CIWP

2012-2014 Continuous Improvement Work Plan

World Language Academy High School

West Side High School Network

3120 S Kostner Ave Chicago, IL 60623

ISBE ID: 150162990250830

School ID: 610392

Oracle ID: 52011
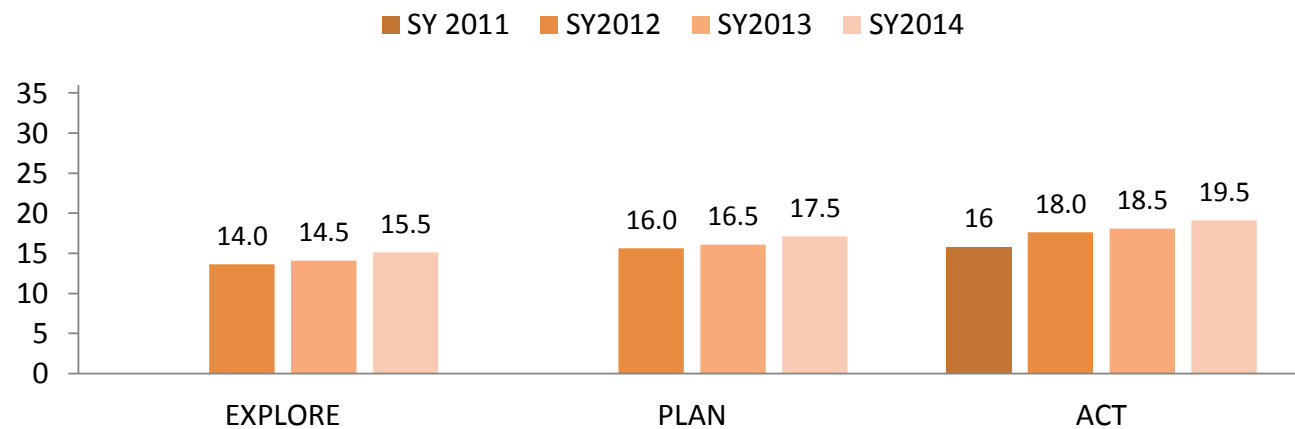
CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Through the study of world languages and the promotion of global conciousness, World Language High School empowers students academically and socially. Our school provides a rigorous and challenging curriculum that connects the academic life of all students to real world application. Our students prepare for their next levels of education and gain the confidence to be positive influences in their communities, country and the world. Students will take pride in their ability to communicate in multiple languages. With intensive parental and community involvement, we will ensure a healthy, safe school and community environment while preparing students for postsecondary success. The staff will work together to offer personalized learning opportunities that foster student achievement and global awareness. This will be accomplished as the staff
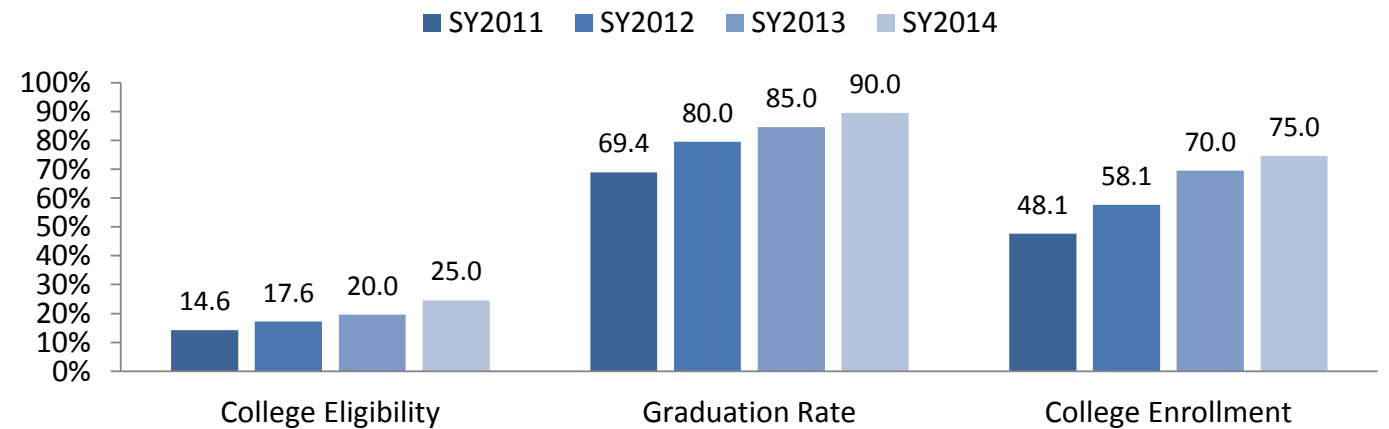
Strategic Priorities

1. Teachers will deliver Common Core State Standard aligned literacy instruction.

2. Administrators and teachers will effectively use the Chicago Framework for Teaching across the curriculum to supervise, evaluate and improve instruction.

3. WLHS will implement a post secondary instructional plan to ensure college readiness/career ready success for all students.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	14.0	16.0	18.0
SY2013	14.5	16.5	18.5
SY2014	15.5	17.5	19.5
SY2011 (ACT)			16

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	14.6	69.4	48.1
SY2012	17.6	80.0	58.1
SY2013	20.0	85.0	70.0
SY2014	25.0	90.0	75.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	World Language 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
Stephen Ngo	Principal
Cheryl L. Williams	Assistant Principal
Paula Matela	Classroom Teacher
Aleco Julius	Classroom Teacher
Brian Bastyr	Classroom Teacher
Ruben Morado	Classroom Teacher
Raquiyah Rahman	Classroom Teacher
Ana Castillo	Classroom Teacher
Christina Moreth	Classroom Teacher
Carina Martinez/Elissa Levine	Counselor/Case Manager
Meghan Rielly	Counselor/Case Manager
Leah Werab	Other

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	13.2	14.0	14.5	15.5
10th Grade - PLAN Average PLAN score	✕	14.1	16.0	16.5	17.5
11th Grade - ACT Average ACT score	16.2	NDA	18.0	18.5	19.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	14.6	17.6	20.0	25.0
5-Year Graduation Rate % of students who have graduated within 5 years	69.4	80.0	85.0	90.0
College Enrollment % of graduates enrolled in college	48.1	58.1	70.0	75.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.5	3.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.5	3.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.6	93.0	94.0	95.0
Freshman On-Track % of Freshman Students on-track	76.0	80.0	82.0	85.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	4.0	2.0	1.0	0.0
Sophomore On-Track % of Sophomore students on track	62.8	80.0	82.0	85.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	18.9	20.0	22.0	25.0	**PSAE Reading** % of students exceeding state standards	0.0	3.0	5.0	7.0
PSAE Mathematics % of students meeting or exceeding state standards	13.7	20.0	22.0	25.0	**PSAE Mathematics** % of students exceeding state standards	0.0	3.0	5.0	7.0
PSAE Science % of students meeting or exceeding state standards	15.8	20.0	22.0	25.0	**PSAE Science** % of students exceeding state standards	0.0	3.0	5.0	7.0

