



Mission Statement

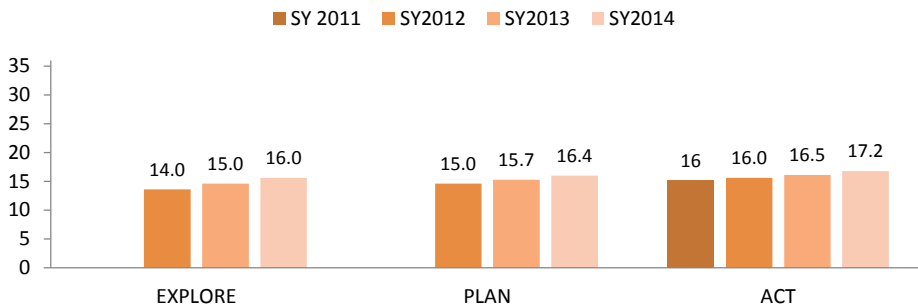
The mission of George Washington High School is to provide each student, including our students with disabilities, a safe and academically rigorous environment where they can develop the skills necessary to become college and career ready as independent, self-sufficient adults who will help to create a better more peaceful world where diversity is welcomed, understood and respected.

Strategic Priorities

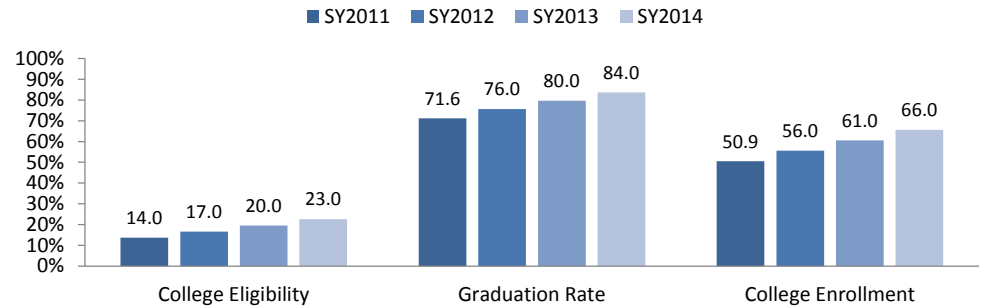
1. Increase school-wide use of non-fiction articles in teaching reading comprehension across the curriculum reflective of CCSS (Common Core State Standards).
2. Improve communication between ILT and general staff.
3. Regularly analyze student data (EPAS, Interim assessments, course assessments) to improve instruction.
4. Intervention for students experiencing difficulties with instruction.

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





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 Washington 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
Florence Gonzales	Principal
Rosalio Alvarez	Classroom Teacher
Steve Cembala	Classroom Teacher
George Fotopoulos	Classroom Teacher
Rogelio Garcia	ELL Teacher
Denise Osei-Kuffour	Special Education Faculty
Cory Overstreet	Assistant Principal
Robert Pawlicki	Classroom Teacher
Michael Pestich	Lead/ Resource Teacher
Joan Smyth	Assistant Principal
Sheryl Bond	Counselor/Case Manager
Tina Perez	LSC Member

