

2023-2024 COLLECTIVE COMMITMENTS

- CLIMATE

Build Intentional Positive Relationships	Commit to embracing every child, showing them love, understanding, and patience. Believe in them, so that they can believe in themselves.
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- CULTURE

Create Shared Responsibility	Commit to increasing expectations, performance, and teacher effectiveness through collaboration.
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- TIER 1 INSTRUCTION

Ensure Learning for ALL Students	Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.
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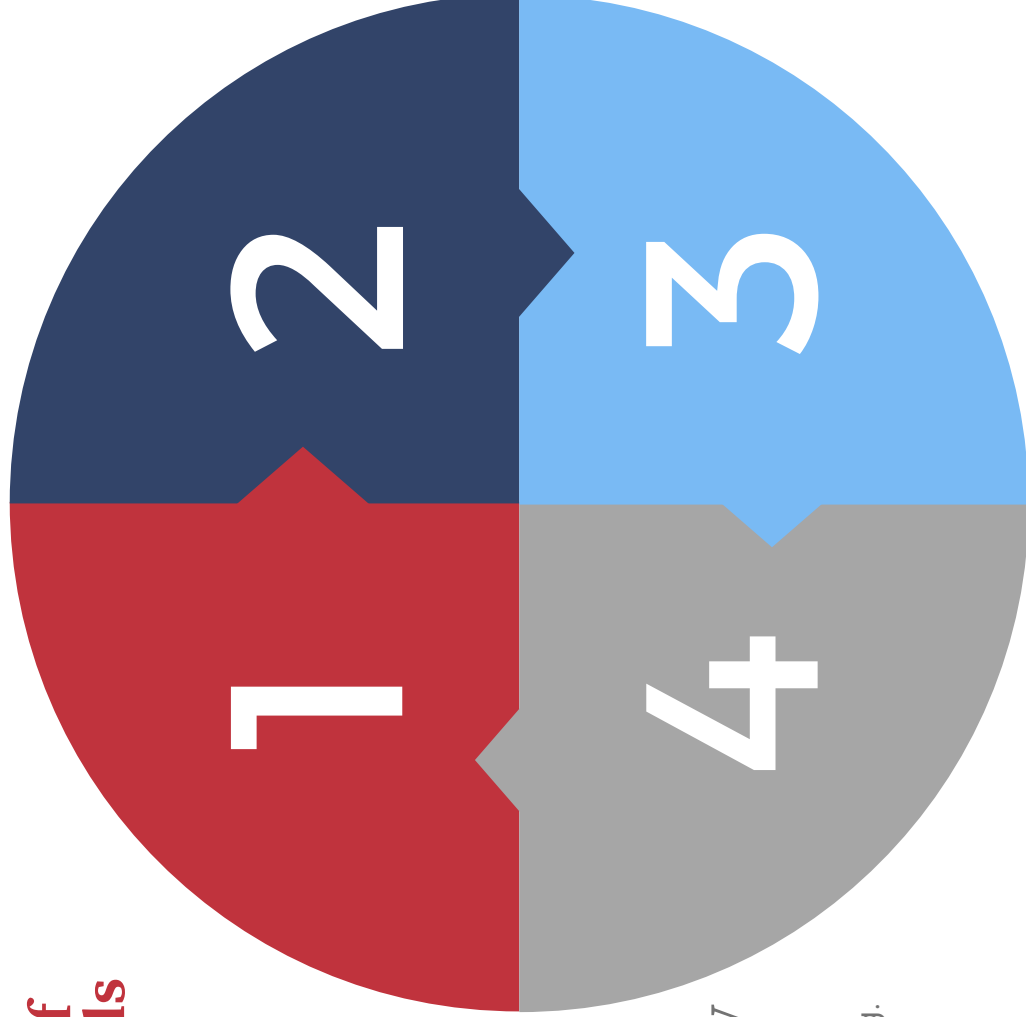
- TIER 1 BEHAVIOR

Teach Behavior Standards Explicitly	Commit to teaching essential behavior standards daily through explicit instruction and modeling.
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Portrait of a GWA Graduate

STUDENT COMPETENCIES



1 High Levels of Thinking Skills

Demonstrating a rigorous understanding in academics.

1

2 Effective Communication

Strengthening communication through listening, speaking, and understanding.

2

4 Social Responsibility

Developing physical, mental, social, and emotional well-being.

