



2012-2014 Continuous Improvement Work Plan

Wells Community Academy High School

West Side High School Network
936 N Ashland Ave Chicago, IL 60622
ISBE ID: 150162990250049
School ID: 609740
Oracle ID: 51071



Mission Statement

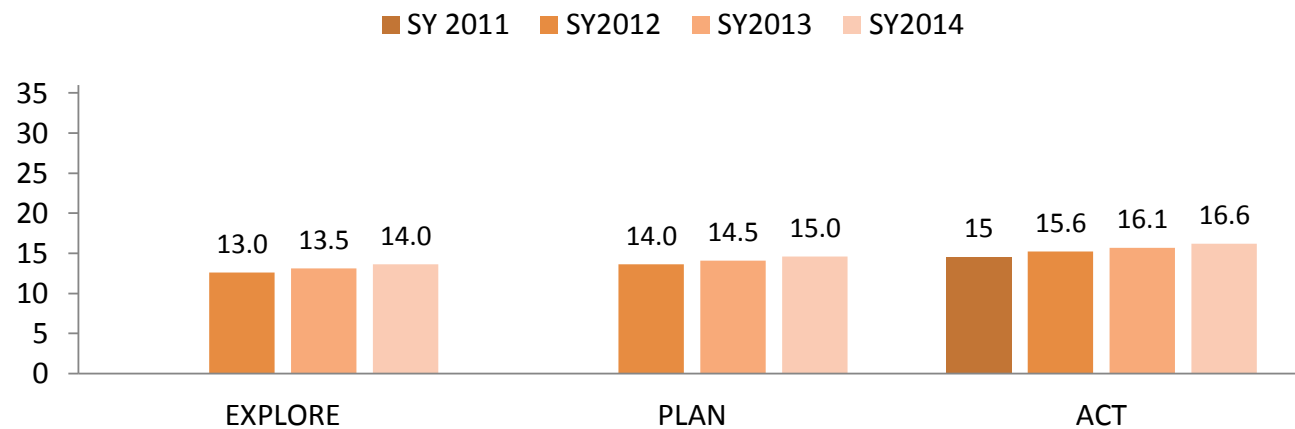
Our Mission is to insure that students, parents, teachers, staff and community work together to create a safe environment that promotes a rigorous education, while providing a supportive social structure , where teaching and learning are paramount.

Strategic Priorities

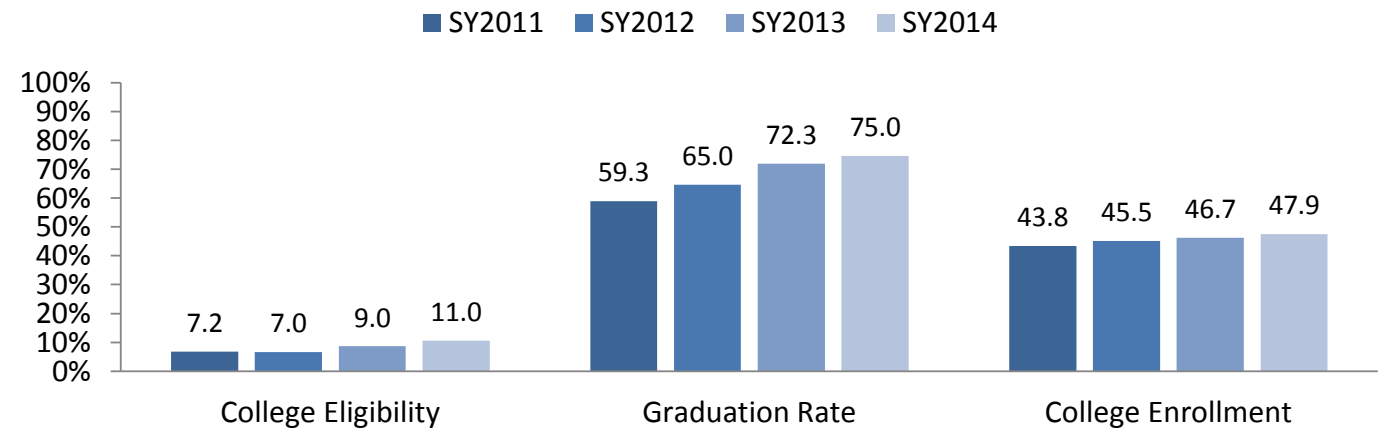
1. In order to measure an increase in the quality of instruction at Wells, 80% of teachers who receive a rating of Needs Improvement by middle of the year will increase their rating by one proficiency level by end of the year; as measured by observations using Domain 3 of the new CPS Teaching for Learning Framework.
2. 90% of all unit/lesson plans will be developed with the use of the Common Core Standards and will receive a level 4 rating by the end of first semester as measured by "Rubric" created to measure effectiveness.
3. 75% of students receiving Social Emotional Learning services through; CASEL, kids@hope, RTI and Success Highways, will increase their resiliency scores as measured by Success Highways by end of the year.

