CIWP

Kelvyn Park High School

North-Northwest Side High School Network

4343 W Wrightwood Ave Chicago, IL 60639

ISBE ID: 150162990250023

School ID: 609716

Oracle ID: 46191
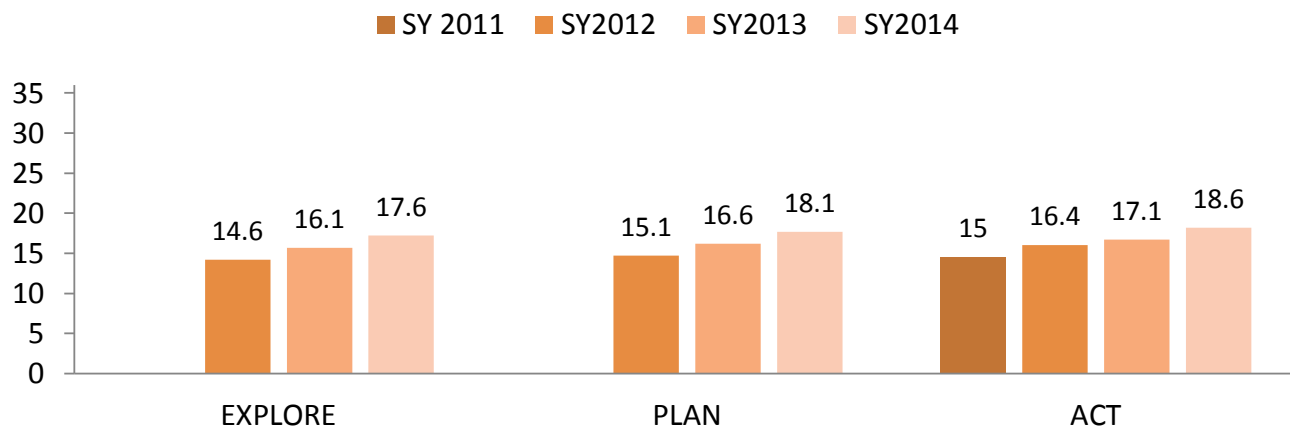
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Mission Statement

The Kelvyn Park community, made up of students, staff, parents, and neighborhood members, hold a shared belief and an ethical obligation to prepare every student for college and career. We achieve this goal by providing a well-rounded and rigorous education, in which students are engaged as active participants in a safe and supportive environment.
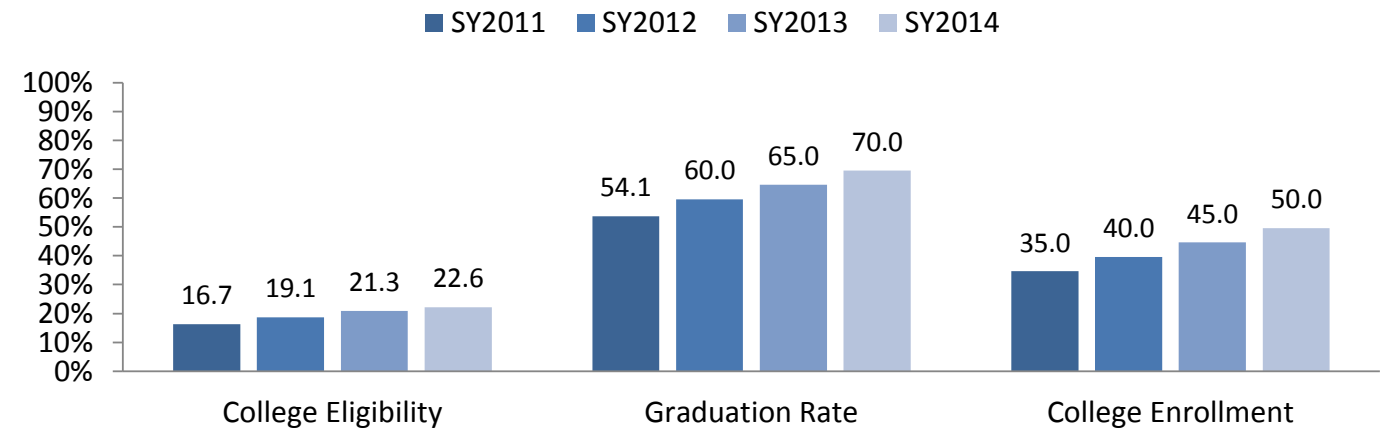
Strategic Priorities

1. Development of a CCSS aligned curriculum and instruction.

2. Implementation of strategic interventions for students based on ongoing analysis of data and teacher reflection.

3. Post-secondary and personal development supports that are addressed in a variety of educational settings, with Advisory serving as the core activity to address related goals.