4

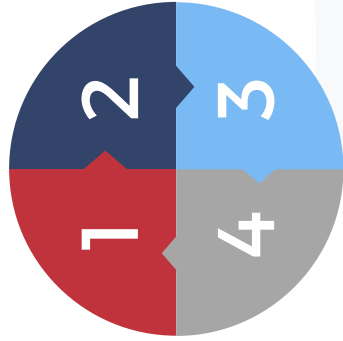
3 Strong Character

Leading with honesty, integrity, and respect.

3

Portrait of a GWA Graduate

STUDENT COMPETENCIES



What is a Portrait of a GWA Graduate?

The Portrait shows that student academic success matters and so does a student's ability to communicate, collaborate, to think critically, to show empathy and to take personal responsibility.

The Portrait is organized by grade levels as essential skills we expect our students to become proficient in during their time at GWA.

Portrait of a GWA Graduate

STAFF COLLECTIVE
COMMITMENTS



Building Intentional Positive Relationships

Commit to embracing every child, showing them love, understanding and patience. Believe in ALL students, so they in turn can believe in themselves.



Create Shared Responsibility

Commit to increasing expectations, performance and teacher effectiveness through collaboration.



Ensure Learning for ALL Students

Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.



Teach Behavior Standards Explicitly

Commit to teaching essential behavior standards daily through explicit instruction and modeling.



High Levels of Thinking Skills

Demonstrating a rigorous understanding in academics.

K-2	3-5	6-7
<p>Demonstrates a deep and thorough understanding of academic concepts.</p>	<p>Demonstrates deep understanding of all academic concepts covered.</p>	<p>Demonstrates a deep understanding of the academic content and can apply it effectively.</p>
<p>Independently identifies problems and finds creative solutions.</p>	<p>Consistently demonstrates strong critical thinking skills, analyzing and evaluating information effectively.</p>	<p>Consistently analyzes academic concepts in a comprehensive and insightful manner.</p>
<p>Consistently applies academic knowledge to unfamiliar situations with minimal support.</p>	<p>Consistently applies academic knowledge to solve complex problems accurately.</p>	<p>Consistently applies academic concepts to real-world situations with creativity and sophistication.</p>



Academic Mastery



Critical Thinking
& Problem Solving



Lifelong Learning



Effective Communication

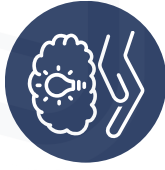
Strengthening communication through listening, speaking, and understanding.



Listening



Speaking



Understanding



Collaboration

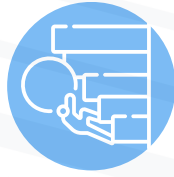
K-2	3-5	6-7
Actively listens and demonstrates understanding by following directions and responding appropriately.	Actively listens and demonstrates understanding through appropriate responses, questions, and reflections.	Actively and attentively listens to others, demonstrates understanding, and asks relevant questions.
Speaks clearly and confidently, using appropriate vocabulary and grammar. Expresses ideas clearly and effectively.	Expresses ideas clearly and effectively using appropriate vocabulary, tone, and body language.	Effectively expresses thoughts and ideas using clear and concise language, engages the audience, and demonstrates confidence.
Demonstrates a deep understanding of the topic by asking relevant questions.	Demonstrates a deep understanding of the topic, asks meaningful questions, and provides thoughtful responses.	Demonstrates a deep understanding of the topic, asks thoughtful questions, and provides relevant and insightful responses.
Effectively listens to other while sharing their perspective and ideas.	Effectively collaborates with peers, showing respect for various ideas and opinions,	Effectively collaborates with peers, showing respect for different perspectives and creating think win-win situations.

Strong Character

Leading with honesty, integrity, and respect.



Leadership



Hardwork/ Resilience



Accountability

K-2	3-5	6-7
<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others.</p>	<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others while seeking first to understand.</p>	<p>Consistently demonstrates honesty, integrity, and respect in their actions and interactions with others while seeking to inspire others.</p>
<p>Consistently demonstrates a strong work ethic by putting first things first.</p>	<p>Consistently demonstrates a strong work ethic by putting in maximum effort, staying focused, and beginning with the end in mind.</p>	<p>Consistently demonstrates a strong work ethic by putting in maximum effort, staying focused, and completing tasks on time.</p>
<p>Student consistently applies accountability principles effectively in various situations.</p>	<p>Student consistently applies accountability principles effectively in various situations. Shows a basic understanding of how accountability impacts personal and social responsibilities.</p>	<p>Student consistently applies accountability principles effectively in various situations. Shows a deep understanding of how accountability impacts personal and social responsibilities.</p>

Social Responsibility

Developing physical, mental, social, and emotional well-being.

