 21st century global society, which includes skills outside of what is taught in our core content areas.

MEASURES OF SUCCESS:

- To be determined

ACTION STEPS:

- Review of current life skills curriculum.
- Identify plan of implementation.
- Continued input from students, staff, and community members.

RECOMMENDATION 6

Highlight and expand on student celebrations, to include:

- Senior Awards Ceremony in May
- CultureFest during the school day
- Pep Rally's where non-athletic groups are celebrated
- Update of trophy cases
- Showcase college acceptances more broadly, visually

TYPE: Action

TARGET DATE: 2019-2022 school year

WHY:

- In order to cultivate a sense of belonging and a feeling of mattering, students should be celebrated throughout their high school experience, not just at graduation. More than academics, identities, cultures, and socio-cultural experiences need to be highlighted.

MEASURES OF SUCCESS:

- Events scheduled on master calendar
- Point of contact for each event

ACTION STEPS:

- Planning and implementation of events
- Continued input from students, staff, and community members.

STUDENT CENTERED LEARNING AND SUPPORTS

We believe that George Washington should implement a Student Centered Learning model, where each student's interests, abilities, goals and learning styles drive and inform their educational process, pathways, supports and measures of success.

RECOMMENDATION 1

GW will allocate 1 Professional Development session a month to be dedicated towards grade level meetings.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Teachers are invested in a group of kids,
- these are "our kids",
- teachers engage in collegial conversations with people they normally don't talk to, team bonding

MEASURE OF SUCCESS:

- Data-Driven Instruction
- Focus group with teachers
- surveying students

ACTION STEPS:

- The staff will be grouped by the level of student they predominately teach. This will be the responsibility of the ILT to determine these groups. There will be one group for Freshmen teachers, one for Sophomore teachers, one for Junior teachers, and one for Senior Teachers.
- Each group will be facilitated by - 1 administrator, 1-2 teachers on the ILT, 1 Special Education teacher, and 1-2 members of the Academic Advisors/Counselors.
- The purpose of these times will be to: (1) discuss successful/common strategies including test prep strategies, and (2) set goals and assess those goals through Data Driven Instruction(DDI), (3) mapping out the calendar so teachers are aware of major assignments in other classes (we considered making this public, but feel mixed about this).

RECOMMENDATION 2

GW will ensure that all students are engaged dynamically in the classroom and its instruction in order to cultivate a love of learning.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Engaged students are more likely to achieve a high level of academic success, attend class regularly, and stay in school if they are engaged with their learning.
- Decades of research shows that one key factor of success is student engagement—the time and effort students devote to their studies and related activities.
- Engagement is considered the primary theoretical model for understanding dropout and is necessary to promote school completion, defined as graduation from high school with sufficient academic and social skills to partake in postsecondary enrollment options and/or the world of work

MEASURES OF SUCCESS:

- Pass rates amongst all grades

- Dropout rates
- Attendance rates
- Number of kids involved in other ways in school

ACTION STEPS:

- The members of the GW Administration and ILT will share a clear vision with the staff as to what a highly engaged classrooms looks like. Once this happens, this model, this vision, will be made public and prominent throughout GW (posters, signs, slogans, logos, etc)
- The ILT will build a resource bank of “engaging methodologies” by examining their own practice, the faculty as a whole, best practices, and feedback from the students
- Teachers will include a feedback loop for their students to improve engagement, and be prepared to share results with their PD level meetings (approximately once every six weeks). Teachers will also use this to determine what is causing students to not engage.
- Coaching from the ILT will revolve around engagement. This means, in addition to scored observations, teachers will be regularly coached. ILT members may use Relay Strategies to help build engagement.
- During both the level PD Meetings and smaller PLCs, conversations should occur around why students are not engaging and how to address these issues

RECOMMENDATION 3

GW will begin to identify the different supports available to students at GW

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Focus groups showed students were not aware of what we currently have to support our students
- With more supports students can and should be more successful
- This also encourages students to advocate for their needs.

MEASURE OF SUCCESS:

- Number of students on track to graduate in the 4 year cohort
- Less students transferring to alternative schools.
- Track how many clicks for each activity – how much traction each group is getting on the website.

ACTION STEPS:

- GW will have a published list of both the different activities/clubs/extra-curricular as well as a list of support groups – what each group does and how to get involved in it – available in an online form, a paper handout (for teachers to access) and posters to display near the Academic Support Center.
 - Have qualifications for each group listed with each support
 - Also have a cart of Chromebooks for students to be able to access/research supports available to them in the Academic Support Center
 - These supports should also be messaged in other ways including student leaders and freshmen seminar
- The 9th grade transition counselor will identify students who are likely to struggle and connect them with the necessary supports.
- Each of the four core departments, as well as Special Education, will implement structures around a pull out support for different classes. This support should happen during periods such as off hours, Freshmen Seminar, Lunch, Academic Intervention, etc. The burden here will fall upon those that are working to support GW such as City Year as well as other supports, not the academic teacher or the Special Education teachers.

- GW will begin to implement an academic support center/writing center during the 2019-2020 school year. This center will need –
 - A location
 - Staffing (CityYear)
 - Guidelines such as a limited number of visitors at a time
 - A tracking system
- We have a 9th grade transition counselor who will oversee all of the above happening

RECOMMENDATION 4

GW will begin to train the GW shareholders (students, teachers, administrators, parents etc) around a more culturally responsive community and have them understanding biases.

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Students in the focus groups identified the need for teachers and students alike needed to be more aware of biases.
- Mental health team and teachers identified Trauma Informed Care as a need for further development

MEASURE OF SUCCESS:

- Feedback from trainings (teachers) and the fair (students) to see what and how it has affected them/their teaching.

ACTION STEPS:

- There will be 2 trainings a semester for teachers and staff – one training for Bias training and one for trauma Informed Care each semester during Thursday morning PD. Mr. Dilworth will present this option to the ILT.
 - Dr. Fergus will be approached about group BIAS training for the staff. The ILT will be responsible to ask for Dr. Fergus to come speak with our teachers and provide training.
 - Dr. McCune will be approached about “Effective Teaching Strategies for Students Who have Experienced Trauma” by the ILT.
- There will be one interactive assembly/fair for students around bias. The initial trainings are to start with just the awareness of bias. Ms. LeRoux will ask Tess Vigil about who to contact to help create and run this event. The administration will assign a team of teachers and administrators to work on this project. We will ask the team who takes this on to answer the following questions:
 - What is the follow up?
 - How can we make sure the learning lasts and how can we continue to interact with our bias?
 - How can we engage students to be a part of this event?

RECOMMENDATION 5

GW will establish a more meaningful curriculum for its Freshman Seminar (and affiliated) classes

TYPE: Action

TARGET DATE: 2019-2020 school year

WHY:

- Students identified in the focus groups the gaps they perceive as not being addressed yet needed.
- Additionally, the curriculum has constantly shifted over the last 5 years and needs stability.

MEASURE OF SUCCESS:

- 9th grade BESS survey
- 9th grade pass rates

ACTION STEPS:

- Survey students who have been a part of the Freshman Seminar Programs to see what they feel is needed for the curriculum.
- Survey and talk with teachers to further identify what skills are missing – this can and should be an ongoing conversation that includes the once a month PD time with Freshmen teachers
- Develop curriculum for freshmen seminar that includes
 - Study Skills and School Skills will be the main portion of curriculum
 - Two day a week study hall
 - Miscellaneous things to be accomplished
 - iCAP
 - Pathways discussion
 - Upper classmen in advisory in the Honors Peer Tutor Class
 - Provide social and emotional supports and skills as classified under “School Skills”
- Identify a person to oversee that the curriculum and implementation of said curriculum is happening across all advisories.

FUTURE RECOMMENDATION 1

Creating more tailored supports (now that we will now what exists) including the Denver Health School Based Clinic

TYPE: Future

TARGET DATE: 2020-2021 school year

FUTURE RECOMMENDATION 2

Increasing the number of staff of color by developing more intentional hiring practices

TYPE: Future

TARGET DATE: 2020-2021 school year

FUTURE RECOMMENDATION 3

Build out to a four year advisory (the fourth year will have elements of future choices and life skills)

TYPE: Future

TARGET DATE: 2020-2021 school year

FUTURE RECOMMENDATION 4

Internships – can we increase this and make it more meaningful/layer it into advisory

TYPE: Future

TARGET DATE: 2020-2021 school year

FUTURE RECOMMENDATION #5

Keep expanding the love of learning (through the work of recommendation number 2)

TYPE: Future

TARGET DATE: 2020-2021 school year