4. A professional culture of collaboration, reflection, and accountability exists in a variety of teams and includes parents and community.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

EPAS	SY2012	SY2013	SY2014	SY2011
EXPLORE	14.6	16.1	17.6	
PLAN	15.1	16.6	18.1	
ACT	16.4	17.1	18.6	15

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
College Eligibility	16.7	19.1	21.3	22.6
Graduation Rate	54.1	60.0	65.0	70.0
College Enrollment	35.0	40.0	45.0	50.0

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:	Kelvyn Park 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
Anna Pavichevich	Principal
Carmen Martinez	Classroom Teacher
Marlene Lopez	ELL Teacher
Cynthia Holzmann	Classroom Teacher
Hye Jin Choi	Classroom Teacher
Yafah Levy	Other
Demetrio Javier	Other
William Rodriguez	Support Staff
Erin Matthews	Other
Sara Mizener	Special Education Faculty
Darren Tuggle	Lead/ Resource Teacher
Jaime Yuhas	Classroom Teacher

**2012-2014 Continuous
Improvement Work Plan**

Kelvyn Park High School

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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		13.1	14.6	16.1	17.6
10th Grade - PLAN Average PLAN score		14.4	15.1	16.6	18.1
11th Grade - ACT Average ACT score	14.9	14.0	16.4	17.1	18.6

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	16.7	19.1	21.3	22.6
5-Year Graduation Rate % of students who have graduated within 5 years	54.1	60.0	65.0	70.0
College Enrollment % of graduates enrolled in college	35.0	40.0	45.0	50.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	74.4	78.0	81.0	84.0
Freshman On-Track % of Freshman Students on-track	56.9	66.0	77.0	88.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	12.9	17.0	16.3	13.0
Sophomore On-Track % of Sophomore students on track	68.9	80.0	85.0	91.0

Kelvyn Park High School

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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	13.5	17.3	20.8	24.3		PSAE Reading % of students exceeding state standards	0.4	0.8	1.4	2.8
PSAE Mathematics % of students meeting or exceeding state standards	8.8	12.3	15.8	19.4		PSAE Mathematics % of students exceeding state standards	0.0	0.4	0.7	1.4
PSAE Science % of students meeting or exceeding state standards	6.5	10.2	13.7	17.3		PSAE Science % of students exceeding state standards	0.4	0.8	1.4	2.8

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	**Goals and theory of action**	-->		**3**
	• 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.	There are instances of this occuring among certain teams. The Freshman Team meets regularly to discuss data and to develop strategies for improving student achievement, as does the ILT. While individual KPIs exists as goals for the school and a strategic plan outlines goals and some actions, strategies for achieving these goals are not known among the staff as a whole.	
	Principal Leadership	-->		**2**
	• 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.	*Before the current administration it was not clear what the professional learning system was and how teachers were able to convey their interest in areas in which to grow. The school's vision was not actionable and levels of input among mid-level leaders varied. Through coaching, many effective systems and structures were put into place that allow CORE teachers to collaborate about a standards-based curriculum. Instructional shifts based on that planning are not evidenced in classrooms. The current administration is taking steps to align curriculum offerings that lead to an authentic college and career prepratory educational experience. Before the current adminstration, few conversations were held with parents about the importance of college and career in the KP culture.*	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	*A core group of teachers exists who have assumed responsibility for a preponderance of the activities that occur at KPHS. Teams exist though no structures are in place to support meeting during the school day. This prohibts a consistent and coherent practice of meeting and collaborative decision making in the school as a whole. Current administration is taking steps to include a larger number of teachers and to broaden the scope of leadership opportunties. Largely, teachers do not feel invested in the goals of the school because they feel that that are largely driven by SIG and SIG personnel. The roles that exist at KPHS are: ILT, Grade/Clourse teams, Coach, Family Liaison, Data Analyst, Bilingual Lead, CWIP Team, Union Representative. There has not been a consistent practice of equity of voice among the staff.*	