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	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.7	14.0	15.0	16.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	14.0	17.0	20.0	23.0
10th Grade - PLAN Average PLAN score		14.5	15.0	15.7	16.4	5-Year Graduation Rate % of students who have graduated within 5 years	71.6	76.0	80.0	84.0
11th Grade - ACT Average ACT score	15.5	15.1	16.0	16.5	17.2	College Enrollment % of graduates enrolled in college	50.9	56.0	61.0	66.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.7	1.4
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	80.2	85.0	87.0	89.0	Misconducts Rate of Misconducts (L4-6) per 100	12.7	8.9	6.3	4.3
Freshman On-Track % of Freshman Students on-track	78.6	85.0	87.5	90.0	Sophomore On-Track % of Sophomore students on track	76.1	83.0	85.0	87.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	16.8	20.0	25.0	30.0	PSAE Reading % of students exceeding state standards	0.6	1.0	1.5	2.0
PSAE Mathematics % of students meeting or exceeding state standards	10.9	14.0	17.0	20.0	PSAE Mathematics % of students exceeding state standards	0.0	0.7	1.5	2.0
PSAE Science % of students meeting or exceeding state standards	14.7	17.0	19.0	21.0	PSAE Science % of students exceeding state standards	0.0	0.3	0.6	1.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has established clear schoolwide goals based on our TIA, Reading Comprehension in the Content Areas, and based on our ACT results. Our focus is to use ACT-style bellringers in every subject area where identifying the main idea and its supporting details is targeted. The goal then is to increase our overall ACT by 1 point and have 20% of our Juniors receive a composite score of 20+ on the ACT. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Principal has scheduled all faculty PD each Monday targeting best practices to support and enhance instruction in the classroom. Principal has scheduled time for all departments to meet each Tuesday and each course teams to meet each Wednesday of every week. Most departments have representation on the ILT. The frequency of meetings and the turning in of their minutes allows for constant communication throughout the school year. The establishment of College and Career Prep classes at the Freshmen level, College Prep Reading at the Junior level, and Senior Seminar classes at the Senior level encourages and supports a college-bound culture. Principal provides a school newsletter quarterly and has PAC (Parent Advisory Council) evening meetings twice a month and BAC (Bilingual Advisory Committee) four times per school year. Parents are encouraged to sign up for Parent Portal and training offered at report card pick-up as well as Open House in the Fall. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl 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 	<ul style="list-style-type: none"> • All teachers participate in their department and course team meetings weekly. Within these teams there are opportunities to share in leadership roles. • They are offered opportunities to present their best practices at all faculty PD meetings held on Mondays or during PD days. • After attending conferences, teachers are encouraged to share with their teams and/or entire faculty. • Teachers participate in department peer walk throughs using common rubrics to help assist each other in improving instruction. • Various committees include ILT, Rtl, CWIP, Grade/Course team shared leadership, Department Chairs, Bilingual Lead, and Union Representatives. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> 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. 			3
<ul style="list-style-type: none"> 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 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			2
<ul style="list-style-type: none"> 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. 			
<ul style="list-style-type: none"> The school analyzes data at quarterly intervals. The data includes standardized (summative) data (Fall EPAS), quarter assessments in reading, math and science, and class-specific quarterly data throughout the school year. We aspire to look more critically at student data in our course teams and departments through protocols for Looking At Student Work (LASW) in quantitative and qualitative measures with the goal of improving classroom instruction. 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Each course team has completed curriculum unit maps. Pacing of the scope and sequence is reflected in weekly lesson plans. Most course teams are in sync with the common units of instruction. Supports are in place for our students who have difficulty with pacing including our ELL and Special Needs populations. Many of our teachers make themselves available for tutoring and most teachers have policies for making up missed work. We are in the process of evaluating our texts for CCSS. 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Instructional materials are currently being inventoried to assess their reflection of CCSS ((Common Core State Standards). Instructional materials are not uniformly current in each subject area. Some subjects are very current with texts supportive of ELL and special education populations. 	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • District assessments are given at prescribed times. Data is made available to the ILT (EPAS) to be shared with their departments and at the course team levels. • Uniformity in administering course team assessments is in the developing stages. • Using district assessments provides a broad picture of achievement data. • Continued and increased formative assessment and review at the department and course team levels at regular intervals will provide instructional feedback at the student level. 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Daily objectives are listed in weekly lesson plans and communicated to each class in verbal and visual form. • Scaffolding and questioning techniques are part of daily instruction. • Progress is monitored through formative assessment, participation and homework which are weekly grade entries. • Summative assessments are completed minimally twice per quarter. • Instruction often includes group work and projects as well as whole group. • Students with disabilities and ELL student needs are monitored and accommodated on an individual basis and according to requirements of student IEPs. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Interventions through the RtI process include select groups at the freshmen level in English and Math and monitored weekly through the RtI instructor. Individual teachers from all levels offer academic support through tutoring before or after school to those students identified as needing more support. Other select courses use the Collaborative Team Teaching (CTT) model and can offer in-class supports through a second teacher assigned to the class. 	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school utilizes weekly professional development each Monday morning before first period classes. A binder is kept of each week's agenda and handouts. PD topics are aligned to our school-wide goals reflecting implementation of our TIA (Reading Comprehension in all content areas), utilizing best practices and incorporating technology. Our Professional Development and Teacher Institute Days allow us more time to delve into LASW (Looking at Student Work) and analyzing data to drive instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers meet weekly in their departments and in their course teams. The focus of department meetings is often ILT driven but course teams meetings are less uniform. Agendas and minutes are turned in weekly. Progress monitoring through data review needs to be more formally implemented. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> New teachers are supported through a New Teachers Support Program. Each new teacher has a mentor to turn to who reviews teacher duties and addresses concerns. All departments perform walk-throughs to provide constructive feedback from colleagues. The whole school has reviewed classrooms in interdepartmental teams to provide peer coaching, constructive feedback and share new ideas. 	

