CIWP

2012-2014 Continuous Improvement Work Plan

George Westinghouse High School

West Side High School Network

3223 W Franklin Blvd Chicago, IL 60624

ISBE ID: 150162990250857

School ID: 609693

Oracle ID: 53071

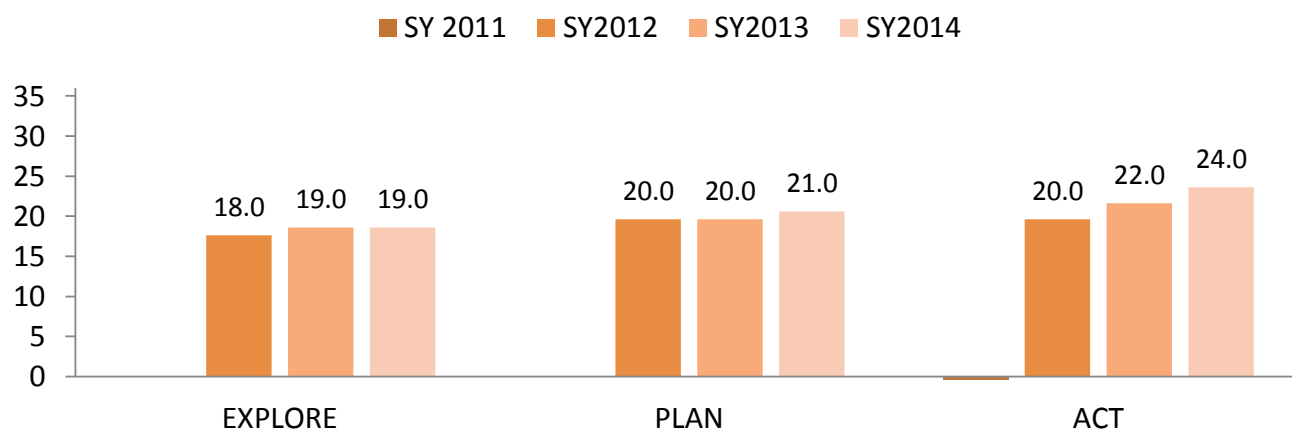**CHICAGO PUBLIC SCHOOLS | CPS**

Mission Statement

The students of George Westinghouse College Prep will be empowered with the academic, social, career and technological skills necessary for post-secondary success. Our students will emerge as conscious and responsible citizens who will make positive contributions to the local and broader community. George Westinghouse College Prep will prepare our students for postsecondary success by providing rigorous educational opportunities in a diverse, welcoming, safe and supportive environment that fosters a culture of learning.
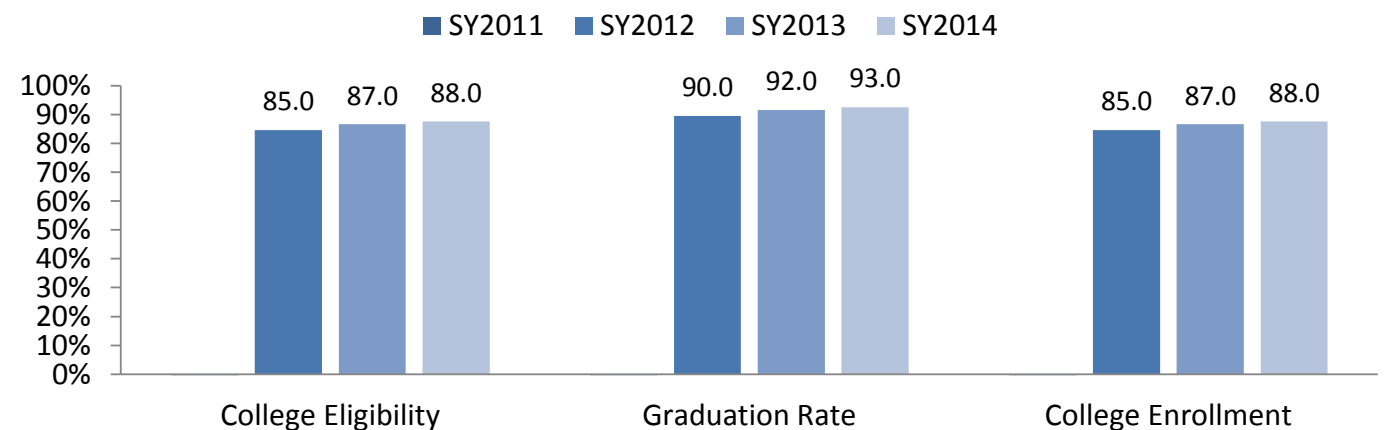
Strategic Priorities

1. GWCP will create a four year scope and sequence that is aligned to the CRS and CCSS that will result in a rigoruous experience for all students at different skill levels.

2. All GWCP teachers will undergo a year-long, in depth professional development program designed to ensure effective implementation of the REACH Teacher Evaluation system, Common Core and College Readiness Standards and maximize effectiveness of Advanced Placement level instruction. Administrative and

3. GWCP will design a robust intervention system whereby grade-level teams, counselors and administration work collaboratively to ensure that we achieve a +90% five-year graduation rate by ensuring that students are on-track.

4. GWCP will significantly increase parental involvement by ensuring that 75% of our parents attend Open House, 60% attend major school events, and parental involvement at athletic/extracurricular competitions also increases. GWCP will also provide/host 20 hours of training for parents and community members.

5. GWCP will support the expansion of non-core instruction that enriches the whole child, i.e. world language, fine arts, and College to Career programs.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012			
SY2013	18.0	20.0	20.0
SY2014	19.0	20.0	22.0
	19.0	21.0	24.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2012	85.0	90.0	85.0
SY2013	87.0	92.0	87.0
SY2014	88.0	93.0	88.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	George Westinghouse High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Janice K. Jackson	Principal
Greg Jones	Assistant Principal
Josh Vander Jagt	Assistant Principal
Anne O'Neill	Classroom Teacher
Sarah Lenert	Classroom Teacher
Deidra Freeman	Special Education Faculty
Rebecca Smith	Counselor/Case Manager
Jullanar Naselli	Assessment/Data Faculty
Louise Mondane	Parent/ Guardian
Hilda Cezares	Parent/ Guardian
Gabriel Neri	Other
Crystal Ramirez	Other

High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		17.0	18.0	19.0	19.0
10th Grade - PLAN Average PLAN score		18.7	20.0	20.0	21.0
11th Grade - ACT Average ACT score	NDA	NDA	20.0	22.0	24.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	85.0	87.0	88.0
5-Year Graduation Rate % of students who have graduated within 5 years	NDA	90.0	92.0	93.0
College Enrollment % of graduates enrolled in college	NDA	85.0	87.0	88.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	4.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.6	94.0	95.0	95.0	**Misconducts** Rate of Misconducts (L4-6) per 100	2.0	2.0	2.0	2.0
Freshman On-Track % of Freshman Students on-track	90.5	92.0	93.0	94.0	**Sophomore On-Track** % of Sophomore students on track	93.4	94.0	95.0	95.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	NDA	60.0	65.0	70.0	**PSAE Reading** % of students exceeding state standards	NDA	5.0	10.0	15.0
PSAE Mathematics % of students meeting or exceeding state standards	NDA	60.0	65.0	70.0	**PSAE Mathematics** % of students exceeding state standards	NDA	5.0	8.0	10.0
PSAE Science % of students meeting or exceeding state standards	NDA	60.0	65.0	70.0	**PSAE Science** % of students exceeding state standards	NDA	5.0	10.0	15.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	--->		**4**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	GWCP has operated under three goals focused on college and career readiness: making or exceeding annual EPAS gains, maintaining a high "On-Track" to graduate rate, and the attainment of industry certification for those students in the GWCP's CTC programs. GWCP's theory of action, the college readiness model, as it is called, is designed to teach students the academic and thinking skills necessary for successful transition to college or university. 48% of class of 2013 is "college ready" based on Spring 2012 ACT scores; 96% of SY2011-12 Freshmen and Sophomores were On Track to graduate at end of 1st semester.	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	GWCP Principal has prioritized the use of the Charlotte Danielson framework to coach, develop, and evaluate teacher's instructional practices. Principal begins majority of professional development sessions, community/parent events, and whole-staff meetings, with the GWCP's five goals and how they relate to that specific gathering of stakeholders. These goals are direct manifestations of the school's vision to create an instructional model and culture that ensures each student at Westinghouse is being prepared for college and career readiness. This messaging of our school's vision and the goals we've set to attain it, permeate our communication with parents through annual stakeholder reports, student orientation sessions, new teacher induction protocols, and involvement with our Parent Advisory Committee. GWCP successfully created its first Local School Council during the 2011-12 school year. Our status in reaching our goals is consistently messaged through the school's website, monthly parent advisory meetings, report card pick-up events, and ongoing email updates provided to all parents. 94% of	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Of Westinghouse's current teachers, 34% are involved in some type of school leadership. A system of communication has been created to ensure that teachers have a voice in the school's decision making process which includes whole school input on the CIWP creation, it's priorities, and the assessments of the school's status in the seven domains of the "School Effectiveness Framework" . Teachers also have voice through their department chairs and Instructional Leadership Team members. GWCP teachers have also organized a Professional Problems Committee to address teacher raised issues that can be addressed directly with school administrators. While these communication systems are in place, Westinghouse faculty state they would like to improve the extent to which they are utilized. Westinghouse also looks to increase the percentage of teachers involved in school leadership, the frequency in which teachers are creating professional development sessions, and the participation level of teachers on committees and ideation groups. Four GWCP teachers have been identified as consulting teachers for CPS. GWCP's goal is to revisit the committee structure to increase opportunities for teacher leadership (i.e data team, special events, etc). GWCP is also moving towards more grade level teaming	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	GWCP's Instructional Leadership Team is comprised of two individuals from each core department, one being the department chair and the other being an additional content expert in that department. Non-core department chairs also sit on the ILT as well as representatives from administration, counseling, and special education. The primary focus of the GWCP is to further the school's Target Instructional Area, which at this time is 'writing'. ILT meetings are designed to reflect on recent school trends in implementing the TIA and designing the supports to further its development. Through ongoing benchmark writing assessments and their results, the ILT makes decisions for future professional development. The ILT plays a significant role in creating school-wide professional development sessions based also on trends determined from 'learning walks' or other internal/external data sources. Areas the ILT is seeking to improve on includes the two-way communication between the ILT and the rest of the school, and the systematized use of data to inform decision making processes. Members of the ILT are also looking to better articulate the future role of Learning Walks as they relate to the TIA and determining	
Monitoring and adjusting	--->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Summative data is used by GWCP faculty and leadership extensively to determine progression in school's theory of action, specifically pertaining to EPAS data and quarterly grades data. GWCP intervention teams also use data to a great extent in order to determine students at risk and in need of extra support. Westinghouse is looking to improve its use of data from external interim assessments as well as from internal unit assessments in order to improve reflections on instructional effectiveness and areas for development. GWCP also looks to increase teacher	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**3**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	All of GWCP course teams have designed and implemented yearlong curriculum maps that articulate state standards, College Readiness Standards, and other content specific learning objectives. GWCP faculty also use common unit plans that provide instructional details that allow for common implementation of classroom experiences in alignment with common exams. More developed reading materials are being provided in the English and Social Studies department and text decisions for specific students and grade levels are appropriate for majority of Westinghouse students. But, further resources may be sought to better suit specific student subgroups in other departments of the school. Majority of GWCP planning documents contain detailed modifications and accommodations sections but this is an area for continued growth at Westinghouse. Moving forward GWCP looks to improve complexity differentiation of text based materials used across the	
Instructional materials	-->		**3**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	GWCP provides a leveled curriculum to all students by means of programming from standardized test scores and then subsequent curriculum design based on student skill levels. Reading packets and assessments are created based on students' skill levels. There is also a significant emphasis on teacher created curricular materials which teachers draw on a wide range of resources to generate. GWCP currently fulfills all requirements of student IEP's. Westinghouse looks to address the needs of ELL student more effectively going forward. GWCP offers advance level support for	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