K-2	3-5	6-7
<p>Demonstrates a basic understanding of the concept of service, its importance, and its impact on individuals and communities.</p>	<p>Demonstrates a thorough understanding of the concept of service, its importance, and its impact on individuals and communities.</p>	<p>Creates a detailed and well-thought-out plan for their service project, including identifying a specific need, setting goals, and outlining steps to achieve those goals.</p>
<p>Develops self advocacy skills and strategies to use when interacting with peers and adults.</p>	<p>Applies a wide range of effective self advocacy skills and strategies in various situations.</p>	<p>Consistently applies a wide range of effective self advocacy skills and strategies in various situations. Shows creativity and adaptability in using different approaches.</p>
<p>Builds positive relationships with peers and adults and demonstrates an understanding of emotions.</p>	<p>Consistently establishes positive relationships, demonstrates empathy, and effectively collaborates with peers.</p>	<p>Consistently establishes and maintains positive relationships, demonstrates empathy, and effectively collaborates with peers.</p>



Service



Self Advocacy



Social & Emotional Well-being



Academic Supports

The product of a classroom intentionally designed to foster and promote a safe, consistent, and positive environment

Best Practice	Score 0 = Not present 1 = In progress 2 = In place	Evidence or Next Steps
I allow for student voice in my classroom.		Students' input and expertise are embraced and help shape their classroom experience, including lessons, assignments and interactions.
I have consistent, clear procedures and routines in place to maintain a safe, and predictable classroom and engage in active supervision. (i.e: scanning, moving, and having positive interactions).		The teacher intentionally & consistently teaches and reteaches the routines and procedures expected in the classroom (i.e: how to enter and exit the classroom, how to ask for help, or take a bathroom break, and where to turn in assignments).
I have transition times of one minute or less.		Transition time between one task and another in the classroom is less than a minute. This requires teachers to intentionally organize lessons and next steps.
I have a process for handling minor misbehaviors in my classroom.		The teacher understands the difference between teacher-handled and administrator-handled classroom infractions. Classroom behavior agreements or contracts co-developed by students and the teacher ensure joint understanding and commitment between all stakeholders in the classroom. The teacher also demonstrates ownership and autonomy when handling minor infractions within the classroom, utilizing adequate tools and resources when responding.

The product of a classroom intentionally designed to foster the ongoing interchange of expectations, ideas, commitments, voices, and behaviors among all stakeholders.

Best Practice	<p>Score 0 = Not present 1 = In progress 2 = In place</p>	Evidence or Next Steps
<p>I use positive teacher language and tone in my classroom.</p>		<p>The teacher uses positive (direct) language more often than negative language (four instances to one is the ideal ratio) and even more often for struggling students (six instances to one). Positive language, for example, focuses on what's desired, and acknowledges students when they demonstrate appropriate skills.</p>
<p>I have (and reinforce) classroom management and communication monitoring systems for students.</p>		<p>Classrooms are well managed with communication and/or monitoring systems to track behaviors and provide additional support for students who need them.</p>
<p>I have a behavior communication and monitoring system with administrators and other stakeholders (such as support providers and parents)</p>		<p>The teacher follows a process for positively communicating with parents or guardians (i.e.: making five positive calls a week to different parents or guardians). Contacting them with something positive when they are frequently called for negative reasons tremendously builds parent and guardian support. The teacher reports all incidents and office referrals to Educator's Handbook.</p>
<p>Positive Interactions with Students.</p>		<p>Multiple methods for making positive contact with students are employed: notes, affirmations, one-to-one conversations, fist bumps, and check-ins.</p>
<p>I have a clear alternate plan for when I am out of the classroom, including students who require special accommodations or interventions.</p>		<p>An intentional preparation plan for substitute teachers helps stave off behavior challenges. Plans can provide appropriate information for substitutes on certain students who may need additional supports. A seating chart is updated to include notes on what a student needs academically, behaviorally, and social-emotionally to access classroom instruction. This can provide a teacher-especially one with multiple class sessions-a quick visual reminder. Those reminders can be as simple as 504, IEP, or anxiety care plans.</p>

The product of a classroom intentionally designed to educate the whole child, including academics and beyond.