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: | Wells Community Academy 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 |
| Ernesto Matias | Principal |
| Sarah Shields | Assistant Principal |
| Rita Raichoudhuri | Other |
| Jillian Connolly, Josh Strand | Lead/ Resource Teacher |
| Joan O'Brien, Kate Klien | Lead/ Resource Teacher |
| Andrew Cengel, Lisa Marren | Lead/ Resource Teacher |
| Vashti Taylor, James Townsley | Lead/ Resource Teacher |
| Tanyamarie Wurster | Special Education Faculty |
| Patricia Mendoza | ELL Teacher |
| Sarah Enloe, Berenice Pond | Support Staff |
| Michael Horton | Counselor/Case Manager |
| Amy Torres, Tim Valenti, Quenton Keith, Thomas Ivey | 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 | 12th Grade & Graduates | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---------------------|-------------------|--------------------|--------------------|--------------------|---|--------------|-------------|-------------|-------------|
| 9th Grade - EXPLORE Average EXPLORE score | | 12.8 | 13.0 | 13.5 | 14.0 | College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT) | 7.2 | 7.0 | 9.0 | 11.0 |
| 10th Grade - PLAN Average PLAN score | | 13.7 | 14.0 | 14.5 | 15.0 | 5-Year Graduation Rate % of students who have graduated within 5 years | 59.3 | 65.0 | 72.3 | 75.0 |
| 11th Grade - ACT Average ACT score | 14.9 | 13.7 | 15.6 | 16.1 | 16.6 | College Enrollment % of graduates enrolled in college | 43.8 | 45.5 | 46.7 | 47.9 |

EPAS Growth

| | SY2013 Goal | SY2014 Goal |
|---|-------------|-------------|
| EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN | 1.5 | 1.5 |
| PLAN to ACT Average growth from Spring PLAN to SPRING ACT | 2.1 | 2.1 |

Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| Attendance Rate Average daily attendance rate | 74.1 | 80.0 | 87.3 | 90.0 | Misconducts Rate of Misconducts (L4-6) per 100 | 16.9 | -20.0 | 14.6 | -10.0 |
| Freshman On-Track % of Freshman Students on-track | 61.3 | 70.0 | 75.0 | 80.0 | Sophomore On-Track % of Sophomore students on track | 57.2 | 75.0 | 75.0 | 80.0 |



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.

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 | 11.1 | 17.1 | 19.3 | 21.5 | | PSAE Reading % of students exceeding state standards | 2.1 | 4.0 | 11.3 | 18.0 |
| PSAE Mathematics % of students meeting or exceeding state standards | 12.5 | 19.5 | 22.0 | 25.0 | | PSAE Mathematics % of students exceeding state standards | 0.0 | 2.0 | 12.0 | 22.0 |
| PSAE Science % of students meeting or exceeding state standards | 7.6 | 7.3 | 9.3 | 12.0 | | PSAE Science % of students exceeding state standards | 0.7 | 2.0 | 12.0 | 22.0 |

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 -----> | | | 2 |
| | <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. | The school has established measurable goals for student achievement in our Targeted Instructional Area which is literacy across all subjects. We need to empower students in the process of developing personal instructional goals. Wells has a clear theory of action to improve adult capacity for the purpose of improving student learning. | |
| DIMENSION 1: Leadership | Principal Leadership -----> | | | 2 |
| | <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. | According to My Voice My School survey results, staff rated our professional development very highly (81%). We provide professional development that is connected to professional practice as well as instructional practices. Moving forward, we must tighten the loop between job embedded professional development, coaching cycle inquiry, school walk-thru cycles, Instructional leadership learning cycle and administrative observations. | |