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
	Goals and theory of action	-->		**3**
DIMENSION 1: Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	WLHS has measurable goals for all the metrics on the Performance Policy, including EPAS, attendance, and FOT. We need to further refine the action steps and monitoring processes that support our goals. Our strategic plan was updated for this year. We are in Year 2 of a 5 year plan. Every goal in our plan is geared towards ensuring the college and career readiness of all our students. WLHS has been making progress towards stated goals. We moved from Level 3 to Level 2 (not on probation) within a two year period.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal shapes a vision of academic success for all students based on high standards. Students and staff know what excellence looks like and have initiated steps towards achieving further academic improvement. Principal has created a climate hospitable to education. School safety measures are secure and sound. A sense of collaboration and cooperation exists between teachers. The learning environment is shaped to ensure a healthy climate for teaching and learning. The principal cultivates leadership in others. He involves all stakeholders in major educational decisions. The principal empowers staff while holding them accountable. The principal has taken major steps towards improving instruction. In addition to introducing and implementing the Danielson model, the principal has constructed professional development around the CCSS. The principal has also implemented continuous and productive systems and structures for managing people, data and processes.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers at WLHS wear multiple hats. All teachers are part of at least two teams (grade level and TCT). One third of our staff also participates on our ILT and Data Teams. Each department has a department chair. We pair new teachers with mentor teachers. Every teacher has a range of leadership opportunities and experiences. Teachers are involved in all aspects of the school-decision making process.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Our school's ILT compromises of department chairs, our special education case manager, counselors, data team and administration. It is very inclusive. An open invitation went out to the entire staff regarding membership to the ILT. The teachers on our ILT come from multi-year levels and from every department. The focus of the ILT is on teaching and learning. The ILT has a hand in developing and delivering school-wide professional development. It also runs our performance managment. The ILT analyzes school data, develops action steps and monitors those actions to completion in line with our school strategic plan. The ILT has a hand in developing the school calendar, the testing calendar and our strategic plan.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	WLHS has as data team that monitors all the metrics on the performance policy on a continual basis. This data team is dedicated to producing reports for the ILT and administration that are then used to make decisions in the classroom. The data is used to determine action steps and make adjustments to measures focused on meeting our school goals.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Curriculum maps were created by course teams using Rubicon Curriculum Mapping during the 2010-2011 school year. The maps are aligned to CRS, but not to CCSS. After learning more about common core we have added more grade-level appropriate fictional and nonfiction texts to the freshman reading course.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Materials are the same for all courses, teachers supplement materials at their discretion. When teachers plan lessons, they are aligned to the CRS. However the instructional materials tend to support the general curriculum and is modified by the special education teachers.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Data is quickly disseminated to teachers and analyzed by department. Required district assessments are given as mandated. Additional assessments vary by course/department. There has not been a school-wide focus on varied assessments, but teachers use them as needed within their courses. Appropriate modifications are made for students with disabilities according to the IEP.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	All lessons are aligned to the CRS and documented in lesson plans, standards are usually communicated to students for each lesson. Through TCT meetings we have discussed the art of questioning and teachers have tried to incorporate higher level thinking questions. Instruction is usually whole-group, some teachers are more experienced at tailoring the learning needs of students. Many teachers provide support outside of the classroom for students who struggle within the whole group context. Most teachers use formative assessments during instruction to monitor progress and check for understanding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	There are a variety of interventions in place to address needs of struggling students. Teachers offer help before and after school as well as Saturday School which provides tutoring and time to complete missing work. To address the needs of struggling incoming freshman we have added a math support class in addition to Algebra. We also offer a reading class to freshman whose standardized scores are below standards. Special education students receive support in the regular education classroom, in small groups, or self-contained classes as needed.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Professional development for whole staff is provided and has been aligned with the introduction of common core. While our priorities and our PD are aligned, there is still a need to have PD align to all school priorities. We have worked hard at implementing an assessment process for the implementation of skills learned at PD, however, there is a need to have this monitoring done consistently, within departments and as a whole school. Most PD presented is relevant to most faculty. However there is a need for teachers to attend content specific PD.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	In our school, each department has a common planning period, which promotes collaboration between teachers. Weekly TCT meetings focus on assessment, data analysis, and curriculum alignment. Our meetings are led by our curriculum coordinator, and attended often by our assistant principal. Still, we believe that departments in isolation are not able to promote interdepartmental collaboration, especially with monitoring of student achievement. We have junior, sophomore, and freshmen grade-level teams, but only the junior-level team has been meeting regularly throughout the year, focusing strongly on PSAE data and tracking of student growth, which is an important goal for our school as well as an essential metric on our district's performance policy for schools. The other grade-level teams have met intermittently, and therefore need more consistency in how they function.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Overall, instructional coaching is not particularly a strength at our school. Although there has been informal intradepartmental mentoring, a formal, organized coaching plan has not been established. Peer observations and classroom visitations have been performed inconsistently. However, administration has been more prevalent in classrooms this school year. For example, most teachers have been formally observed this year, with many having been informally observed. Still, there are teachers who need more quality feedback and consistent monitoring from both administration and department chairs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture				
	High expectations & College-going culture	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	1. Counselors reached 100% FAFSA completion. 2. Senior contracts 3. One on one transcript evaluation 4. College visits. 5. Attending college fairs. 6. College rep visits. 7. Student requirement of applying to at least 3 colleges/univeristies. 4. Literature is present in classroom/common spaces encouraging students to attend college. 5. Mandatory financial aid workshops for parents and students. 6. Credit recover for struggling students (i.e. online classes, night/summer/Saturday school)	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	1. We at World Language High School (WLHS) have an "open door" policy. Students are encouraged to seek their homeroom teacher if a serious problem exists. 2. WLHS has an effective support system which includes two counselors, a social worker, therapist, and a on-site medical clinic. In addition, our community partner, ENLACE, provides after school support (i.e. mentoring, tutoring)	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	WLHS sets behavior expectations for all students using the Student Code of Conduct as its basic foundation. WLHS has behavioral intervention in place schoolwide. WLHS will continue to build capacity in teachers and all staff to ensure the best for all students. We also develop student leadership and encourage student voice via the Principal's Council, student council, student forums, and student surveys. We provide comprehensive after school opportunities for students and families in a nurturing environment. Administration demonstrates transparency with all stakeholders	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		3
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal provides information to parent's through parent meetings, parent conferences, letters and phone calls regards to our performance. WLHS Data team pulls a D/F report every week to track those students that are failing and provides the information to all teachers so they know which students need mandatory tutoring. Teachers call the parents of those students that are under performing in their class. Teachers also inform students to attend saturday school to help them improve their grade by making up un-submitted homework. The school counselors are providing families with transfer and or alternative school options. Counselors provide parent workshops to address parent portal, academic failures, night school, recovery	
	Ongoing communication	--->		3
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	WLHS teachers and school staff are informing parents by mail, phone calls and parent teacher conferences about their child's performance. Teachers and staff provide resources and workshops such as parents portal to all parents. These workshops are held in order to help parents assist their child's improvement academically.	
	Bonding	--->		3
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	WLHS has an open-door policy to all parents and families. The Principal is always welcoming to speak with parents. WLHS environment is safe, clean and Structured. The Principal is always motivating the community and the parents to become Involved in education process by participating in workshops and events. WLHS is also creating leadership opportunities for parents and students to become more involved in the school. WLHS staff along with the ALSC (Advisory Local School Council) and PAC (Parent Advisory Council) engage parents and community to participate in trainings, workshops and other school events.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	WLHS has various partnerships with different organizations that provides free services to families and students. The Professional Networks /External Affairs are: Gear up, Alivio Medical Center, Enlace Chicago, Art Therapy Connection, Illinois State University and Network for Teaching Entrepreneurship. Most of these organizations have offices within our school therefore students and	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Counselors provide ongoing program information for students to explore their interests in and our of school. Counselors provide college information on summer programs, enrichment opportunities and college visits. The school partners with Gear-Up and ENLACE, who help with post-secondary options for all students.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school has partnered with various programs to provide opportunities for academic preparation including the City Colleges of Chicago Dual Enrollment program, where students have the opportunity to take college-level courses after-school to academically prepare for college. The school has also worked with KAPLAN test prep to provide students an opportunity to help increase college readiness skills. Counselors conduct one-on-one academic transcript evaluations with each student to see academic progress throughout the school year. Counselors provide classroom guidance lessons on a series of topics including: The importance of	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Counselors have developed an "Enrichment Programs/ Summer Opportunities" database to share with students and promote programs through workshops, presentations and guidance lessons. Counselors bring guest speakers from various programs to	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in required What's Next Illinois lessons including Interest Inventory, Career Exploration and Resume Completion. Counselors pull reports from What's Next Illinois to analyze and aid in college match. Counselors utilize Google Docs to create intentional, specific and detailed information on each	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Students are taken to several college visits and college fairs to learn about college options and specific admission information that are tailored to our demographic including: visiting Office of Multicultural Student Affairs, TRIO programs, financial aid and speaking to diverse college student panels. College representatives visit WLHS and give a tailored admission presentation to our student demographic. The school hosts an annual college fair for all grade levels. Counselors plan college awareness and financial aid	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Counselors have worked with Freshmen Connection during the summer to help 8th grade students transition into high school. Throughout the school year, counselors provide classroom guidance lessons on various topics including: Freshmen Experience, Transitioning from high school to college and Job Skills/Interview Process. Counselors provide one-on-one transcript evaluations with individual students to review grade progression and graduation requirements. If student is off-track, counselors host required parent nights to review student grades on parent portal,	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	WLHS will refine the curriculum, using common core state standards allowing departments to develop units during the summer and continue before/after-school and Saturday meetings. WLHS will continue to provide on-going professional development opportunities to enhance classroom instruction, lead by department chairs and outside sources. WLHS will ensure college outreach, postsecondary exploration, and rigorous academic support for all grade levels. Students from all grade levels will participate in college tours. Junior grade level students will have the opportunity to participate in the Kaplan Complete/Kaplan	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	WLHS will continue to recruit and provide resources, ensuring strong team collaboration in instruction, while maintaining a shared vision for school improvement. The interview committee is established days prior to the interview. Candidates are required to complete a Protocol for Pre-Observation Conference form prior to their interview, along with a lesson for their subject. The candidate will be required to teach a lesson to students.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	WLHS offers a regular schedule with changes made to assist students where needed. In-coming freshmen are targeted for double math and reading classes as needed. WLHS offers before/after school homework help/tutoring. Saturday School begins after the 2nd week of school as part of a strategy to increase our on freshmen on-track and sophomore on-pace percentage. WLHS will continue to have common planning periods, weekly ILT meetings and targeted professional development. The Instructional Leadership Team helps focus teachers on skills needed to be	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Through the study of world languages and the promotion of global conciousness, World Language High School empowers students academically and socially. Our school provides a rigorous and challenging curriculum that connects the academic life of all students to real world application. Our students prepare for their next levels of education and gain the confidence to be positive influences in their communities, country and the world. Students will take pride in their ability to communicate in multiple languages. With intensive parental and community involvement, we will ensure a healthy, safe school and community environment while preparing students for postsecondary success. The staff will work together to offer personalized learning opportunities that foster student achievement and global awareness. This will be accomplished as the staff implements the instructional shifts from the CCSS in all content areas. Teachers will continue to create cycles of professional learning to enhance instructional practices.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver Common Core State Standard aligned literacy instruction.	With the implementation of CCSS we will increase rigor across content area curriculum.
2	Administrators and teachers will effectively use the Chicago Framework for Teaching across the curriculum to supervise, evaluate and improve instruction.	Improving instruction is key towards making gains in overall academic achievement. The Framework effectively monitors and assesses teacher performance to improve overall instruction.
3	WLHS will implement a post secondary instructional plan to ensure college readiness/career ready success for all students.	On of our goals is to make sure that every WLHS graduate will be successful in a post-secondary environment, be it college or career. Having a viable post-secondary plan for every student is key to this success.
4	Optional	
5	Optional	