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DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The establishment of College and Career Prep classes at the Freshmen level, College Prep Reading at the Junior level, and Senior Seminar classes at the Senior level encourages and supports a college-bound culture. We have applied and won the POSSE Scholarship. Our Counseling Department hosts College Fairs and makes daily announcements of students' acceptances into college and scholarship awards. Our Senior Seminar classes often have guest speakers from various colleges and universities, and assists students with the college 	
	Relationships ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All of our students are assigned a counselor that they will have throughout their high school years. This allows for the student to get to know their counselor and vice versa. We have additional support staff through the Youth Guidance program. They address the needs of our students most in need of emotional support. Our special needs populations are integrated and educated in the Least Restrictive Environment (LRE). Our ELL students are provided support in their core area classes with bilingual teachers. Student surveys report that they feel safe at school. All discipline issues follow the Student Code of Conduct (SCC) using a Progressive Discipline model 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Our school's 5 Non-Negotiables are posted in each classroom and enforced by our staff. Students out of uniform are given a uniform to wear for the day. We follow a Progressive Discipline model using the Student Code of Conduct (SCC). We've experienced a 50% reduction in L4-L6 offences. The staff encourages students to become involved after school in our many clubs and sport activities. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Principal provides information to families on our school performance as data is made available. Teachers provide parents grading information and other course-specific expectations through a course syllabus. Teachers alert parents to pertinent issues through phone calls. Parents are welcomed to make appointments with teachers as needed throughout the school year. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers communicate with families through phone calls and arranged conferences on an as-needed basis in addition to keeping Gradebooks up to date, progress reports and report cards, to report on student progress. Getting to know a student's individual circumstances often assists teachers in helping students succeed at school. 	
Bonding ----->			4	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Principal provides communication of pertinent events through a quarterly newsletter. Communication between parents and staff is accessible through email provided on our school website. The school marquee publicizes upcoming parent meetings (PAC and BAC) and LSC meetings. Various Fine Arts performances/shows are held 2-3 times per year. Informational meetings highlighting specific departments and/or programs are held throughout the year. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Our Special Education department is in 100% compliance with Annual Reviews and Full Individualized Evaluations(FIEs) as required by law. Conference Notifications are sent at least 10 days prior to a scheduled meeting. Home visits are completed as needed. 	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The establishment of College and Career Prep classes at the Freshmen level, College Prep Reading at the Junior level., and Senior Seminar classes at the Senior level encourages and supports a college-bound culture. College Fair(s) are held at school early in the fall. 	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Through the Senior Seminar classes, students are given ample information on college and career choices. They are provided assistance with the application process which includes admission, scholarship, and FAFSA applications. The Counseling Department hosts sessions for parents to attend on a Saturday morning to receive assistance in completing their FAFSA. Bilingual assistance is also made available. The IB (International Baccalaureate) and AP (Advanced Placement) class enrollments have increased. The Honors curriculum offerings have increased. 	
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school provides opportunities for after school extracurricular involvement by offering several clubs, After School Matters classes, and the full array of CPS sports teams. Many of our clubs and After School Matters classes provide outlets 		

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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> The school provided an early exposure to the ACT exam by hosting a Practice ACT on a Saturday in the Fall. This gave students the feel of a real ACT exam day by having a host of staff proctor the exam, allowing only Junior-level students in the building, and taking all parts of the exam in the allotted times. This included all general 	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> College Prep Reading classes and invitations to college fairs helps prepare our Junior students in becoming college and career ready. The school's Senior Seminar class provides a wealth of information to students on the admissions process for colleges and career prep programs. They are provided assistance with the application process which includes admission, scholarship, and FAFSA applications. Assistance with completing the FAFSA is made available to parents as well as providing informational meetings held in the Fall. 	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Our Senior Seminar course provides our students resources needed to make a smooth transition to college and career training. The class provides assistance in completing applications for admissions, scholarships and financial aid as well as bringing in resourceful speakers to assist and inspire our students. 	