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 |
|--|--|--|------------|
| Teacher Leadership -----> | | | 2 |
| <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 | <p>Wells has multiple teacher leader teams. Teachers serve as leaders through Subject level leads, Grade level leads, Kids@hope advisory leads, Instructional leadership team leads, assessment team leads and post-secondary team. Teachers have multiple opportunities to develop their leadership skills.</p> | |

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 |
|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | |
| <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. | <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>Wells Instructional Leadership Team is comprised of members of every subject area. Subject areas include all core and none core classes. The experience and knowledge of the ILT varies and is comprised of veterans, and new teachers. The ILT has led our school-wide literacy focus all year. They developed inquiry cycles which include instructional strategies, developing of assessment writing task, scoring of task, and keeping data on student growth. Our ILT engages all staff in reflection practices and regularly analyzes qualitative and quantitative data.</p> | 3 |
| Monitoring and adjusting -----> | | | |
| <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. | <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. | <p>Although we have a Data Driven Instructional process in place, we need to tighten the process by actually keeping set times to complete the process with teachers and students. Our staff does look at data through our ILT and subject level teams but we must move from analyzing data to actually using data to drive instruction and empower students in their learning.</p> | 2 |

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 2: Core Instruction | Curriculum -----> | | | 2 |
| | <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. | <p>Each subject level is responsible for developing their own Understanding By Design (UBD) unit plans. All unit plans synthesize the use of State Standards and College Readiness Standards. We have developed a review protocol and feedback process for all units.</p> | |
| | 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). | <p>Each subject level is responsible for developing and creating their own instructional materials aligned to standards. UBD reflects some of the relevant material used for student learning.</p> | |
| <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> | | | | |

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 |
|--|---|--|------------|
| Assessment -----> | | | |
| <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. | <p>We have an abundance of instructional data for teachers. Available data includes EPAS, TIA assessments, interim assessments and classroom data. We need to tighten our Data Driven Instructional process to effectively use data to improve student learning. In addition, we need to decide which set of data to consistently use.</p> | |

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 |
|---|---|---|------------|
| Instruction -----> | | | 1 |
| <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. | <p>We are inconsistent in using formative assess men to differentiate student learning opportunities. Communication of learning objective is inconsistent from class to class. Our questioning is more aimed at recalling facts then developing student’s high order thinking skills. Pacing is inconsistent from class to class. Teachers primarily use the lecture method to deliver instruction.</p> | |

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 |
|------------------------------|---|---|--|------------|
| 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. | <p>Wells uses a variety of methods to determine students needing interventions, what interventions and when. Methods of determining students in need of intervention include Success Highway data, teacher input, attendance and disciplinary data. Grade levels are responsible for developing academic intervention for targeted students; administration is assigned different grade level students to speak to about grades on a semi-annual basis. RTI is responsible for the over-all focus on interventions at Wells. Interventions consist of the following: student admin conferences, teacher student conferences, grade level student conferences or mentoring program, social work intern having individual students on caseloads and attendance/discipline interventions.</p> | |
| | Whole staff professional development -----> | | | 2 |
| | <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. | <p>Although the staff rated our professional development at 81%, we still have to improve our system of adult learning at Wells. Whole staff professional development occurs regularly but needs to be more jobs embedded. In addition, we need to align all of our instructional support to increase teacher capacity and demonstrated improvement through actual instructional time.</p> | |

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 3: I | Grade-level and/or course teams -----> | | | 3 |
| | <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. | <p>Wells teachers must attend at least 2 meetings on a weekly basis: Subject level meetings, and grade level team meetings. Each team has a different focus. Grade level teams focus on On-Track measures and develop strategies for improving student learning/passing rates, interdisciplinary activities such as ‘Forums’. Subject level teams, concentrate on developing unit plans, school wide literacy focus (TIA), data analysis and general curriculum issues.</p> | |
| | Instructional coaching -----> | | | 2 |
| | <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. | <p>Wells has an internal coaching system. Coaches observe teachers and provide feedback for improvement. We are working on tailoring professional development to teacher’s needs. In addition, we have plans for developing a sustainable new teacher induction plan for next year. As a school we participate in walk-throughs.</p> | |

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 4: Climate and Culture | High expectations & College-going culture -----> | | | 2 |
| | <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 | <p>We attempt to communicate school expectations for all students who aspire to attend college. We have a post-secondary team that consistently meets with seniors to inform them of their college options. Students are allowed to voice their opinions formally and informally through appointed meetings with the principal.</p> | |
| | Relationships -----> | | | |
| | <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. | <p>Wells has an advisory team called the kids@hope advisory team. They develop curriculum that encourage teacher/student relationships through the '3 universal truths'. These are: Kids will succeed when surrounded by caring adults; kids will succeed when they have meaningful relationships with one or more caring adults and finally kids will succeed when they can articulate their future. These principles are the foundations for developing a culture of 'Hope' at Wells. This belief can be seen in our inclusion model for sped students as well as our Bilingual program.</p> | |
| Behavior & Safety -----> | | | 2 | |
| | <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. | <p>We have systems in place for providing a safe environment for all students. We welcome each student in morning with a word of encouragement, hug or handshake. Our staff needs to consistently enforce school rules.</p> | |

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 -----> | | | 2 |
| | <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. | The administration attempts to clearly communicate to parents through letters, the marquee, emails and phone calls. Our staff organizes orientation meetings in the beginning of the year, open house and other relevant meetings for all parents. We help identify other schools for parents when the need arises for the benefit of their son/daughter. | |
| | Ongoing communication -----> | | | 2 |
| | <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. | Wells teachers try to contact parents on a regular basis for various reasons. We try to communicate with our parents over attendance issues, grade progress and other concerns. In addition, we contact parents for positive reports as well. We believe in partnering with parents for the benefit of 'our' children. | |
| | Bonding -----> | | | 3 |
| | <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. | At Wells we welcome all parents, family and community members. Through our parent and family coordinator Ms. Pond, we offer professional development of various topics. Parents are free to visit teachers and classrooms whenever possible. Students are consistently greeted at the door with a handshake or hug every morning. At Wells we try to provide a loving but firm atmosphere. | |

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 |
|--|---|--|--|------------|
| 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. | <p>We offer families the opportunities to attend professional development in different topics including career skills and tips on how to help your child learn. Through our partnership with Northeastern University, we provide families the services of 7 social workers. In addition we provide traditional CPS services to all families. Wells also provides students in need the opportunity to</p> | |
| | College & Career Exploration and election -----> | | | 3 |
| | <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. | <p>The post-secondary staff makes every effort to inform our students about college choices through college match. Students are provided with multiple opportunities to make informed decisions about their future at Wells.</p> | |
| Academic Planning -----> | | | 2 | |
| <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. | <p>We are an AVID school. Students are provided with support at student planning, participation, and performance through their AVID classes at the freshmen and sophomore level. We need to improve school-wide rigor and establish consistent systems for evaluating rigorous course-taking and performance patterns.</p> | | |
| Enrichment & Extracurricular Engagement -----> | | | 2 | |
| <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. | <p>At Wells we provide students multiple opportunities to join athletic teams and clubs. Students can join the following sports: baseball, softball (boys), softball *(girls), girls and boys (soccer), boys and girls (bowling) and other sports. Clubs include the CASA club,</p> | | |

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 |
| | <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. | <p>Through the help of the following agencies: ICAC, Gear-Up, Youth Guidance, Aspira and our own post-secondary team, we provide students/families with the opportunities to increase their knowledge of post-secondary opportunities. Activities include, college visits, FAFSA, College fairs at Wells, and family information</p> | |
| | 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. | <p>Our post-secondary team provides our families and students multiple opportunities throughout the year to increase their post-secondary knowledge and college selections options. They also provide FAFSA training, college visits, college fairs and counsel students individually about life after high school. We provide students with guidance through-out the application process and sign students up for college spring break visits. Outside agencies that help to guide our processes include Gear-Up, Youth Guidance,</p> | |
| 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. | <p>Through each of our 3 academies, we connect students to our community and the community at large. Senior Law Academy students do internships in our community and in the downtown community. Logistic student also are involved in internship opportunities. In addition, Teaching Academy students observe and in some cases teach in the three elementary schools in our community. Our post-secondary team provides college visits, host college fairs and financial seminars for family and students.</p> | |