CIWP

World Language Academy High School

CHICAGO PUBLIC SCHOOLS | CPS

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
Teachers will deliver Common Core State Standard aligned literacy instruction.	With the implementation of CCSS we will increase rigor across content area curriculum.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will have weekly TCT meetings to ensure that the Core Curriculum State Standards are aligned and implemented correctly.	ILT/ Teacher Teams	All	Curriculum Coordinator	Summer 2012	On-going	On-Track	
WLHS ILT will meet weekly to discuss school-wide activities that will enhance academic achievement.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going	On-Track	The CIWP budget allows the ILT team to meet on Saturdays, when needed.
Professional Development for implementing CCSS will be delivered to all teachers.	Professional Development	All	Administration	Summer 2012	On-going	On-Track	PD with Gretchen Courtney has been scheduled for August. Other PDs will be scheduled throughout the year.
Departments Chairs will meet to conduct an audit of all texts books to assure that text are aligned to CCSS.	ILT/ Teacher Teams	All	Curriculum Coordinator	Summer 2012	On-going	On-Track	The CIWP budget allows the Department Chairs to meet on Saturdays, throughout the school year when needed.
Teachers will have weekly TCT meetings to ensure that the Core Curriculum State Standards are aligned and implemented correctly.	Instruction	All	Administration	Summer 2012	On-going	On-Track	The data team meets weekly to gather FOT/SOT percentages, as well as any infromation that the ILT needs to increase academic growth. The team consist of various staff members.
ILT will develop a schedule for peer observations as well as educational "Walk-Throughs to help facilitate implementation of CCSS.	ILT/ Teacher Teams	All	Administration/ ILT Team	Quarter 1	On-going	On-Track	
TCT teams will develop teacher designed performance assessments.	ILT/ Teacher Teams	All	Administration/ ILT Team	Summer 2012	On-going	On-Track	
TCT will come to a consensus on skills students will be taught and align with CCSS.	Instruction	All	All Teachers/Staff	Quarter 1	On-going	On-Track	
Create differentiated lessons that will assure that the needs of all students are being addressed. This would include students with IEP's and our ELL population.	Instruction	All	All Teachers	Quarter 1	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Administrators and teachers will effectively use the Chicago Framework for Teaching across the curriculum to supervise, evaluate and improve instruction.	Improving instruction is key towards making gains in overall academic achievement. The Framework effectively monitors and assesses teacher performance to improve overall instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
TCT will meet to develop and analyze formative and summative assessments.	ILT/ Teacher Teams	All	Administration/ ILT	Summer 2012	On-going	On-Track	
Grade level teams will meet bi-weekly to share best practices for classroom instruction, while analyzing and evaluating student outcomes.	Instruction	All	Administration/ ILT	Quarter 1	On-going	On-Track	
ILT will develop an schedulde for Professional Development plan for Danielson Framework.	Instruction	All	Administration/ ILT	Summer 2012	On-going	On-Track	
Provide training on the development of formative amd summative assessments and the use of qualitative and quantitative data to improve daily instruction.	Instruction	All	Administration/ ILT	Quarter 1	On-going	On-Track	

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
WLHS will implement a post secondary instructional plan to ensure college readiness/career ready success for all students.	On of our goals is to make sure that every WLHS graduate will be successful in a post-secondary environment, be it college or career. Having a viable post-secondary plan for every student is key to this success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Counselors and Homeroom teachers will construct individual student portfolios. Information about student goals will be placed in the portfolios, in addition to all artifacts helpful in achieving desired results of college/career readiness.	ILT/ Teacher Teams	All	Counselors	Quarter 1	On-going	On-Track	

CIWP

2012-2014 Continuous Improvement Work Plan

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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