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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	Data is shared with ILT through bi-weekly "PM" sessions, which consist of a review of multiple sources of data. Action items are created and monitored. The PM sessions are largely driven by SIG goals and team members and facilitated by the Deputy Officer of Office of School of Improvement. There is little deep conversation about classroom-based instructional practice, as conversations focus around standards and assessment. Data is used more effectively to created Tiered interventions for culture and climate issues, such as attendance, cuts, behavioral incidents. There is a communication gap between the ILT and the rest of the teachers realtive to goals, strategies, and actions of ILT.	
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.	The school's systematic approach to analyzing data is to present bi-weekly PM sessions. All academic interventions that are developed at PM sessions are largely universal in nature. Behavioral targets are more tiered and student specific.	

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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.	Springboard is fully aligned to the CCSS. Standards-based curriculum maps are used in English. Other CORE teams have mapped instruction to CRS. Systems and structures do not exist for non-CORE teams. Many teachers have had PD that addressed some elements of backwards design. Most teachers have had some backward design PD. Departments do work as a team to develop units for each content area. Teachers need more PD and support to increase their knowledge about integrating meaningful ELL and SPED instructional supports in the classroom. Generally speaking, the majority of text does not meet the level of complexity required by the CCSS.	
	Instructional materials	-->		**2**
	• 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).	Instructional materials in many departments are antiquated and not aligned to any standards. Few supplemental materials exist. Few materials exist that address the needs of students with Special Needs. Textbooks do exist for bilingual classes.	

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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 comprehensively compiled for each of the school's SIG KPIs. Structures exist to provide quick access to assessment results. Assessments are selected response. teacher created and a variance exists in assessment item results, indicating a possible challenge for reliability and validity. Results are regularly reviewed and skills are targeted by department for collective attention and instructional focus. Staff requires additional support in developing practice for educating ELL and SWD.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• 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.	CORE teachers purposefully sequence and align instruction to standards. Based on Instructional Rounds and Administrator classroom visits, there is little evidence of scaffolding or effective questioning techniques. PD is neccessary for all staff in the area of aligning curriculum to CCSS. Scaffolding of instruction is not evident in all classrooms. Some departments are more effective at implementing frequent student understanding checks than others.	

Date Stamp November 22, 2012

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Intervention	-->		**2**
• 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.	Screening and diagnostic assessments are not implemented. Base-line data is collected from EPAS and used to determine priority skills and instructional targets. All students have been programmed for extra minutes in Literacy and frequent opportunities for tutoring exist. Grade level teams administer teacher created common assessments every 5 weeks and review data to determine areas for instructional focus. At the ILT level, little conversation has ensued as to how the data informs instructional shifts in the classroom. CORE course level teams create lessons based on data. There is no evidence of a school-wide practice of implementing specific targeted interventions for students.	
Whole staff professional development	-->		**1**
• 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.	Whole staff professional development does not occur.	

(left margin label: Professional Learning)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• 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.	Teacher course teams are not scheduled during the school day. Some course teams meet after school (extended pay) but not consistently. When teams collaborate, they do review data and analyze formative assessments for the purpose of planning weekly instruction. Targeted student interventions are not planned regularly. Team make-up varies according to team. The use of protocols are not consistent.	
	Instructional coaching	-->		**3**
	• 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.	A coaching plan exists and is implemented differently across departments. No strategic plan for new teacher induction exists. Targeted PD plans do not exist. Teachers receive feedback from coaches on a regular basis. The quality of the feedback varies by coach. Peer coaching does not exist. School-wide instructional rounds are in the infancy stage.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	--->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	To date, the school does not have a school-wide culture of pushing students to be college and career ready, though pockets of this exist. A College and Career Coach is on site and works regularly with students to prepare for college entrance through support with college visits, FAFSA, applications, etc. The AVID program provides rigorous instruction for students and college strategies.	
	Relationships	--->		**2**
	• 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.	The My Voice, My School Survey indicates that KPHS is not organized for improvement. This means that students have given feedback that indicates that the school environment is not safe or supportive and that instruction is not challenging or engaging. Anecdotal data reveals that students report that they don't feel like they have anyone they can go to.Students home language and culture are respected by the majority of members in the school. SWD are integrated, but this area can improve. For the most part, students and adults have respectful relationships at KPHS.	
	Behavior& Safety	--->		**2**
	• 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.	CHAMPS is implemented in some classrooms but there is not a school-wide culture of implementing proactive discipline. PD opportunities exist and teachers are being actively encouraged to attend. While efforts have been made to create a progressive discipline model that focuses on positive student behavior, this culture does not yet exist school-wide. Teachers are unable to articulate and implement consistent policies related to discipline. Accountability for adherence to policies and procedures continues to be a gap.	