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 -----> | | | 2 |
| | <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. | <p>Wells uses discretionary spending to directly benefit all students in need. An example of providing additional resource for students is our bus card program. We provide free bus cards for the week for students who are attending classes consistently. In addition, our partnership with Northeastern University brings in additional resources in the form of social work interns. We currently have 8 social work interns serving at least 153 students. Finally, as a school improvement grant winner, we have added additional programs and staff to directly benefit our students.</p> | |
| | Building a Team -----> | | | 2 |
| | <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. | <p>We have developed an interview and hiring protocol for all candidates to Wells. The hiring committing is composed of members of the teaching staff, Local School Council, administration team and students. Our process includes candidate background analysis sheet, fishbowl activity, behavioral interviews, and class room instruction observation. Our grade level teams are built to maximize team expertise focused on increasing student learning.</p> | |
| Use of Time -----> | | | 2 | |
| <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. | <p>Our programming office is responsible for in-putting schedule request from the counseling office. The counseling office in collaboration with students review student class needs to determine the correct class. Our schedule allows our Subject level teams and Grade level teams to meet on a weekly basis.</p> | | |

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

Our Mission is to insure that students, parents, teachers, staff and community work together to create a safe environment that promotes a rigorous education, while providing a supportive social structure , where teaching and learning are paramount.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|--|--|
| 1 | In order to measure an increase in the quality of instruction at Wells, 80% of teachers who receive a rating of Needs Improvement by middle of the year will increase their rating by one proficiency level by end of the year; as measured by observations using Domain 3 of the new CPS Teaching for Learning Framework. | The Danielson framework will help our teachers become effective instructional leaders to assure that we meet expected student gains on State assessments and CPS interim exams. By consistently focusing on school-wide literacy through effective instruction, we will increase student literacy with comprehension. Increase the capacity of teacher leaders to improve adult learning in order to improve instruction. |
| 2 | 90% of all unit/lesson plans will be developed with the use of the Common Core Standards and will receive a level 4 rating by the end of first semester as measured by "Rubric" created to measure effectiveness. | A focused curriculum will enable us to coherently align both horizontally and vertically our curriculum by using the Curriculum Framework Project model for imbedding the Common Core State Standards. To support teachers in developing weekly lesson plans based on unit plans to improve school-wide literacy. This will help us assure that we increase student gains on all State/CPS assessment tools. Increase the capacity of teacher leaders to improve adult learning in order to improve instruction. |
| 3 | 75% of students receiving Social Emotional Learning services through; CASEL, kids@hope, RTI and Success Highways, will increase their resiliency scores as measured by Success Highways by end of the year. | We believe that by having a laser like focus on developing all teacher leaders, family and community and their capacity to effectively support students through SEL, we will increase our effectiveness to improve on all accountability metrics. That by increasing our family and community involvement we will increase student supports. This will help us meet our targets by increasing student attendance, on track, post-secondary metrics and decrease student infractions, drop-out and failure rates. Increase the capacity of teacher leaders to improve adult learning in order to improve instruction. |
| 4 | | |
| 5 | | |



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 |
|--|---|
| In order to measure an increase in the quality of instruction at Wells, 80% of teachers who receive a rating of Needs Improvement by middle of the year will increase their rating by one proficiency level by end of the year; as measured by observations using Domain 3 of the new CPS Teaching for Learning Framework. | The Danielson framework will help our teachers become effective instructional leaders to assure that we meet expected student gains on State assessments and CPS interim exams. By consistently focusing on school-wide literacy through effective instruction, we will increase student literacy with comprehension. Increase the capacity of teacher leaders to improve adult learning in order to improve instruction. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------|--------------|---------------------|-------------|-------------|--------|-----------------------|
| Develop a summer professional development to deepen teacher understanding of the new Teacher Quality Evaluation process which will include understanding the Common Core, performance task, unit planning and SEL for the expressed purpose of completing 1 unit plan before the beginning of the school year. | Instruction | All | ILT | Summer 2012 | Summer 2012 | | |
| Instructional coaches will conduct at least 3 mini observation with feedback a week to support the integration of the Common Core State Standards during Instruction. | Instruction | All | AP | On-going | Summer 2013 | | |
| Instructional coaches will lead the Data Driven Instructional process at least 4 times a year to help teachers meet classroom learning goals through differentiated instruction based on student learning data. | Instruction | All | AP | On-going | Summer 2013 | | |
| We will establish a review protocol for immediate teacher feedback on common core/CFP teacher made units for a minimum of one unit per quarter. | Instruction | All | Coaching | On-going | Summer 2013 | | |
| On Track specialist will lead grade level leads and teams in the development and implimentation of non cognitive learning supports to strenghten the academic culture of the building in order to decreasee failure rated by 8 percent per semester. | Instruction | All | On track Specialist | On-going | Summer 2013 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



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 |
|---|---|
| 90% of all unit/lesson plans will be developed with the use of the Common Core Standards and will receive a level 4 rating by the end of first semester as measured by "Rubric" created to measure effectiveness. | A focused curriculum will enable us to coherently align both horizontally and vertically our curriculum by using the Curriculum Framework Project model for imbedding the Common Core State Standards. To support teachers in developing weekly lesson plans based on unit plans to improve school-wide literacy. This will help us assure that we increase student gains on all State/CPS assessment tools. Increase the capacity of teacher leaders |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|----------------|-------------------|----------|-------------|--------|-----------------------|
| Develop a summer professional development plan for subjeject teams unit planning to integrate Common Core, performance task, unit planning and SEL into their unit plans/lesson plans. | Other | Not Applicable | ILT | On-going | Summer 2012 | | |
| Every student will demonstrate a minimum of 1 point growth in our Targeted Instructional Focus writing assessment. | Instruction | All | ILT | On-going | Summer 2013 | | |
| We will establish a learning walk cycle each quarter with data analysis, share outs and teacher reflections to help increase instructional focus on student engagement. | ILT/ Teacher Teams | Not Applicable | ILT | On-going | Summer 2013 | | |
| We will increase our ACT scores from 15.6 to 16.1 by increas | Instruction | Not Applicable | ILT | On-going | Summer 2013 | | |
| We will audit each subject level text aligned to common core and invest in supplemental text. | Instructional Materials | Not Applicable | coaching staff | On-going | Quarter 1 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



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 |
|---|--|
| 75% of students receiving Social Emotional Learning services through; CASEL, kids@hope, RTI and Success Highways, will increase their resiliency scores as measured by Success Highways by end of the year. | We believe that by having a laser like focus on developing all teacher leaders, family and community and their capacity to effectively support students through SEL, we will increase our effectiveness to improve on all accountability metrics. That by increasing our family and community involvement we will increase student supports. This will help us meet our targets by increasing student attendance, on track, post-secondary metrics |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|----------------------|----------------|-------------------------|-------------|-------------|--------|-----------------------|
| Develop a summer planning time for the kids@hope team to develop advisory curriculum, brainstorm professional development ideas, implementation of CASEL. | Other | All | Kids@hope advisory team | Summer 2012 | Summer 2012 | | |
| Our RTI team through on going professional development will decrease office referrals and out of school suspension by 5% each quarter. | other | All | RTI Team | On-going | Summer 2013 | | |
| We will reduce the 'At-Risk' students as measured by Success Highways pre-post resiliency assessment by 5 percent by the end of the school year. | Other | All | Kids@hope advisory team | On-going | Summer 2013 | | |
| By using our attendance intervention plan, we will increase school-wide attendance by 5 percent. | Other | All | Attendance Team | On-going | Summer 2013 | | |
| We will increase our parent contact and participation by 5% by the end of the year. | Parental Involvement | Not Applicable | Family & Community | On-going | Summer 2013 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



Strategic Priority 3

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