Best Practice	<p align="center">Score 0 = Not present 1 = In progress 2 = In place</p>	Evidence or Next Steps
I embed social-emotional & behavioral competencies into my teaching.		Students will receive formal or informal weekly behavior lessons; these lessons may range from behavior curriculum (anti-bullying, respect, digital citizenship), to making connections with texts, to confronting real-life classroom, school, or community challenges around tolerance and empathy. Lessons will develop students' self-awareness and self-management skills by embedding instruction into assignments, lessons, and projects.
I incorporate 21st century skills into my classroom.		Intentionally incorporated instruction and application of 21st century skills includes opportunities to practice communicating and collaborating, as well as encouraging critical thinking and creativity. (The teacher might, for example, teach how to develop and adhere to group work norms so students know how to communicate differences and diversity of thought in a productive way, civil way.)
I have at least one scheduled weekly classroom meeting, circle, or check-in time with students.		This intentionally created safe space provides opportunities for students to share and help each other or the community with concerns or challenges.
I provide students multiple options to learn and demonstrate proficiency.		Students have opportunities to demonstrate learning in different modalities. For example, if the physical act of writing triggers a student's sensory challenges, that student can present orally or create a speech-to-text response for an assignment.
I provide daily engaging, meaningful instruction based on student voice and input, while implementing special education (and other) accommodations and interventions designed for student success.		Ensuring that students find instruction meaningful and understand how it applies to their learning results in engagement. The teacher understands and implements the three areas of UDL in the classroom: (1) engagement (stimulating interest and motivation via lessons), (2) representation (information is presented in different ways, for multiple modalities), and (3) action and expression (students can demonstrate what they learned or know in different ways; CAST, n.d.).

The product of a classroom intentionally designed to build and maintain relationships and community.

George Washington Academy

Culture

Best Practice	Score 0 = Not present 1 = In progress 2 = In place	Evidence or Next Steps
I have structures in place for relationship building.		Intentionally greeting students is the norm for the classroom teacher. The class creates and repeats mantras about respecting each other and developing a safe, loving classroom environment. Teacher invests in relationship building and restores or repairs relationships when needed. A system is in place for ensuring students feel safe asking for help.
I create a positive classroom experience		Positive classroom incentives are offered. Students can receive individual or classroom-level (team) acknowledgments for demonstrating appropriate behaviors they have learned. Incentives can be tangible or intangible based on student input and motivators. The classroom is a welcoming space for students, families, and other stakeholders.
I embed community-based service learning projects.		At least once a trimester, participate in service learning projects which provide opportunities to learn and implement character development. The focus is on being good citizens in and out of the classroom.
I use trauma-informed practices.		Understanding the impact traumatic childhood events have on a student's ability to regulate his or her behavior is trauma informed. Teachers shift their view from "This student is behaving poorly," to "This student is having a difficult time. What does s/he need?" The behavior is viewed through a lens of support and establishing a relationship rather than punishment and removing the student from class.

GWA - Guiding Coalition

Team: BLT	Date: 8/8/2023	Time: 7:00 AM	Location: Library
Facilitator: Mr. Clark	Timekeeper: Mrs. Giles	Minutes: Mrs. Stevens	
Team Norms: 1. On time 2. All voices are heard 3. Trust that the job will be accomplished			

Meeting Goals:	Updates teams on procedures of various departments
Yearly Goals:	All students will comprehend on grade level or show an increase of 3% in comprehension.

What do we need to bring for this meeting?