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 ----->				3
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with needs and priorities. • School partners with outside community partners to assist and enhance climate and culture of the school. • School continually supports teachers seeking outside professional development to improve teaching and learning. 		
	Building a Team ----->				3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School actively works to host university interns as a means of support and exposure to potential qualified staff. • Hiring is conducted after assessment of student needs, staff capacity and scheduling needs. • Interview process is a reflective team process. • Department and Course teams are assembled weekly. 			
Use of Time ----->				3	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The school schedule allows for collaborative teams of teachers to meet weekly to reflect on best practices for teaching and learning. • The school schedule allows time to address struggling students’ needs. • The school schedule allows for weekly in-house professional development. 			

Date Stamp November 22, 2012



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 mission of George Washington High School is to provide each student, including our students with disabilities, a safe and academically rigorous environment where they can develop the skills necessary to become college and career ready as independent, self-sufficient adults who will help to create a better more peaceful world where diversity is welcomed, understood and respected.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase school-wide use of non-fiction articles in teaching reading comprehension across the curriculum reflective of CCSS (Common Core State Standards).	More of our students (20% per grade level, will reach the meet or exceed categories of achievement on the EPAS end of the year (EOY) Reading exam.
2	Improve communication between ILT and general staff.	All departments will receive bi-weekly communications from the ILT and increase staff contributions to common planning time and staff meetings.
3	Regularly analyze student data (EPAS, Interim assessments, course assessments) to improve instruction.	More of our students (20% per grade level, will reach the meet or exceed categories of achievement on the EPAS end of the year (EOY) exams.
4	Intervention for students experiencing difficulties with instruction.	More students will receive additional assistance through efforts such as tutoring and decrease our failure rates and increase our attendance rates.
5	Optional	



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
Increase school-wide use of non-fiction articles in teaching reading comprehension across the curriculum reflective of CCSS (Common Core State Standards).	More of our students (20%) per grade level, will reach the meet or exceed categories of achievement on the EPAS end of the year (EOY) Reading exam.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each department will increase use of non-fiction articles weekly. Exposure to non-fiction articles in all classes and applying reading comprehension strategies, will provide students with continual exposure and practice with various reading comprehension tools.	Instruction	All	ILT/Dept. Chairs	Quarter 1	On-going		
All departments will participate in periodic professional reading as part of our Professional Learning Cycle. Continual exposure to current educational topics and trends will aid in improving teaching and learning as well as the personal knowledge of teachers and the faculty as a whole.	Professional Development	All	Department Chairs	Quarter 1	On-going		



Strategic Priority 1



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
Improve communication between ILT and general staff.	All departments will receive bi-weekly communications from the ILT and increase staff contributions to common planning time and staff meetings.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All departments will receive ILT updates and increase participation in common planning activities. Updates will keep all departments involved in the continual focus to improve teaching and learning through a shared accountability.	ILT/ Teacher Teams	All	ILT/Department Chairs	Quarter 1	On-going		
Incorporate ILT updates to staff at PD weekly meetings. ILT Moderators will share with staff all items discussed. This will keep all staff aware of initiatives and current procedures that affect teachers and students daily.	ILT/ Teacher Teams	All	ILT Moderator	Quarter 1	On-going		



Strategic Priority 2							



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
Regularly analyze student data (EPAS, Interim assessments, course assessments) to improve instruction.	More of our students (20%) per grade level, will reach the meet or exceed categories of achievement on the EPAS end of the year (EOY) exams.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each department/course teams will implement common interventions based on data review.	Instruction	All	ILT/Department Chairs/Teachers	Quarter 1	On-going		
PLC will utilize common planning time to address needs related to interventions.	Instruction	All	ILT/Department Chairs/Teachers	Quarter 1	On-going		



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
Intervention for students experiencing difficulties with instruction.	More students will receive additional assistance through efforts such as tutoring and decrease our failure rates and increase our attendance rates.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increased attendance of students in before/after school tutoring sessions by 25%.	Instruction	All	Rtl team; Case Manager; Bilingual Lead; teachers.	Quarter 1	On-going		
Rtl data will be reviewed bi-weekly to monitor interventions.	Instruction	Other student group	Rtl team; Case Manager; Bilingual Lead; teachers.	Quarter 1	On-going		



Strategic Priority 4

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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

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps