



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

What is SIPAAA?

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

**For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.**

SIPAAA Team

- ✓ **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
- ✓ **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Mena	Felipa	LSC member	X	02-Feb-2011	09-Jun-2011
Alexandri	Jose	Classroom tchr.		02-Feb-2011	09-Jun-2011
Amador	Maria	Lead/resource tchr.		02-Feb-2011	09-Jun-2011
Annis	Patricia	Classroom tchr.		02-Feb-2011	09-Jun-2011
Antosz	Thomas	Classroom tchr.		02-Feb-2011	09-Jun-2011
Bahena	Patricia	LSC member		02-Feb-2011	09-Jun-2011
Bollettino	Ryan	Classroom tchr.		02-Feb-2011	09-Jun-2011
Brockner	Johanna	Classroom tchr.		02-Feb-2011	09-Jun-2011
Cengel	Andrew	Classroom tchr.		02-Feb-2011	09-Jun-2011
Cody	Colleen	Special ed. faculty		02-Feb-2011	09-Jun-2011
Cristobal-Flores	Guadalupe	Classroom tchr.		02-Feb-2011	09-Jun-2011
Daniels	Shadia	Lead/resource tchr.		02-Feb-2011	09-Jun-2011
Davis	Dale	Classroom tchr.		02-Feb-2011	09-Jun-2011
Difilippo	Ashley	Classroom tchr.		02-Feb-2011	09-Jun-2011
Downes	Katie	Special ed. faculty		02-Feb-2011	09-Jun-2011
Dworak	Michael	Other		02-Feb-2011	09-Jun-2011
Foley	Laura	Classroom tchr.		02-Feb-2011	09-Jun-2011
Gallick	Kevin	Other		02-Feb-2011	09-Jun-2011
Hathcoat	James	Special ed. faculty		02-Feb-2011	09-Jun-2011
Hernandez	Yvette	LSC member		02-Feb-2011	09-Jun-2011
Hill	George	Classroom tchr.		02-Feb-2011	09-Jun-2011
Kaminski	Erin	Classroom tchr.		02-Feb-2011	09-Jun-2011
Kirmes	Jennifer	Asst. Principal		02-Feb-2011	09-Jun-2011
Klein	Kathryn	Classroom tchr.		02-Feb-2011	09-Jun-2011
Konieczco	Gregory	Classroom tchr.		02-Feb-2011	09-Jun-2011
Lagundoye	Jennifer	Classroom tchr.		02-Feb-2011	09-Jun-2011
Levey	Michael	Classroom tchr.		02-Feb-2011	09-Jun-2011
Lofton	Jonnetter	Other		02-Feb-2011	09-Jun-2011
Matias	Ernesto	Principal		02-Feb-2011	09-Jun-2011
Maxwell	Damaris	Classroom tchr.		02-Feb-2011	09-Jun-2011
Medina	Sgt/Major	Classroom tchr.		02-Feb-2011	09-Jun-2011
Moreno	Christina	Classroom tchr.		02-Feb-2011	09-Jun-2011
Williams	Georgina	Support staff		02-Feb-2011	09-Jun-2011
Wurster	Tanyamarie	Counselor/case mgr.		02-Feb-2011	09-Jun-2011
del Carmen	Radhames	LSC member		02-Feb-2011	09-Jun-2011

Involvement

 **TIP** You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

 **TIP** Schools may add more information related to services or resources provided by the district in the open text box below.

- Specify the services and resources that the district has provided to revise your school improvement plan and other services the district will provide toward implementation of strategies and activities. (i.e., data analysis, identifying professional development needs for instruction, and analysis/revision of the school's budget).

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. Provide mentor teachers to support teachers; implement a research based curriculum; plan for and provide professional development to support curriculum model; order instructional materials and supplies to support curriculum model; integrate internal and external evaluations; and provide extended day opportunities and supports to improve instruction. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

 **TIP** You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is it's own RESPRO. There is a three-tiered system of support for CPS schools

with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

Chief Area Officer: Sean Stalling

MSD: Ricardo Isom

External partners: University of Chicago's Network for College Success, University of Illinois in Chicago, National Louis University

University of Illinois in Chicago

Truman College

TIP Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

Staff were surveyed on their idea for school-wide priorities, Professional Learning Communities, and Instructional Leadership Team. Students were surveyed concerning classroom instruction, lunchroom services, and attendance. This information helped us synthesize information for our SIPAAA.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	40	5	5	0	3	0

Summary of Meetings



Meeting Date	Meeting Type	Description
09-Jun-2011	Small group discussion	LSC: voting on SIPAAA
14-May-2011	Small group discussion	Academy meeting: survey on school priorities
14-May-2011	Small group discussion	ILT meeting: priority of staff surveys compiled
14-May-2011	Small group discussion	LSC: SIPAAA discussion
13-May-2011	Small group discussion	ILT meeting: vision and mission
05-Apr-2011	Small group discussion	Academy meeting: survey on school priorities
08-Mar-2011	Small group discussion	Academy meeting: survey on school priorities
15-Feb-2011	Small group discussion	Academy meeting: survey on school priorities

Five Fundamentals Surveys

 **TIP** Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses:
Number of Student Survey Responses:
Number of Teacher Survey Responses:
Number of Staff Survey Responses:

Mission/Vision

 **TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").
 **TIP** Enter the mission and vision in the spaces below.

Mission Statement:


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

Vision Statement:

Our vision is that every student will have equal access to high quality instruction which will prepare them to become competent, productive, globally responsible and compassionate citizens who are prepared for post-secondary education and the workforce.

Student Outcomes

Student Outcomes Strengths and Concerns

 **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

 **TIP** The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Strengths:

Wells is transitioning from small learning communities to an independent learning community and have continued to improve systems and protocols

Concerns:

The budget crisis in the state will limit the amount of resources we will receive. In addition, the continual growth of the charter schools will continue to deplete our

as it relates to teacher leadership teams and instruction. Through the leadership of the Instructional Leadership Team, our Targeted Instructional Area, which is writing, saw all grade levels improve their writing as measured by our ACT-aligned writing rubric. The Freshmen On Track To Graduation rate decreased from 66.17% in 2009 to 60 % in 2010, but has increased again this year and is currently at 70%. In addition, our preliminary ACT data shows a 1.1 point growth from a 14.7 average ACT Composite to a 15.7 (preliminary).

student population and resources. Our graduation rate is in flux with last year showing a decrease in freshmen graduation within 5 years to 48.80 percent. Though our ACT composite is increasing, it is still far from where we want it to be and we do not have our Day 2 PSAE data back yet.

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

We use Explore, Plan, PSAE/ACT practice, Common Core assessments, Targeted School Area Writing assessments and ACT-Aligned Interim assessments to measure student growth and make instructional decisions.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

Various external factors contribute to low achievement in our school attendance, tardiness, lack of stability at home; our students don't believe they will be successful. Various internal factors contribute to low performance including lack of textbooks and resources, lack of security, dis-engagement, lack of motivation, ineffective teaching methods, and lack of stable leadership over-time. In addition, student's have what some would term "Learned helplessness", which is a state of mind living without hope for a better future.

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

We believe that by increasing our resources and opportunities for students, we will make significant improvements. We can increase opportunities by increasing funding so that we can hire additional help. We need more counselors; we have only 2 on staff. Our students need more social workers to talk to them. We need a full-time nurse. Truant officers could help bring more students to our school. These are a few of the things we could use to help our students. Finally, we need to keep our Area 21 office: they have provided outstanding support in different areas this year 2009-2011

- What does the below data tell you about student performance in your school? (Also see the Illinois School Report Card, the CPS Dashboard and the REA website for more data sources.) What strengths and weaknesses do these data show?

The strengths are that we are improving. From 2005-2008, Wells was consistently in the news for major fights. The last year, we have hardly been in the news. Our Discipline referrals have gone down from 115% in 2007-8 to 78% in 2008-2009. The number of students completing advanced coursework has increased from 44 students to 69 students.

The percent of students completing advanced coursework based on total school enrollment has increased from 7% to 11%. Freshmen on track increased from 50% to 66% last year. Students meeting and exceeding on PSAE/ACT assessment also improved from 8% to 12 % in Reading, 6% to 8% in Math and 4.7 % to 6.8 % in Science.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab) <https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>

All core areas are below AYP. Students meeting and exceeding on PSAE/ACT stands at 9.6% in Reading, 7.7% in Mathematics according to our AYP report.

Strengths:

The good news is that we improved our graduation rate from 52% to 68%(2010), our FAFSA completion to 100%(2011), senior exit questionnaire to 100% (2011), attendance from 67% to 74%(2011) , preliminary ACT composite is 15.7. We have increased our AP enrollment from 7.9% to almost 20%(2011). These indicators show that we are improving in most areas as measured by the State Board of Education and Chicago Public Schools.

Concerns:

We need to help our students improve their learning.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The following metrics show the type of improvements we are making:

Fafsa: 100%

Senior questionnaire: 100%

Attendance: 74% (2011)

College applications: 100% of seniors have applied and been accepted

Concerns:

More than 25% of our students have attendance and tardy problems, as a result of having to commute to and from school each day. On average we had students miss 58 days of school and 9th graders missed 45.4 days of school. With students commuting on public transportation, many do not take advantage of the resources available after school, limiting our ability to establish a functional Student Council and Student Development Program. As a result, there is limited school spirit expressed by students and staff. By increasing our instructional effectiveness through raising our relevance, rigor, relationships and effective

FOT: 70% after 3rd quarter
 AP enrollment :17.3% (2011)
 College scholarships: \$1.7million in 2010.
 Decreasing student referrals
 Modest Increases on ACT-aligned Interim Exams

leadership, we can increase student engagement at Wells.

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Since 2005, Wells has had to contend with 2 warring sections of the city: Cabrini Green students and West-Side students. Gang conflicts, multiple changes in school leadership, a reduction in membership and reduction of resources are challenges we face, but are working hard to overcome.

- In what ways, if any, have these attributes and challenges contributed to student performance results?

We are a low performing school improving by degrees. Our data shows the impact of the last few years on our students. Our student attendance is 69.7 %, Students meeting/exceeding in Reading 12%, Math 8% and Science 6%, our drop-out rate 17.1%, and freshmen on Track 66%. We believe that we are emerging from the last couple of years with more hope and dedication to our students.

Strengths:

Wells has gained control of the culture and climate issues while giving every student and teacher the hope they need to believe that we can improve our school. Wells teachers and students have begun to take a vested interest in achievement and students' academic success. Our teachers are staying after school to tutor students and sponsor clubs for free. Students are more eager to come to school because the atmosphere is safe and learner-friendly. Wells is becoming a family that is focused on student learning.

Concerns:

Our main concern is that with the continued budget problems which have led to teacher cuts; we will not have sufficient staff to engage students in learning.

Process Analysis

- ✔ **TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- ✔ **TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- ✔ **TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

Five Fundamentals: Instruction

- ✔ **TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

- ✔ **TIP** [The Instruction self-assessment tool](#) can help you identify next steps toward excellence for Instruction.
 - Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).
 - We provide the following practices to assist students in their learning
 - 1. Target Area of Instruction : Writing across content areas.
Teachers participate in professional development on effective powerful practices to improve student writing.
Students take all-school writing assessments.
Teachers grade and discuss all student essays in collaborative teacher teams using a common, CRS-aligned rubric
Teachers are also involved in learning walks and peer coaching.
 - 3. CRS-aligned interim exams at ninth, tenth, and eleventh grade level and Compass test for seniors
Students use these exams to set goals and monitor their own learning
Teachers use data to plan instruction that will meet the needs of and improve learning outcomes for all students
 - 4. SES for qualified students
 - 5. RTI for all students
 - 6. Teacher tutoring: afterschool and on Saturdays
 - 7. Recovery classes
 - 8. Targeted, embedded professional development that is based on student and teacher-level data
 - 9. Restructured school day to provide additional time for professional development and collaborative teacher learning communities
 - Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

1. Whole school writing assessment with our TIA.
2. Interim assessments for freshmen, sohomores and juniors
3. Professional development on differentiated instruction,data driven instruction, reading and writing strategies
4. Weekly Teachers Collaborative Team meetings focused on TIA, teaching strategies and data.
5. Bi-weekly Instructional Leadership team meetings
6. Weekly Coaches meetings
7. Bi-weekly culture of calm meetings
8. Bi-weekly Subject Level Professional Learning Communities meetings
9. Weekly Coaching observation
10. Open classrooms: peer observations of a particular instructional strategy
11. Thursday tune-ups: professional development opportunities
12. Bi-weekly Special Education Department meetings focused on best practices for students with special needs

 **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below..

- **Next Steps for Instruction:**

Our TIA assessment performance has improved since the baseline given in the fall. In our Interim assessment data has also shown improvment from baseline data in the fall. Survey data suggests that students are feeling a little more challenged in their classes last year. Preliminary PSAE/ACT data shows student improvement.

Five Fundamentals: Instructional Leadership

 **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.

 **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

1. Stragically plan for improving our Instructional Leadership Team. Plan might include making adjustments to team membership, goals, and operating procedures.
2. Continue to empower our Instructional Leadership Team by giving them a voice and more power to complete initiatives.
3. Look for additional leadership opportunities in order to distribute leadership to teachers.
4. Improve our coaching by having a stragetice development plan for coaches.
5. Continue for opportunities to deprivitize instructional practices.

Five Fundamentals: Professional Capacity

 **TIP** The [Professional Capacity self-assessment tool](#) can help you identify next steps toward excellence for Professional Capacity.

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?

Students indicate that they do not feel cared for by teachers. I think this speaks to a lack of belief that our students are "Capable of Success No Exceptions!". We need to strategically develop teacher mindsets and take steps to build a culture of academic success that is owned by all members of our community.

✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program

We provide each teacher with an instructional coach. The instructional coach observes teachers at least once per week and provides feedback. The coaches meet once a week to share data, identify trends across their coachees and develop and refine strategies for whole-school improvement. Reflectively, we need to improve the professional development we provide for our instructional coaches so that this component of our program can become even more effective.

- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

We have successfully voted for a restructured day to increase time for teacher collaboration. In addition, area 21, Network for College Success and Wells will provide professional development focusing on different aspects of instruction that our teachers have indicated they need to improve.

✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Next Steps for Professional Capacity:

1. Strategically plan for individualized professional development opportunities.
2. Improve professional development for the following teachers, Instructional Leadership Team, Coaches and administration.
3. Provide a system to monitor effectiveness of embedded professional development and the use of our instructional best practices.

Five Fundamentals: Learning Climate

✓ **TIP** The [Learning Climate self-assessment tool](#) can help you identify next steps toward excellence for Learning Climate.

✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

We keep with the federal guidelines for inclusion as described by Corey H. Professional development will continue to support all our efforts. We use the inclusion model with almost all of our student's. Which means that student with disabilities are attending classes with other students. Our case manager schedules all IEP meetings and keeps the progress going in regards to electronic IEP's.

Additionally, we foster an inclusive learning climate for students without disabilities by offering courses at a variety of levels to meet all students needs and by continuously developing teachers in best practices related to creating a strong classroom culture and meeting the needs of all students through differentiation in both planning and execution.

- **Next Steps for Learning Climate:**

1. Create a comprehensive plan for climate improvement that is centered on the Kids at Hope framework and utilizes all of the support systems we have for students in a strategic and efficient way.
2. Develop an advisory system and curriculum that is designed to develop student self-confidence, strong academic habits, and resiliency and a plan to develop teachers to implement this curriculum with fidelity.
3. Restructuring the calendar to increase grade-level teacher collaboration time for the development of intervention plans for students who are struggling with academics and behavior.
4. Improve systems and protocols for monitoring the implementation of instructional plans based on data analysis.
5. Improve on effective instructional practices through professional development, peer observations, learning walks, walk throughs and other collaborative best practices.

Five Fundamentals: Family & Involvement

- ✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
- ✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.
- ✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.
- ✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- **What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?**

Low student and parent engagement is a big issue. Students have low attendance for a variety of reasons. Students indicate that they feel that they are not cared for by some staff members including teachers. The persistent trouble between factions of students, family break-ups and depleting student population contribute to the current educational state. A culture of mediocrity exists that we are trying to change.

- **Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.**

The following describes how we communicate with our parents:

1. Teachers must submit phone logs every 2 weeks.
2. Report card pick-up conferences
3. Mailings
4. Attendance phone calls
5. Open invitation to meet with the principal
6. Automated calling systems

Next Steps for Family & Community Involvement:

Hire a Family and Community coordinator to strategically organize our Family/Community focus. This includes increasing Family and Community Involvement by providing opportunities for parents and community members to engage at Wells by increasing learning opportunities, volunteer opportunities and school visits. Specifically, we will concentrate on holding more open houses for parents/community members, recruiting volunteers, inform family/community of activities at Wells, and continue to improve our hospitality for all visitors at Wells. Finally, we need to provide quality professional development in areas of family and community interest such as computer literacy, child and development, community family services and adult learning.

Priorities / Categories

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ **TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✔ **TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

CPS SIPAAA Planning Report

51071 - William H Wells Community Academy High School : 2010-2012 Year

2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Core Classroom Instruction	Increase instructional rigor for all students by using effective differentiated classroom instructional strategies in order to improve all student learning and increase PSAE scores. In collaboration with Area 21 and the Network for College for Success, we will develop a transformational model.	<ol style="list-style-type: none"> 1. 25 % increase in the average school-wide composite TIA assessment score by June 1, 2012 2. 20% increase in interim assessment from baseline scores in all core subjects by June 1, 2012. 3. 5% increase in Math, Reading and Science in regards to PSAE assessment. 4. 10% percent increase in students with a gpa. of 2.6-3.0 5. 10% percent increase of students with a gpa of 3.1.-3.5 6. 10% percent increase of students with a gpa of 3.6-4.0. 7. 5% increase in students scoring a 3 or higher on at least 1 AP test by July 1st, 2012. 	<ol style="list-style-type: none"> 1. TIA--5 assessment cycles throughout the calendar school year. 1-2 instructional walk-throughs per cycle and 1-2 peer observations. 2. Gains-- 4 assessment cycles, one per quarter every 5 weeks, including quarterly data driven results meetings. 3. PSAE practice test and actual PSAE/ACT exam. <p>*Instructional Leadership Team will drive this activity.</p>	
2	On Track to Graduation	Increase the percentage of all students including special ed. on track/pace towards graduation especially targeting all freshmen and sophomores.	<ol style="list-style-type: none"> 1. 10 % increase of freshmen on track by June 1st, 2012. 2. 10% percent increase of sophomores/juniors on pace by June 1st, 2012. 3. 10% increase in seniors graduating by August, 2012. 4. 10% decrease in student failures from 1st quarter to 4th quarter grades. 	<ol style="list-style-type: none"> 1. 5 week, student progress report conferences with freshmen on track team. 2. 5 week, student progress report conferences for sophomores, juniors and seniors. <p>*Freshmen team will monitor freshmen on track success.</p>	
3	Postsecondary Prep	Prepare all students including special ed. for post-secondary opportunities which may include educational pursuits, military or vocation.	<ol style="list-style-type: none"> 1. Maintain current 100% of students completing FAFSA by March 30th 2012. 2. 20% increase of students applying to at least 2 or more colleges by the January 31st. 3. Graduation rate 80% 	<ol style="list-style-type: none"> 1. Monthly post-secondary meetings 2. Post-Secondary team will monitor <p>*Postsecondary team will monitor.</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Learning Climate / Safety	Develop a culture of calm by establishing a college going culture for all students.	1. 5% increase in daily student attendance by June 30th, 2012, we are currently at 74%. 2. 10% decrease in the number of 4-6 misconducts per 100 students by June 30th, 2012. 3. 10% decrease in the number of students tardy to class by June 30th, 2012. 4. 5% decrease in the number of students tardy to school by June 30th, 2012, we average 70 students tardy per day.	1. Weekly and quarterly dashboard check-ups by AP and principal. 2. Quarterly pm sessions with the Dean of Students and the Attendance Coordinator.	
5	Family/Community Involve.	Increase family and community involvement at Wells in order to encourage student engagement and learning.	1. 10% increase in parent volunteers by June 2012 2. 20% increase in parent contacts by June 2012 3. 5% increase in program opportunities offered by June, 2012	1. Semester pm sessions 2. Parent survey during each semester 3. Partnership evaluations at the end of the year *LSC will monitor family/community involvement.	

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.



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- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$5,273,098.00	\$5,234,862.82	INCOMPLETE	112543,449726, 139067,129445, 162288,135568, 138762,121344, 127317,289848, 135613,111468, 146517,409620, 137844,430353, 384663,119451, 116593,121000, 447189,137715, 384665,141080, 390123,163929, 124904,144019, 449646,142782, 272130,449690, 144663,142715, 144539,425178, 143147,250181, 426109,145301, 135613,135654, 138906,391246, 430354,134024, 426216,270192, 141739,132859, 136511,114838, 130426,146405, 134293,138015,	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									146072	
N	O.T Engineer/Custodial.	Building Maintenance.	X		Mr.Ernesto Matias			INCOMPLETE		
N	Teacher incentives	Provide teachers with extra-incentives to encourage them to improve rigor, relationships and instruction						INCOMPLETE		
N	computers for all teachers	Provide computers for all teacher to improve instructional technology .						INCOMPLETE		
N	Teacher Professional Development/Ext -Day	Staff Development		X				INCOMPLETE		
N	115 Services-Repair Contracts.	Instrucational						INCOMPLETE		51071.115.56105.119035.000000.2012_\$4,034.00
N	Consultants	Use consultants to provide RTI services, professional development or other services as needed		X	Principal or designee			INCOMPLETE		
N	Exclusive partnership with University of Chicago's Network for Success	Network for Success is our lead partner according to our transformation plan. They will evaluate, support through		X	Principal			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		mentoring and provide timely professional development for all staff members.								
N	Technology	Use technology to support instruction by updating systems, providing professional development and increasing student and faculty use of technology to increase student learning.		X	Ms. Daniels/Trent Wendlund			INCOMPLETE		
N	Hire another assistant principal	Hire additional assistant principal to accelerate school climate improvements by developing and implementing systems, structures, and protocols to increase effectiveness of behavioral, emotional, and academic support resources.	X		Mr. Matias			INCOMPLETE		
N	Carl Perkins Grant Bucket	Extended day bucket for teachers	X		Principal			INPROGRESS		
N	Provide GEAR UP coaching support for		X					INCOMPLETE	452009,419256	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students (e.g., What's Next Illinois, Financial Literacy Workshops), parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).									
N	Hire School Community Rep.	Hire a School Community Rep.	X		Principal	\$34,102.00	\$33,792.41	INPROGRESS	429624	
N	Professional development opportunities	Increase funding to support staff development		X	Mr. Matias			INCOMPLETE		
N	Increase postage spending to improve family connections.	The ability to connect with families through the mail will improve our relationships.		X				INCOMPLETE		
N	Create miscellaneous buckets from SLC's.	Create miscellaneous buckets to improve instruction, attendance and increase our culture of calm.	X		Mr. Matis			INCOMPLETE		
N	Office/ESP Staff Extended-Day Bucket.	Office/ESP Staff Extended-Day Bucket	X		Principal			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide Instructional Supplies	Provide Instructional Supplies		X	Principal			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

5 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Family Outreach Coordinator/ school improvement grant	The Family outreach coordinator ensures that the communities and families of school students are engaged in productive, two-way dialogue for the improvement of transformational efforts including increasing family/community connections to Wells.	X		Assistant Principal			INCOMPLETE		
N	Targeted Community partnerships with Build incorp, Aspira, American Theatre Company	The partnerships will enable us to use wrap around services, provide additional student activities and mentoring for all students.		X	Family Outreach Coordinator			INCOMPLETE		



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5 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Create opportunities for parents to connect to school through Gear-Up, NCLB, Bilingual parents group and LSC.	Increase parent participation through school partnerships.		X	Administration			INCOMPLETE		
N	Wells communication efforts with parents/community and school partnerships. This includes 5 day, 10 day, 18 day notices.	Wells will communicate through regular mail, phone calls, and other means to engage parents/community members.		X	Ms. Raymond/Ms. Lofton			INCOMPLETE		

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	9th grade On Track data	Increase 9th grade on track rate through data analysis and targeted interventions						INCOMPLETE		
N	Recovery Classes	Provide students with the opportunity to make up credits by attending recovery classes		X	Principal or designee			INCOMPLETE		
N	On Track Interventionist/ school improvement grant	On Track interventionist will be responsible for conducting home	X		Assistant Principal			INCOMPLETE		



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2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		visits, staffing an effective in-school transition program for incoming 9th graders and keeping them on track to graduation.								
N	We will provide credit recovery for students who need to get On Track to Graduation.	Counselors will provide class list for students in need of credit recovery.	X		Post Secondary Team			INCOMPLETE	449715	
N	We will have 5 week progress report conferences for all students.	Students will have the opportunity to discuss their grades and plans for keeping on track or getting On Track to Graduation.		X	Counselors/prog ram office			INCOMPLETE		

3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	PD for advisory period teachers	PD for teachers to implement an effective advisory system to support all students						INCOMPLETE		
N	Create a post secondary	Post Secondary coach will create	X		Post Secondary Coach			INCOMPLETE		



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3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	position to connect students to post secondary opportunities.	partnerships; push student completion of FAFSA, college applications, college visits and direct post secondary team.								
N	Create opportunities within and outside school to increase post secondary opportunities	1. School wide push to complete FAFSA by March 30th. 2. Plan at least 2 College Fair opportunities. 3. Coordinate financial workshops for students and parents. 4. Increase College Match by providing students more opportunities to visit colleges.		X	Post secondary Coach			INCOMPLETE		

1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	summer professional development	Provide summer professional development for 2 weeks for strategic planning.						INCOMPLETE		
N	Interventions	Create						INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		intervention plans for identified at-risk students to decrease infractions								
N	Data (Swiss) to improve instruction	Use data to improve instructional environment with SWIS software						INCOMPLETE		51071.367.53306.211001.434008.2012_\$11,242.00
N	Dual Credit/academic rigor	Increase academic rigor and offer college/dual credit while in high school						INCOMPLETE		
N	Academic interventions	Identify students who need support in math and reading on college admissions placement exam						INCOMPLETE		
N	Freshmen connections	Increase successful transition from 8th-9th grade by offering extended learning time in the summer						INCOMPLETE		
N	PD	Add PD time for all teachers to align curriculum to Common Core						INCOMPLETE		
N	PD	Add PD time for all teachers to align curriculum to Common Core						INCOMPLETE		
N	Science professional development coordinator	The Science coordinator position is a freed position.	X					INCOMPLETE	449848	



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		This person will provide instructional support to the science department and anyone else who needs supports.								
N	Literacy Specialist/school improvement grant	The Literacy Specialist will be a coach and demonstration teacher of literacy skill strategies for all contents, develop literacy expertise in all instructional coaches/department chairs, facilitate all academic enrichment activities for students and provide direct students supports in reading interventions.	X		Principal			INCOMPLETE		51071.367.52100.221011.434008.2012_\$5,583.00 + 51071.367.57505.221011.434008.2012_\$42.00 + 51071.367.57205.221011.434008.2012_\$391.00 + 51071.367.57405.221011.434008.2012_\$81.00 + 51071.367.57215.221011.434008.2012_\$597.00 + 51071.367.57605.221011.434008.2012_\$67.00 + 51071.367.57305.221011.434008.2012_\$794.00
N	Hire Math teacher	Hire Math teacher to improve student mastery of math concepts.	X		Principal	\$69,544.00	\$84,375.85	INCOMPLETE	443346	
N	Hire English teacher	Hire English teacher to improve student literacy.	X		Principal	\$69,544.00	\$71,441.61	INCOMPLETE	443433	
N	Special education professional development	The ILT in collaboration with the case manager will		X	ILT			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		develop a professional develop sequence with the focus of improving our inclusion model and differentiating instruction within the classroom environment.								
N	Hire teachers as needed to decrease the teaching load of internal instructional coaches.	Teachers will be hired on as needed basis for the purpose of allowing our own internal instructional coaching for all classroom teachers	X		Principal	\$146,560.00	\$144,956.74	INCOMPLETE	427682,427445	
N	Provide assistance for technology that supports core classroom instruction.	We will continue to provide professional development for technology in support of classroom instruction.		X	Mr. Wennlund/Ms. Daniels			INCOMPLETE		
N	Provide professional development directed by the UIC Curriculum Framework Project redesign framework used at Hersey high school.	Teachers will follow the professional development dates and implement this instructional improvement framework during the summer of 2010 through 2011.		X	Instructional Leadership Team			INCOMPLETE		
N	All students will take 4 Interim	Teachers will analyze Interim		X	Instructional Leadership			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Assessments for math, science, and language arts. Seniors will take the Compass exam as an early indicator of College placement.	assessment and Compass scores in order to check all student mastery of college readiness standards and target instruction to student weaknesses.			Team					
N	All students will take 5 TIA writing assessments during the school year.	Teachers will score TIA assessments and strategize the best ways to improve all students writing.		X	Instructional Leadership Team			INCOMPLETE		
N	Teachers will participate in peer observation to improve instructional practices.	The Subject Level Professional Learning Community will organize teachers into observational pairs for this activity. Teachers will observe one another and provide suggestions for improvements.		X	Instructional Leadership Team			INCOMPLETE		
N	Substitutes	Provide substitutes for professional development for teachers attending during regular school day.	X		Mr. Surender			INCOMPLETE		
N	Classroom field trips	Students will have the		X	Mr. Surender			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		opportunity to attend field trips connected to classroom instruction.								
N	Hire Bilingual teacher to support classroom instruction.	Hire Bilingual teacher to support classroom instruction to improve student learning.	X		Mr. Matias	\$149,447.00	\$147,767.24	INCOMPLETE	384666,423039	
N	Hire special teacher to support instruction	Hire special teacher to support instruction and relieve case manager of her classroom duties.	X			\$113,737.00	\$109,181.29	INCOMPLETE	145226	

4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire a social worker	School Social Worker to design and implement PBIS and RtI processes, procedures, and interventions, monitor social work interns and help students cope with life issues.						INCOMPLETE		
N	Hire attendance Dean	Increase student attendance by						INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		hiring (1) Attendance Dean to track data and intervene with students								
N	RTI interventions	Use software to identify and track at-risk students for Rtl interventions						INCOMPLETE		
N	Disciplinary interventions	Create intervention plans for identified at-risk students to decrease infractions						INCOMPLETE		
N	Hire a Culture of Calm Counselor /School Improvement grant	The Culture of Calm Counselor exist to ensure a safe and stable school climate and culture by ensuring effective implementation of the CPS All School Transformational Model/School Improvement grant position.	X		Assistant Principal			INCOMPLETE		
N	Hire a School Social Worker/school improvement grant	Hire a social worker - design and implement processes, procedures and interventions	X		Assistant Principal			INCOMPLETE		
N	Kids@Hope	Kids@Hope provides a resiliency framework for our belief system		X	Culture of Calm coordinator			INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		that ALL KIDS CAN LEARN NO EXCEPTIONS! NO EXCUSES!! We will use this framework for teacher professional develop in order to increase teacher capacity and belief system that all students can and will learn.								
N	Highway to Success	Highway to Success is a resiliency toolkit with a pre and post assessment of student resiliency in six different areas. This assessment is diagnostic in nature and will help us tailor our curriculum during advisory periods in order to increase student resiliency and student engagement at Wells. Highway to Success offers a 15 week lesson plan based on their pre-assessment.		X	Culture of Calm coordinator			INCOMPLETE		
N	Provide incentives for student	Student rewards will be provided for academic,		X	Academic team leaders			INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	achievement through the use of Positive Behavior Systems (PBIS)	athletics and good citizenship.								
N	Create Security positions to help us keep a culture of calm	Security guards will keep students and staff safe.	X		Administration			INCOMPLETE		
N	Create a clerk's position for the dean.	The clerk will be responsible for entering all referrals; contacting parents and helping the dean keep track of student data.	X		Dean	\$78,100.00	\$76,777.58	INCOMPLETE	419868	
N	Create a supervisor I position and a Dean's position	These positions will support the school culture of calm initiative and school safety	X		Mr. Matias			INCOMPLETE		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		51071.312.53210.256009.000000.2012_\$ 0.00 + 51071.312.53205.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		51071.230.54105.254021.000000.2012_\$ 0.00 + 51071.230.54105.254027.000000.2012_\$ 3,000.00 + 51071.230.54105.254008.000000.2012_\$ 15,591.50



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		51071.230.56105.254008.000000.2012_\$0.00 + 51071.230.56105.254002.000000.2012_\$99,630.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		51071.230.53405.254008.000000.2012_\$17,148.36
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		51071.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		51071.230.56105.266414.000000.2012_\$0.00 + 51071.230.53306.266407.000000.2012_\$0.00 + 51071.230.54125.266407.000000.2012_\$0.00 + 51071.230.54125.009574.000000.2012_\$0.00 + 51071.230.54125.266402.000000.2012_\$0.00 + 51071.230.54125.254901.000000.2012_\$0.00 + 51071.230.53306.254901.000000.2012_\$0.00 + 51071.230.54125.266410.000000.2012_\$0.00 + 51071.230.53306.009573.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		51071.115.54215.255052.000065.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	transportation				Analyst					
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		51071.230.54405.254501.000000.2012_\$ 0.00
N	SPED transportation			X	Principal			INPROGRESS		51071.115.54215.255004.376712.2012_\$ 0.00 + 51071.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		51071.225.54105.266408.000703.2012_\$ 7,608.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		51071.115.55005.254403.000000.2012_\$ 299.75
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		51071.115.53405.119035.000000.2012_\$ 7,302.01
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		51071.115.53305.119035.000000.2012_\$ 38,788.34
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		51071.369.54210.140005.474555.2012_\$ 3,200.00 + 51071.369.54210.144905.474555.2012_\$ 400.00 + 51071.369.53405.144905.474555.2012_\$ 1,900.00 + 51071.369.55005.140005.474552.2012_\$ 10.23 + 51071.369.53306.140005.474555.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										500.00 + 51071.369.53405.140005.474555.2012_\$ 2,500.00 + 51071.369.55005.144905.474555.2012_\$ 20,600.00 + 51071.369.53306.144905.474555.2012_\$ 1,947.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$119,499.00	\$147,111.53	INCOMPLETE	408612,443431	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		51071.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE	452274	
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		51071.115.56105.119035.000000.2012_\$4,034.00 + 51071.115.55005.119035.000000.2012_\$6,253.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	324 & 326 (positions)									
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$248,571.00	\$237,726.56	INCOMPLETE	156107,166934,168740,150962,151064,151948,156389	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		51071.369.53405.140050.322014.2012_\$0.00 + 51071.369.53405.140050.322016.2012_\$2,411.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Title I supplementary.									
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		51071.115.54215.241011.000000.2012_\$75.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE	403393	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		51071.210.53405.254607.000000.2012_\$1,670.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds			X	OMB Budget			INCOMPLETE		51071.332.57940.119031.430106.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	available-Misc line				Analyst					0.00 + 51071.332.57940.390030.430115.2012_\$ 242.90 + 51071.225.57940.119020.000703.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		51071.331.55005.390030.430103.2012_\$ 3.29 + 51071.331.53205.390030.430103.2012_\$ 767.20 + 51071.331.53405.390030.430103.2012_\$ 165.00 + 51071.331.54565.390030.430103.2012_\$ 200.00 + 51071.331.53306.390030.430103.2012_\$ 500.00 + 51071.332.57940.390030.430115.2012_\$ 242.90 + 51071.331.57940.390030.430103.2012_\$ 0.60 + 51071.331.54505.390030.430103.2012_\$ 484.00 + 51071.332.53405.390030.430115.2012_\$ 3,708.69
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		