Review Roles/Norms/Goals/Celebrations/Calendar Items

Time	Task	Minutes
5	Celebrations/Calendar Items	

Tier 1

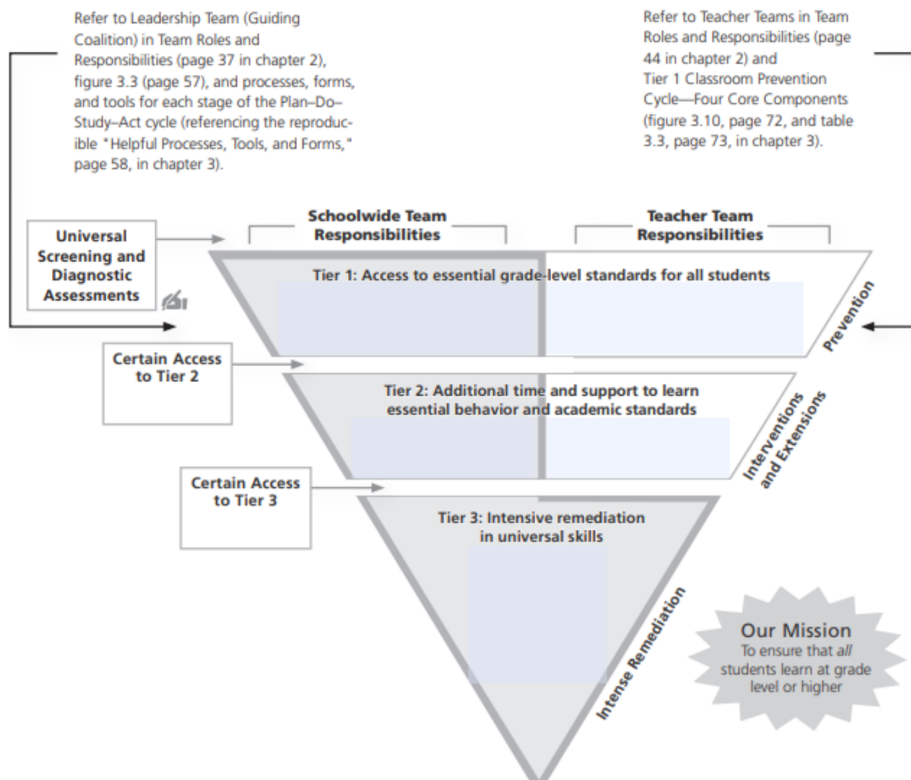
	What Tier 1 academic needs are there?	
	How is Tier 1 classroom implementation going?	
	What resources do we need?	
	What academic support help do we need?	

Tier II

	How is Tier 2 implementation going?	
	What new academic trends require reteaching?	
	Do we need the lead from the leadership team Tier 2 subset to push into a teacher team meeting to discuss Tier 2 academic needs?	

Tier III

	How is Tier 3 intervention plan implementation going?	
	What resources do we need from the intervention team?	
	Do we need the Tier 3 intervention team lead to push into a teacher team meeting to discuss Tier 3 academic needs?	





George Washington Academy- Professional Learning Teams (PLT) - Data Driven Collaborative Meetings

Team:	Date:	Time:	Location:
Assignments	Facilitator	Timekeeper	Note Taker
		Any other type here	Any other type here
Team Norms:			
Schoolwide WIG			
Meeting Goals:			
What do we need to bring for this meeting?			
Time (40 min)	Topic	Minutes/Notes	
Review Roles/Norms/Goals/Celebrations/Calendar Items			
5	Celebrations/Calendar Items		
Critical Question 1: What do we want our students to learn during this upcoming unit?			
7	What is Essential?		
	What are "Nice to knows"		
	2-3 Instructional Strategies for each objective, skill, or behavior		
Critical Question 2: How will we know that our students are learning during this upcoming unit?			
7	Pretest		
	Short 4-5 question common formative assessment		
	Rubrics that define different levels of performance		
Critical Question 3: How will we respond when students struggle during this upcoming unit?			
7	List of students who have yet to master each essential outcome		
	Share one promising instructional strategy for reteaching		
	Additional assessments to measure progress after interventions have been delivered		
Critical Question 4: How will we respond when students excel during this upcoming unit?			
7	List of students who demonstrate mastery of essential outcomes		
	List of additional concepts that can extend student thinking for each essential outcome		
	Share one promising instructional strategy for providing extension of essential outcomes		
	Develop additional assessments to measure progress after extension have been delivered		