DIMENSION 2: Core Instruction

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Westinghouse currently uses diagnostic writing data and standardized EPAS data to inform instructional decisions. This data is made available immediately following assessments and is only delayed by external sources. GWCP is currently developing internal use of assessment data and has several departments that are developing these systems during the current school year. Immediate use of unit data by course teams is an area for growth going forward. While the variety of assessment types being used at GWCP is diverse, systems for documenting alignment and assessment types are still under development. GWCP has made significant progress in developing performance rubrics to describe different levels of writing proficiency in different content areas and this will continue to be an area of strength for the school.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	All of GWCP teachers use standards-based objectives in developing and implementing lessons. Scaffolding occurs with the leveling of students through programming (prep, general, honors), but also within individual classes base on individual student needs. Teachers work to differentiate lessons through content, process, or product. GWCP has also begun exploring the use of a student discourse rubric to determine the level of questioning that is occurring between teacher-student and student-student. Opportunities for students to take Advanced Placement courses have exponentially increased for the last three years as the school opens and reaches its full capacity. Students' test scores are evaluated at the midpoint of every year to ensure that they are in the proper placement. High achieving Prep students are moved to the general level when their schedules allow it. At least one Interdisciplinary unit is created annually at all grade levels. Westinghouse also looks to improve its horizontal and vertical teaming.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	GWCP currently has two student intervention teams at the freshmen and sophomore grade level. These teams use ongoing data monitoring systems to determine students at-risk due to course failures or attendance issues. GWCP also utilizes a "Student Improvement Plan" (SIP) that teachers use to create individual intervention plans with students that are struggling within in specific content areas. Westinghouse also provides daily tutoring in core subject areas after school. While the school's ILT does not directly monitor the interventions, the school's counseling staff closely works with the two intervention teams and administers the SIP program. Special Education and core teachers meet on a weekly basis to discuss student progress and support of special needs students. Students test scores are also reflected upon at mid-year and evaluated to determine if lower performing students need additional support through placement in 'prep' courses.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Westinghouse creates an annual calendar during the summer preceding each school year to layout the school's professional development vision and agendas for the year. Professional development needs are determined from CCSR survey feedback, classroom observations, and internal learning walks conducted by school faculty members. GWCP looks to improve and build on this learning walk structure to be a primary source for identifying school development needs. In addition to internal professional development, GWCP has built a strong professional development partnership with John Hersey High School and UIC. Another step for growth is to work on providing more differentiated support for	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Westinghouse course teams meet regularly for Unit Planning and Exam Development. Department chairs play a role in providing feedback on planning documents and assessments. GWCP also uses several days at the end of each school year to create plans for the subsequent school year. Grade level teams along with student intervention teams (FSC/SSC) meet on a regular basis to discuss students who are struggling. GWCP uses quarterly grade reports and whole staff discussions to align the grading practices within teams, departments and grade levels. Teachers with special-needs students in their classroom are regularly meeting with SPED teachers. All department chairs are also on ILT. GWCP teachers utilize a "Lesson Tuning Protocol" to share instructional plans and delivery materials. GWCP is looking to improve the strength of our course teams by identifying course leaders who are responsible for developing courses.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers to Westinghouse are supported through ongoing coaching with school administration, department chairs, and external coaches from the CPS New Teachers Center. GWCP teachers have also begun participating in peer observations. During monthly professional development sessions, beginning of the year institute days, and external PD sessions with our CFP partners, Westinghouse teams/teachers are provided various opportunities for course or needs specific development sessions. Principal is also highly involved with designing PD sessions based on teacher observations and ILT insight. New teachers to Westinghouse in the 2011-12 school year were also involved in several rounds of cross-content peer observations. While there are the beginnings of a coaching environment started at Westinghouse, there is not a formal coaching plan as of yet. New-To-GWCP teachers receive 18-24 hours of training prior to the start of the school year.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		3
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Westinghouse designs instruction in alignment with its College Readiness Curriculum Model which utilizes the College Readiness Standards as primary reference. The GWCP counseling staff delivers Wednesday Advisory lessons to prepare students for college applications and financial aid securement. GWCP has also organized several college fairs and taken students on college tours both in state and out of state. Counselors offer teachers an 8-week module on college readiness to all juniors during their 11th grade school year. While some GWCP events have allowed for student leadership and voice, there is room for growth with student voice. Although a	