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DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**2**
	• 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.	Parents are largely uninformed partners, as evidenced by comments made at LSC meetings. They do not fully understand what students need to do to graduate, earn a grade, enroll in college, etc. The BAC-PAC group meets regularly and demonstrates one area where strong parent relationships exist. Parents do not regularly use Parent Porta.	
	Ongoing communication	--->		**1**
	• 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.	We need a communication strategy-Optimize grade level teams for this. Phone logs.	
	Bonding	--->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school environment is welcoming to parents. The Assistant Principal has strong community relationships and provides frequent opportunities for families and community members to engage. Parents and community are invited to attend school performances, however, a strong system for communicationw th parents does not exist so these opportunities are usually not well attended.	

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	Specialized support	-->		**3**
	• 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.	Open care team-to help with ALL the needs a family has. Students and families fall through the cracks because there is no follow up. We identify issues and then don't follow up all the time.	
	College & Career Exploration and election	-->		**3**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Students receive support for completing essays though the counseling office. Students receive support from a C/C Counselor and external partners, such as YAP. College tours exist for targeted groups of students.	
	Academic Planning	-->		**2**
	• 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.	CORE classes are aligned to CRS. Levels of academic rigor vary widely depending on the program and teacher. The school has not previously engaged in a robust evaluate of course-taking and performance patterns for advanced classes, with the exception of the AVID class.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• 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.	School-wide clubs and activities are available for all students. There is no evidence that any group of students is excluded from participation. The organizational structure of extracurricular activities is not purposeful or strategic.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school is actively engaged in the implementation of ongoing assessments aligned to CRS (formative interims and EPAS). Other college and career assessments are not implemented in a strategic way.	
	College & Career Admissions and Affordability	-->		**2**
	• 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.	Information about college options and costs are provided to students and their families through the C/C Coach and BAC-PAC. There is not a school-wide strategy for providing information about college to parents through other sources.	
	Transitions	-->		**2**
	• 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.	The school has two 9th grade counselors whose work revolves around supporting students with transition. This is a relative area of strength for the school. Gaps exist in student understanding of the continuum of opportunities available based on grade level.	

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
Use of Discretionary Resources	--->		**2**
• 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.	The previous school budget was created in isolation and is not connected to school strategic priorities. The SIG provides a large source of funding to the school and supports many activities that are connected to strategic priorities for college and career readiness, such as extended day, PD registration, student incentives, etc.	
Building a Team	--->		**2**
• 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.	*The staff reports a lack of transparency with hiring. There is no consistent protocol in place for interviewing teachers. The OSI has coherency and consistency with hiring mid-level managers and senior leadership. That being said, the staff reports feeling shut-out of hiring decisions made by OSI. The SIG has committed resources to hiring of staff to support smaller class sized and more supports for students.*	
Use of Time	--->		**2**
• 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.	*The two-start times for students and staff and the lack of scheduling of teacher course team meetings during the day has done much to weaken meaningful collaboration and opportunties for teams to meet. Little accountability exists to monitor who meets in teams, when teams meet, or what the work product is, outside of the CORE teams, whose actions are closely monitored by OSI. Students received intensive Literacy supports but it was not based on structured intervention but rather implemented as a universal support.*	

DIMENSION 7: Resource Alignment

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

The Kelvyn Park community, made up of students, staff, parents, and neighborhood members, hold a shared belief and an ethical obligation to prepare every student for college and career. We achieve this goal by providing a well-rounded and rigorous education, in which students are engaged as active participants in a safe and supportive environment.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Development of a CCSS aligned curriculum and instruction.	CCSS is a research-based effective practice that provides the level of rigor necessary to ensure that KPHS students graduate with a diploma that reflects college and career readiness.
2	Implementation of strategic interventions for students based on ongoing analysis of data and teacher reflection.	A systematic approach to analyzing data on an ongoing basis in order to make adjustments to their focus and to target supports is a critical component of successful school leadership. Whenever possible, this approach should be applied in multiple instances and in multiple environments to ensure access of information to all participants.
3	Post-secondary and personal development supports that are addressed in a variety of educational settings, with Advisory serving as the core activity to address related goals.	The success of students in college and career is contingent upon educating the whole child. While the post-secondary and personal development needs of students should be addressed school-wide, Advisory provides a focused approach and highly supportive setting for student planning, preparation, participation, and performance in a areas related to personal development and college and career aspirations.
4	A professional culture of collaboration, reflection, and accountability exists in a variety of teams and includes parents and community.	A professional culture is the core of decision-making, team processes, and effectiveness. A professional culture fosters ownership and increased opportunties for distributive leadership.
5	Optional	

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2012-2014 Continuous Improvement Work Plan

Kelvyn Park 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
Development of a CCSS aligned curriculum and instruction.	CCSS is a research-based effective practice that provides the level of rigor necessary to ensure that KPHS students graduate with a diploma that reflects college and career readiness.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop PD strategy for integration of CCSS into all curricula	Other	All	ILT/Admin Team	Summer 2012	Quarter 1		
PD for staff on developing and assessing CCSS task	After School/ Extended Day	All	Admin Team	Summer 2012	On-going		
CCSS-aligned maps, lessons, and assessments	Instruction	All	Teacher Teams	Quarter 1	Quarter 1		
CCSS unpacked by staff and objectives written in student-friendly language to make CCSS accessible to all students	After School/ Extended Day	All	Staff	Quarter 1	Quarter 1		
Audit of curricula materials to ensure alignment to CCSS and expected levels of text complexity	Instructional Materials	All	Teacher Teams	Quarter 2	Quarter 3		
Instructional shifts from CCSS instructional alignment evident in all classess	Instruction	All	Staff	Quarter 1	On-going		
Accountability measures in place to support teachers as they develop their skills in implementing CCSS aligned curricula	ILT/ Teacher Teams	All	Admin Team	Summer 2012	On-going		
Engage external partners in supporting math teachers in a CCSS system of standards based grading and assessments	Other	All	Admin Team	Quarter 1	Quarter 4		
Engage external partners in supporting all teachers in creating CCSS aligned curricula that focuses on improvement in literacy	Other	All	Admin Team	Quarter 1	Quarter 4		

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
Implementation of strategic interventions for students based on ongoing analysis of data and teacher reflection.	A systematic approach to analyzing data on an ongoing basis in order to make adjustments to their focus and to target supports is a critical component of successful school leadership. Whenever possible, this approach should be applied in multiple instances and in multiple environments to ensure access of information to all participants.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop data collection tools	ILT/ Teacher Teams	All	Data Strategist	Summer 2012	Summer 2012		
Analyze strengths and areas for improvement by class and by student.	ILT/ Teacher Teams	All	ILT/Teacher Teams	Summer 2012	Quarter 1		
Establish a school-wide instructional focus	ILT/ Teacher Teams	All	ILT/Teacher Teams	Summer 2012	Summer 2012		
Establish, review, and revise SMART goals	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Select common instructional strategies that can be applied to students in different ways, based on need and learning preferences.	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Determine results indicators	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Summer 2012		
Monitor and adjust	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Develop data collection tools	Other	All	Data Strategist	Summer 2012	Summer 2012		
Analyze strengths and areas for improvement	Other	All	PBIS Team	Summer 2012	Summer 2012		
Establish a school-wide instructional focus	Other	All	PBIS Team	Summer 2012	Quarter 1		
Establish, review, and revise SMART goals	Other	All	PBIS Team	Quarter 1	Quarter 1		
Select common instructional strategies that will be regularly assessed to determine growth related to specific skill targets.	Other	All	PBIS Team	Quarter 1	Quarter 1		
Determine results indicators	Other	All	PBIS Team	Quarter 1	Quarter 1		
Monitor and adjust	Other	All	PBIS Team	Quarter 1	Quarter 1		
Develop individual and team capacity to understand data and use the results to inform instruction	Professional Development	All	Data Strategist and Administration	Quarter 1	Quarter 1		