Behavior Supports

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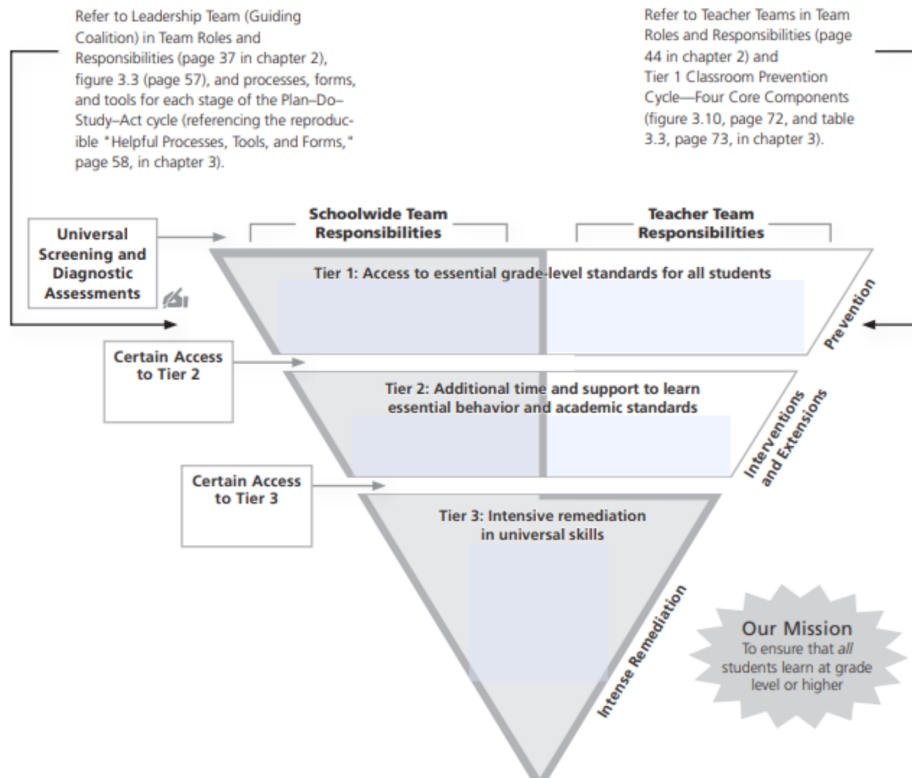
	What Tier 1 academic or social behavior needs are there?	
	How is Tier 1 classroom implementation going?	
	What resources do we need?	
	What behavior support help do we need?	

Tier II

	How is Tier 2 implementation going?	
	What new behavior trends require reteaching? Educators Handbook Data	
	Do we need the lead from the leadership team Tier 2 subset to push into a teacher team meeting to discuss Tier 2 behavior needs?	

Tier III

	How is Tier 3 intervention plan implementation going?	
	What resources do we need from the intervention team?	
	Do we need the Tier 3 intervention team lead to push into a teacher team meeting to discuss Tier 3 behavior needs?	





Tier 1 Classroom Prevention Cycle

- *Welcome Students Daily
- *Clear and Consistent Classroom Expectations
- *Routines and Procedures
- *Efficient Transition Times
- *Active Supervision
- *Precise Directions and Positive Narrations
- *Stay in the Game Conversations
- *Teacher Managed Reinforcement/Correction System

Student Support Radio Calls

- *B1 - Walk/Proximity
- *B2 - Cover Class for Teacher to Take Student
- *B3 - Admin Takes the Student

SOAR Matrix
-Self-Control
-On-Task
-Achievement
-Respect

Problem Behavior Observed

Decide: Is this Office Managed Behavior?

Intervention 1:

- *[T1 Classroom Response Menu](#)
- *Collaborate with Grade Level Team
- *Contact Parent

- Action 1:**
- *Call Admin for Support
 - *Report Incident in [Educator's Handbook](#)

Intervention 2:

- *Push in Process
- *[Restorative Conversation Script](#)
- *Contact Parent

- Action 2:**
- *Administrator Conferences with student and parent/guardian

Intervention 3:

- *Reteaching/Reflection Opportunities
- *[Reflection Sheet](#)
- *Contact Parent
- *[1st Report Incident in Educator's Handbook](#)

- Action 3:**
- *Alternative Discipline Consequences will be decided by Administrator and communicated to appropriate parties.