	Relationships	-->		
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	GWCP has two mentoring programs administered by the Freshmen and Sophomore Success Committees (FSC & SSC). The AIM high and Legacy mentoring programs also have a home at GWCP. Students also receive individual support during after school tutoring and during the school day advisory classes. The vast majority of GWCP students also participate in some type of after school club or sport in which they receive adult mentoring and coaching. GWCP students from the low-incidence special needs program are paired with our general Ed. students in a Best Buddies program to provide mentoring and growth opportunities for both groups of students. 81% of students reported that they feel that their teachers listen to their concerns. 91% reported feeling supported and respected by their teachers	
	Behavior& Safety	-->		3
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	GWCP recognizes students on a monthly basis for positive school citizenship and strong academic performance. Student athletes are also consistently recognized for their successes during all school assemblies and daily announcements. Students are recognized at semi-annual awards assembly. We also host an annual athletic banquet to honor student-athletes. GWCP has a Hall of Fame with photos of the top ten students, student of the month and awards and trophies from competitions. While the school overall is a safe place, there are growth areas involving teacher presence in the	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	GWCP uses phone calls to parents, the school's website, email blasts, and Parent Advisory Committee (PAC) meetings to provide families with a constant and detailed level of information about expectations and school student progress. Calls are also made regarding Student Intervention Plans, report card pickup events, and events to introduce AP courses by teachers during which expectations and school priorities are provided to families. Many parent events are well attended and above the districts average for high school parent participation. School administrators and the counseling staff provide transition expectations and supports for students during summer orientation and subsequent all parent events. 97% of GWCP teachers agree/strongly agree that "the principal pushes teachers to communicate regularly with parents"	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Westinghouse teachers communicate with parents beyond report card pickup nights. GWCP prioritizes students orientation events, PAC meetings, departmental newsletters, and communication through the school website/email to engage parents. GWCP desires to open a stronger line of communication with parents regarding curriculum news and student accomplishments. 97% of GWCP teachers agree/strongly agree that the "school regularly	
	Bonding	-->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	While GWCP staff provides opportunities to bond with families, they are poorly attended. These events include athletics and other types of staff planned programs. Due to low attendance at school sponsored events, some staff feel there is a gap in the types of programs that are planned which then result in poorer parent attendance. Parents state they would like to further their engagement with teachers around issues that pertain to college application processes and financial aid attainment. GWCP welcomes parent volunteers into classrooms, fieldtrips, and performances. It is also recommend that teachers attend PAC meetings more frequently to engage with parents. 94% of GWCP teachers	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**2**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Collaboration with social services agencies like DCFS and homebound services are in place for students who need specialized support. 97% of GWCP teachers agree/strongly agree that "teachers work closely with parents to meet student's needs (2011 My Voice My School Survey)." Although school makes every effort to support students who need help from social service agencies, we need to	
	College & Career Exploration and election	-->		**4**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Westinghouse organizes numerous college visits, college fairs, junior seminars focused on college admissions, and advisory lessons that prepare students for college choice/fit. GWCP is also working to better provide low-incidence SPED students assistance with post high school career options. GWCP has college representatives visit	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.
• The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.
• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Westinghouse encourages students to take higher level classes to better prepare for college level coursework. Westinghouse's College To Career (CTC) program prepares students with skills for specific careers and does so by providing students with academic work that is aligned to high level, post-secondary course work. Future areas for growth include the support of all students understanding different career options. Westinghouse is also working to define how it will support all students that desire taking Advanced Placement courses. A committee of teachers who teach AP has began to meet to identify goals for the AP program and to	
	Enrichment & Extracurricular Engagement	-->		**4**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Westinghouse offers many extracurricular options for students. 73% of students at GWCP report participation in one or more extracurricular activities. GWCP offers 21 interscholastic sports at various levels. In addition to a wide variety of athletic teams, GWCP	

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Westinghouse uses CRS levels to plan instruction in all classes. Students take interim and retired EPAS assessments annually. Future growth opportunities at GWCP include the use of incentives and celebrations around EPAS test scores and completion. The school focuses on ACT but more support on Day 2 of PSAE is	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Westinghouse currently provides an extensive amount of information to students about colleges and application processes. Students are routinely taken on college tours, to college fairs and are provided workshops on college options and financial aid. GWCP is also working to identify scholarships for students who need financial support as well as students who are undocumented students and need options for school. Going forward, GWCP looks to provide more of this info to parents with specifics on admission,	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Westinghouse has two student intervention groups, one of which specifically supports students' transition from 8th grade into 9th. Both groups ensure students overcome organizational and social-emotional barriers. GWCP looks to bridge upperclassman into higher levels of independence and leverage their experiences by mentoring GWCP underclassmen. There is room for growth in using community resources to support students' transition to high school. GWCP has begun developing partnership with two community organizations to assist students with high school	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Westinghouse has used discretionary funds to pay for additional teachers and computer labs, both of which increase the opportunities provided to students. Discretionary funds are also used for ACT prep classes for students. A significant amount of discretion funds are used for teacher extended day to support professional development and reduced class size. Westinghouse has been strategic in securing additional funds/resources through sources like Gear Up, Donors Choose, After School Matters, etc. GWCP faculty members will be involved in the alignment of school funds with CIWP priorities.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Westinghouse deploys a multistep hiring process that involves faculty members at each step of the process. GWCP faculty help identify teacher candidates based on department needs, conduct first round interviews through a fish-bowl data analysis session and candidate presenations, and in a final stage, observe teacher practicums with GWCP students. Grade/course teams are assembled to ensure our cross curricular approach to school goals and student achievement are reached. GWCP has hosted several counseling interns, student observers and teachers. GWCP's principal trains a UIC Principal Intern each year. Also several teachers have conducted their Type 75 internships at GWCP.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Westinghouse programs students based on skill levels. Teachers currently have common planning time with their entire department on a daily basis. Going into the final year of opening the school, GWCP is ensuring strategic use of classroom space and shared room pairings. Common planning time is built into the schedule for all core departments. At this point, the time designated for interventions is the daily advisory periods as well as before/after school meetings. We are attempting to maintain this as the school grows to full capacity,	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The students of George Westinghouse College Prep will be empowered with the academic, social, career and technological skills necessary for post-secondary success. Our students will emerge as conscious and responsible citizens who will make positive contributions to the local and broader community. George Westinghouse College Prep will prepare our students for postsecondary success by providing rigorous educational opportunities in a diverse, welcoming, safe and supportive environment that fosters a culture of learning.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	GWCP will create a four year scope and sequence that is aligned to the CRS and CCSS that will result in a riguruous experience for all students at different skill levels.	70% of all GWCP students will make expected gains on EPAS exams in reading, English, math, and science. GWCP is on track to attain current goal of 70% of students making expected gains. It is imperative that we continue our ability in ensuring all students are making or exceeding expected gains so that their skills progress towards college ready levels. This priority and its continued metric increase will focus efforts to constantly improve instructional effectiveness for ALL students.
2	All GWCP teachers will undergo a year-long, in depth professional development program designed to ensure effective implementation of the REACH Teacher Evaluation system, Common Core and College Readiness Standards and maximize effectiveness of Advanced Placement level instruction. Administrative and Instructional Leadership teams will devote 40 hours to Common Core/CRS implementation each school year and the entire faculty will devote 20 hours. GWCP will continue partnership with the Curriculum Framework Project to attain this goal.	As 45 states and the Chicago Public School system begin implementation of the Common Core State Standards, it is necessary to develop teachers capacity to effectively design curriculum and instruction with these new standards while at the same time maintaining the College Readiness Standards. Alignment to CCSS, CRS, and AP standards requries significat development of both leadership and instructional staff. This priority ensures our intentional planning of professional development throughout the school year and how it will incrementally unfold over time. Administrative and Instructional Leadership teams will devote 40 hours to Common Core/CRS implementation each school year and the entire faculty will devote 20 hours. GWCP will continue partnership with the Curriculum Framework Project to attain this goal.

3	GWCP will design a robust intervention system whereby grade-level teams, counselors and administration work collaboratively to ensure that we achieve a +90% five-year graduation rate by ensuring that students are on-track.	Graduation rates are the best indicator of school effectiveness. This is a metric that must be monitored 9th-12th grade. Recent Consortium reports inform us of the string correlation between freshmen on-track and graduation rates. Furthermore we have expanded our focus to include sophomores. With strong systems in place to monitor student progress towards successfully graduating within 4 years, we will ensure that 90% or more of our students graded on time.
4	GWCP will significantly increase parental involvement by ensuring that 75% of our parents attend Open House, 60% attend major school events, and parental involvement at athletic/extracurricular competitions also increases. GWCP will also provide/host 20 hours of training for parents and community members.	GWCP recognizes the importance of parental involvement to ensure academic and whole-student development at school and home. GWCP looks to support parental aspirations for their children and to do so requires constant communication and interaction. By increasing parent attendance at school events, families can play a larger role in shaping our work with their children and stay connected to the intentional steps we take in serving a diverse student population. GWCP parents have also voiced the desire to receive instructional experiences from GWCP staff, specifically around technology and productivity software.
5	GWCP will support the expansion of non-core instruction that enriches the whole child, i.e. world language, fine arts, and College to Career programs.	In addition to providing a high quality academic program in the core areas, we must continue to develop the curriculum of our non-core programming at GWCP. Our goal is to offer a comprehensive educational experience for all of our students. 70% of students in the CTC program will obtain an industry level certificate in four years and world language program will build international school partnerships with Sister Schools to allow for international exchange and distance learning.

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
GWCP will create a four year scope and sequence that is aligned to the CRS and CCSS that will result in a rigoruous experience for all students at different skill levels.	70% of all GWCP students will make expected gains on EPAS exams in reading, English, math, and science. GWCP is on track to attain current goal of 70% of students making expected gains. It is imperative that we continue our ability in ensuring all students are making or exceeding expected gains so that their skills progress towards college ready levels. This priority and its continued metric increase will focus efforts to constantly

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide extra ACT test taking support to 2012 juniors through Academic Approach	After School/ Extended Day	Other student group	Admin and Junior team leads	Quarter 2	Quarter 3	On-Track	Students enrolled in Gear Up beginning Saturday, November 3, 2012.
Design internal assessment tools and systems that inform faculty on student progress towards expected gains	Instruction	All	All faculty	Summer 2012	Quarter 4	On-Track	On-Track/ We have created a data analysisi cyckle to distribute data to students, teams and teachers. Teams create individual action plans based on the data.
Create Expected Gains profile for incoming Freshmen based on 8th grade and/or Fall 2012 Explore scores	Instruction	All	Data team	Quarter 1	Quarter 1	Completed	Done and distributed to 9th grade teachers. A copy of the mater file is available upon request.
Create Expected Gains profile for 2012 Sophomores based on Fall 2012 PLAN scores	Instruction	All	Data team	Quarter 1	Quarter 1	Completed	Done and distributed to 9th grade teachers. A copy of the mater file is available upon request.
Create Expected Gains profile for 2012 Juniors based on Fall 2011 PLAN scores	Instruction	All	Data team	Quarter 1	Quarter 1	Completed	Done and distributed to 9th grade teachers. A copy of the mater file is available upon request.
Utilize external interim assessment data to adjust instructional units based on skills attainment/needs	Instruction	All	All faculty	Quarter 2	Quarter 2	On-Track	This data just came in. Plans are due 12-5-12
Utilize external interim assessment data to adjust instructional units based on skills attainment/needs	Instruction	All	All faculty	Quarter 3	Quarter 3		
Use 4th quarter interim assessment (retired EPAS for Fr and Soph) to determine intra-year skills growth	Instruction	All	All faculty	Quarter 4	Quarter 4		
Design curriculum maps and instructional units that are aligned to CRS and CCSS based on current student skills profile	Professional Development	Not Applicable	All faculty	Summer 2012	On-going	Completed	All are complete and aligned to CRS and CCS Reading standrads. Examples are available upon request.
Create professional development opportunities for teachers to develop high-quality instructional materials that align with student needs/skill levels	Professional Development	All	All faculty	On-going	On-going		This has been impacted by fewer PD days. However, 2012-2013 PD plan exists.

2012-2014 Continuous Improvement Work Plan

George Westinghouse High School

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Strategic Priority 1

Present school's efforts and vision to support student skills growth to parents during summer orientation; Present updated EPAS scorecards to families	Parental Involvement	All	Admin	Summer 2012	Summer 2012	Completed	Decks available upon request. Next presentation is 12-5-12.
Utilize ULS assessment data to adjust instructional units based on skills attainment/needs	Instruction	Students With Disabilities	SpEd Team	Quarter 1	On-going	Completed	
Design two performance tasks aligned to CCS for each core area.	Instruction	All	All Teachers	Quarter 2	Quarter 4	On-Track	All non core and core have completed a BOY PT. All will complete an EOY PT and compare data.
Common Core Training	Professional Development	All	All Teachers	Quarter 1	On-going	On-Track	All ELA and Math slecetd have attended Network training.
AP Training	Professional Development	All	AP Teachers	Summer 2012	Summer 2012	Completed	All GWCP AP Teachers have been trained by the College Board. Either at the beginning, intermeidte or advnaced level.

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2012-2014 Continuous Improvement Work Plan

George Westinghouse High School

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Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
All GWCP teachers will undergo a year-long, in depth professional development program designed to ensure effective implementation of the REACH Teacher Evaluation system, Common Core and College Readiness Standards and maximize effectiveness of Advanced Placement level instruction. Administrative and Instructional Leadership teams will devote 40 hours to Common Core/CRS implementation each school year and the entire faculty will devote	As 45 states and the Chicago Public School system begin implementation of the Common Core State Standards, it is necessary to develop teachers capacity to effectively design curriculum and instruction with these new standards while at the same time maintaining the College Readiness Standards. Alignment to CCSS, CRS, and AP standards requries significat development of both leadership and instructional staff. This priority ensures our

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT members to identify and participate in CCSS summer proffessional development	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	Completed	
Year 3 of Curriculum Framework Project implementation plan and professional development sequence articulated. This is also to include CCSS PD development.	Instruction	All	Admin	Summer 2012	Summer 2012	Behind	
Instructional planning documents (curriculum maps, unit plans, and assessment tools) will be modified to include CCSS inclusion	Instructional Materials	All	ILT / Faculty	Summer 2012	Summer 2012	On-Track	
Instructional support materials/supplies will be identified and attained to support transition into CCSS implementation; i.e. professional literature, lab supplies, and/or technology needs.	Supplies	All	Admin /ILT /Faculty	On-going	On-going	Behind	
Faculty will have participated in 5 hours of CCSS professional development. Admin/ILT 15 hours.	Professional Development	All	Admin/ ILT / Faculty	Summer 2012	Quarter 1	Completed	
Faculty will have participated in 10 hours of CCSS professional development. Admin/ILT 25 hours.	Professional Development	All	Admin/ ILT / Faculty	Quarter 1	Quarter 2	Completed	
Faculty will have participated in 15 hours of CCSS professional development. Admin/ILT 35 hours.	Professional Development	All	Admin/ ILT / Faculty	Quarter 2	Quarter 3		
Faculty will have participated in 20 hours of CCSS professional development. Admin/ILT 40 hours.	Professional Development	All	Admin/ ILT / Faculty	Quarter 3	Quarter 4		
Parents of GWCP students to be presented on CCSS roll out plan, impact on instruction, and future assessments alignment during SY2012-13 Summer Orientations	Parental Involvement	All	Admin /ILT /Faculty	Summer 2012	Summer 2012	Completed	

Strategic Priority 2

Instructional observations will be completed by administration, Instructional Leadership Team, and GWCP teachers to document and celebrate successes in CCSS implementation	ILT/ Teacher Teams	All	Admin /ILT /Faculty	Quarter 1	Year 2	Behind	
Creation of internal GWCP reference tools for CCSS and PARCC assessment implementation	Instructional Materials	All	Faculty	On-going	On-going	Behind	
Special Ed teachers will have participated in professional development to ensure alignment of IEP goals to Common Core Standards	Professional Development	Students With Disabilities	SpEd Team	Quarter 1	On-going	Completed	
Faculty will be introduced to the REACH evaluation system	Professional Development	All	All Faculty	Summer 2012	On-going	Completed	
Administrative Team will create a detailed system for conducting a series of high quality observations.	Instruction	All	Admin Team	Quarter 1	On-going	Completed	
Administrative Team will be trained to implement the REACH model	Professional Development	All	Admin Team	Summer 2012	On-going	Completed	
Observe 100% of teachers using the REACH protocol for Round I	Instruction	All	Admin Team	Quarter 1	Quarter 2	Completed	90% of teachers and clinicians have been observed and received a formal evaluation. 100% will be observed by 12-1-12.
Observe 100% of teachers using the REACH protocol for Round II.	Instruction	All	Admin Team	Quarter 2	Quarter 3		
Observe 100% of teachers using the REACH protocol for Round III.	Instruction	All	Admin Team	Quarter 3	Quarter 4		
Observe 100% of teachers using the REACH protocol for Round IV.	Instruction	All	Admin Team	Quarter 4	Quarter 4		

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2012-2014 Continuous Improvement Work Plan

George Westinghouse High School

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Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
GWCP will design a robust intervention system whereby grade-level teams, counselors and administration work collaboratively to ensure that we achieve a +90% five-year graduation rate by ensuring that students are on-track.	Graduation rates are the best indicator of school effectiveness. This is a metric that must be monitored 9th-12th grade. Recent Consortium reports inform us of the string correlation between freshmen on-track and graduation rates. Furthermore we have expanded our focus to include sophomores. With strong systems in place to monitor student progress towards successfully graduating within 4 years, we will ensure that 90% or

Action Plan   ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue developing the Freshmen Success Committee (FSC) and Sophomore Success Committee (SSC), whose overarching goals are to provide support for freshmen and sophomores that are identified as off-track through early warning indicators.	Instruction	Other student group	FSC & SSC Committee Leads	Summer 2012	On-going	On-Track	We have a fully functioning FSC and SSC. Minutes and data are available upon request.
Monitor early warning indicator once selected to GWCP.	Other	All	FSC & SSC Committee Leads/Mentors	Quarter 1	On-going	Completed	
Create target list after first five weeks of school.	Other	All	FSC & SSC Committee Leads	Quarter 1	Quarter 1	Completed	
Mentoring begins.	Other	Other student group	FSC & SSC Committee Leads	Quarter 1	Summer 2013	Completed	
Bi-weekly meetings of the FSC to monitor student progress.	Instruction	Other student group	FSC & SSC Committee Leads/Mentors	Quarter 1	On-going	On-Track	
Quarterly Performance Management Session to help teachers see overall trends in student data	ILT/ Teacher Teams	All	Admin	Quarter 1	Summer 2013	Completed	PM doen every 5th, 15th, 25th and 35th week.
Educate students on the importance of being on-track at orientation and during advisory.	Instruction	All	Counseling Team	Quarter 1	Quarter 4	Completed	
Host mentor meetings with off-track freshmen.	Other	Other student group	FSC & SSC Committee Leads/Mentors	Quarter 1	Quarter 2	Completed	
Host social event for off-track freshmen and sophomores.	Other	Other student group	FSC & SSC Committee Leads	Quarter 2	Quarter 2	Completed	Ice Cream Social
Duplicate the efforts of the FSC and SSC for juniors and seniors.	ILT/ Teacher Teams	All	Admin/ILT/Faculty	Quarter 1	On-going	Behind	We have made improvements with juniors. We are behind on seniors.

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**2012-2014 Continuous
Improvement Work Plan**

George Westinghouse High School

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Strategic Priority 3

Finalize and implement Student Improvement Process for Low Incidence students	Other	Students With Disabilities	SpEd Team	Summer 2012	Quarter 4		

2012-2014 Continuous Improvement Work Plan

George Westinghouse High School

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
GWCP will significantly increase parental involvement by ensuring that 75% of our parents attend Open House, 60% attend major school events, and parental involvement at athletic/extracurricular competitions also increases. GWCP will also provide/host 20 hours of training for parents and community members.	GWCP recognizes the importance of parental involvement to ensure academic and whole-student development at school and home. GWCP looks to support parental aspirations for their children and to do so requires constant communication and interaction. By increasing parent attendance at school events, families can play a larger role in shaping our work with their children and stay connected to the intentional steps we take in serving

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a fully functioning LSC that can support the parental involvement initiatives at GWCP.	LSC/ PAC/ PTA	All	Jackson/LSC Chair	Summer 2012	Summer 2013	Completed	
Train all LSC members on their roles and responsibilities.	LSC/ PAC/ PTA	All	LSC Chair	Summer 2012	Summer 2012	On-Track	All have been trained on Modules 1-4. 50% on 5-6 and 25% on all.
Provide or pay for parents to attend more advanced training for supporting the school.	Parental Involvement	All	Jackson	Quarter 1	On-going	Behind	
Form a sports booster club for all GWCP athletes.	After School/ Extended Day	All	LSC	On-going	Quarter 2		
Host an annual bring your parent to school day.	Parental Involvement	All	PAC	Quarter 3	Quarter 3		
Host an annual Open House.	Instruction	All	Admin /ILT /Faculty	Quarter 1	Quarter 1	Completed	Over 1000 families attended.
Host two parent conferences.	Parental Involvement	All	Admin /ILT /Faculty	Quarter 1	Quarter 3		
Develop a volunteer program that allows parents to select from a menu of opportunities to support the school.	Parental Involvement	All	Admin	Quarter 1	On-going	On-Track	
Develop fundraising goals to support parent activities.	Parental Involvement	All	LSC/PTSA	Quarter 1	On-going	Postponed	
Continue providing parent workshops outside of PAC meetings in addition to annual PAC workshop.	Parental Involvement	All	PAC	Quarter 3	Quarter 3		
Train parents to assist with recruiting effort at GWCP.	Parental Involvement	All	Jackson/Smith	On-going	Quarter 2	Postponed	
Host two parent information sessions to transition students with special needs to an appropriate post-secondary setting.	Parental Involvement	Students With Disabilities	SpEd Team	Quarter 2	Quarter 4	On-Track	We hosted one on RCPU, 11-13-12.

Strategic Priority 4

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
GWCP will support the expansion of non-core instruction that enriches the whole child, i.e. world language, fine arts, and College to Career programs.	In addition to providing a high quality academic program in the core areas, we must continue to develop the curriculum of our non-core programming at GWCP. Our goal is to offer a comprehensive educational experience for all of our students. 70% of students in the CTC program will obtain an industry level certificate in four years and world language program will build international school partnerships with Sister Schools to allow

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create course offerings that support a comprehensive and rich educational experience in the arts, World Languages and through our college to career programs.	Instruction	All	Admin/Department Leads	Summer 2012	On-going	On-Track	
Plan annual trips aboard to support World Language programs.	After School/ Extended Day	All	World Language Department	On-going	Quarter 4	On-Track	
Purchase and administer external assessments packages to measure growth in the World Languages.	Instructional Materials	All	World Language Department	Quarter 2	Quarter 4	On-Track	
Administer CPS NOCTI exams to measure success of CTC programs.	Instructional Materials	Other student group	College to Careers Department	Quarter 3	Quarter 3		
Plan and implement semi-annual productions to showcase the arts.	After School/ Extended Day	All	Fine Arts Department	Quarter 2	Quarter 4		
Recruit students for our College-To-Careers (CTC) programs.	Other	Other student group	College to Careers Department	Quarter 2	Quarter 3		
Promote programs to current and prospective students through the Student Leadership Conference.	Other	All	Counseling and College to Careers Department	Quarter 2	Quarter 2		Scheduled for January 2013
Support exposure opportunities for students in all three programs quarterly.	Instruction	All	World Language, Fine Arts and College to Careers Departments	Quarter 1	On-going	On-Track	
70% of CTE students will obtain indutsry licenses.	Instruction	Other student group	College to Careers Departments	Quarter 4	On-going		

Strategic Priority 5