Strategic Priority 2

Develop opportunities for parents and community to learn about data and how data analysis affects future instructional priorities and goals.	Parental Involvement	Not Applicable	Data Strategist and Administration	Quarter 1	Quarter 2		
Engage with multiple partners to "react" to data with targeted interventions for students.	Parental Involvement	Not Applicable	Administration, Data Strategist, and Parent/Community Stakeholders	Quarter 1	Quarter 4		

**2012-2014 Continuous
Improvement Work Plan**

Kelvyn Park High School

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
Post-secondary and personal development supports that are addressed in a variety of educational settings, with Advisory serving as the core activity to address related goals.	The success of students in college and career is contingent upon educating the whole child. While the post-secondary and personal development needs of students should be addressed school-wide, Advisory provides a focused approach and highly supportive setting for student planning, preparation, participation, and performance in a areas related to personal development and college and career aspirations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop advisory structure	Other	All	Assistant Principal	Summer 2012	Summer 2012		
Assemble Advisory Leadership Team	Other	All	Assistant Principal	Summer 2012	Summer 2012		
Develop advisory curriculum	Instruction	All	Advisory Leadership Team	Summer 2012	Summer 2012		
Purchase advisory materials	Supplies	All	Advisory Leadership Team	Summer 2012	Summer 2012		
Training and professional development	Professional Development	All	External/Lead Partner & Advisory Leadership Team	Summer 2012	Quarter 1		
Develop rubric for measuring success	Other	All	Administration & Advisory Leadership Team	Summer 2012	Summer 2012		
Provide systems and structures for implementation	Other	All	Principal	Quarter 1	Summer 2012		
Incorporate tiered interventions	Other	Other student group	Assistant Principal	Quarter 1	Quarter 1		
Develop a schedule of advisory and curriculum that provides maximum support to SWD	Instruction	Students With Disabilities	Advisory Leadership Team	Summer 2012	Summer 2012		
Develop a system for incorporating Advisory strategies into coursework and for accountability.	Instruction	All	Advisory Leadership Team	Summer 2012	Quarter 2		
Develop a strategy for parents and community to support Advisory goals.	Parental Involvement	All	Advisory Leadership Team	Summer 2012	Quarter 2		

Strategic Priority 3

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
A professional culture of collaboration, reflection, and accountability exists in a variety of teams and includes parents and community.	A professional culture is the core of decision-making, team processes, and effectiveness. A professional culture fosters ownership and increased opportunities for distributive leadership.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT members apply for positions	ILT/ Teacher Teams	All	Admin Team	Summer 2012	Summer 2012		
Department Chairs apply for positions	ILT/ Teacher Teams	All	Admin Team	Summer 2012	Summer 2012		
Dept/Course team time is built into master schedule	ILT/ Teacher Teams	All	Scheduler	Summer 2012	Summer 2012		
Focus groups are held with parents and community	Parental Involvement	All	Admin Team/ILT/LSC	Quarter 1	Quarter 1		
Teams receive PD on high functioning teaming behaviors	ILT/ Teacher Teams	All	Admin Team	Quarter 1	Quarter 1		
Teams produce artifacts as evidence of their progress toward collaboration, reflection, and accountability	Instructional Materials	All	Admin Team	Quarter 1	Quarter 1		
Observation of teams provides evidence that teams are focused on goals appropriate to the team function and are engaged in effective teaming behaviors	ILT/ Teacher Teams	All	All Staff	Quarter 1	Quarter 1		
Evidence of team collaboration is visible in classroom instruction and througout the school, I. e., common performance tasks, common rubrics, common standards, etc.	Instruction	All	All Staff	Quarter 1	Quarter 1		
Teams lead PD for other teams relative to successful components of their plans for improvement in instruction or culture	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 2		
Parents are engaged on a regular basis to reflect on strategies, data, and next steps through regularly scheduled data presentations that occur at least once per semester.	Parental Involvement	All	Admin/LSC	Quarter 1	Quarter 2		

Strategic Priority 4

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Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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