Intervention 4:

- *[2nd Report Incident in Educator's Handbook](#)
- *Contact Parent
- *Behavior Academy Notification

Teacher Managed (Minor)

- *Inappropriate Language
- *Physical Contact
- *Defiance/Non-Compliance
- *Disrespect
- *Disruption
- *Dress Code
- *Lying/Cheating
- *Technology Violation
- *Property Misuse

Consequences are Determined by Staff

Administrator Managed (Major)

- *Abusive/Sexual Language
- *Fighting
- *Discrimination
- *Physical Aggression
- *Defiance
- *Harassment/Intimidation
- *Inappropriate Display of Affection
- *Vandalism/Property Destruction
- *Truancy
- *Technology Violation
- *Chronic Dress Code
- *Theft
- *Repeated Behavior
- Academy Intervention Referrals
- *Weapons

Consequences are Determined by Administrators

- Action 4:**
- *Administrator documents and monitors alternative discipline action
 - *If Major, [behavior contract](#) between student, parent, teacher, school counselor and admin required before student returns to class

Intervention 5:

- *[Student Intervention Team](#)
- *Admin, Education Team Consult

GWA Classroom

Self-Control

- Keep your hands and feet to yourself
- Use materials appropriately
- Use a quiet voice

On-Task

- Be on time
- Follow directions
- Listen attentively
- Be willing to participate and answer questions

Achievement

- Give your best effort
- Be prepared and ready to learn
- Do your personal best

Respect

- Treat others the way you want to be treated
- Use kind and appropriate words
- Help and share with others

Hallway

Self-Control

- Be aware of others
- Face forward in line
- Walk at all times

On-Task

- Listen to adult directions
- Be in the right place at the right time

Achievement

- Go directly to your destination
- Walk with a purpose

Respect

- Use a quiet voice
- Keep your hands and feet to yourself
- Respect other students and staff

Bathroom

Self-Control

- Walk at all times
- Keep your hands and feet to yourself
- Use a quiet voice
- Flush
- Wash your hands

On-Task

- Use facilities appropriately (water, soap, paper towel)

Achievement

- Quickly use the facilities to be able to return to class
- Use the bathroom only when necessary

Respect

- Keep the facilities clean
- Wait your turn
- Respect others' privacy

Lunchroom

Self-Control

- Walk at all times
- Stay seated with your feet on the floor
- Remain seated until teacher comes to the table
- Stand in line

On-Task

- Eat food carefully
- Throw away all trash and disposable trays
- Don't share food
- Listen to adult directions

Achievement

- Raise your hand for help
- Use food and drinks appropriately
- Leave your area clean or cleaner than before

Respect

- Use inside voice
- Keep hands and feet to self
- Use kind and appropriate words
- Respect other students and staff

Playground

Self-Control

- Keep your hands and feet to yourself
- Be aware of activities around you
- Listen for the whistle/bell to stop and line up

On-Task

- Follow rules
- Face forward in line
- Stay in line when walking in and out of building
- Listen to adult instructions

Achievement

- Line up quickly to be able to return to class
- Be a good friend
- Invite others to join in
- Show good sportsmanship

Respect

- Put trash in the garbage can
- Use all equipment properly
- Take turns
- Report problems to an adult

Library

Self-Control

- Use space safely
- Keep shelves neat
- Use your own space

On-Task

- Look at the teacher
- Ask questions for clarification
- Complete tasks

Achievement

- Meet reading goals
- Know how to choose a book
- Leave tables and shelves neat and tidy

Respect

- Turn in all books on time
- Use a quiet voice

P.E.

Self-Control

- Keep your hands and feet to yourself
- Be aware of others

On-Task

- Be on time
- Follow directions
- Listen attentively
- Be willing to participate and answer questions

Achievement

- Do your personal best
- Show good sportsmanship
- Be a team player

Respect

- Use equipment appropriately
- Appropriate language
- Respectful response to peers and teacher

Carpool

Self-Control

- Keep your hands and feet to yourself
- Walk at all times
- Wait patiently
- Be aware of others and activities around you

On-Task

- Exit building safely and quickly
- Stand behind the yellow line
- Actively look for carpool

Achievement

- Stand behind the yellow line
- watch for your car
- Keep items in your backpack: including cell phones, snacks, and cards/toys

Respect

- Appropriate language
- Respectfully responding to peers and teacher

Technology

Self-Control

- Use devices with clean hands
- Handle devices with care
- Only use technology as directed by the teacher

On-Task

- Attend to tasks on devices as assigned by the teacher
- Return devices to appropriate location after use

Achievement

- Be prepared to learn new technological activities/tasks
- Use device for academic purposes

Respect

- Use equipment properly
- Be on the correct website/program
- Charge the device when the battery is low