



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

What is SIPAAA?

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

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

SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Zielazinski	Joellen	Other	X		
Alfaro	Oswaldo	Counselor/case mgr.			
Bates	Gretchen	Other			
Bennett	Alice	CAO delegate			
Bogus	Edward	LSC member			
Coughlin	James	Assessment/Data faculty			
Foley	Peggy	Special ed. faculty			
Gonzalez	Efrain	ELL faculty			
Pretekelis	Algird	Principal			
Richter	Brian	Asst. Principal			
Varela	Sindia	LSC member			

Involvement

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

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

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

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

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

AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build

principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

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

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

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is its own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

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

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

Chief Area Officer - Rick Mills
 Management Support Director - Marisa Velasquez
 Instructional Team Leader - Alice Bennett

External Partners:
 Brighton Park Neighborhood Council
 21 Century Community Schools / Federation of Community Schools
 VOYCE - Voices of Youth in Chicago Education
 GEAR UP - Northeastern Illinois University
 University of Illinois at Chicago - Writing Lab Support
 Back of the Yards Neighborhood Council
 Kelly Career and Technical Education Advisory Council
 National Association of Student Councils / National Honors Society Memberships
 SAGE -Students for the Advancement of Global Entrepreneurship
 Illinois and National PTA

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

The SIPAAA planning team was led by the Principal, one Assistant Principal, the budget manager, ELL lead teacher, the assessments and data team lead teacher, one LSc parent representative, one LSC community representative, the AVID coordinator and special education teacher, the NCLB and SES coordinator, and the attendance intervention counselor. This was the primary group responsible for completing the SIPAAA. The Instructional Leadership Team made up of 12 Department Chairpersons and others with important responsibilities in the school were consulted regularly for further input. Over 500 surveys were administered and populated among all stakeholders. We have had bi-weekly meetings as a SIPAAA planning team. We conducted a comprehensive survey of Kelly H.S. surveying parents, students, faculty, and staff. The data team also gathered, analyzed, and organized pertinent attendance, student achievement, and other related data to aid in articulation of the vision and mission statements, selection of priorities and corresponding activities. Other sources of information included My Voice, My School surveys from the previous two years.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	12	26	12	37	378	3	

Summary of Meetings

Meeting Date	Meeting Type	Description
07-Jun-2011	Town hall/community mtg.	Local School Council Meeting for SIPAAA and budget approval
03-Jun-2011	Working group	Review of budget received by CPS in PSB
10-May-2011	Working group	Revisions based on feedback from Area Instructional Team Lead
08-Apr-2011	SIPAAA Team	Plans for budget training and finalization of SIPAAA revisions
29-Mar-2011	Town hall/community mtg.	LSC meeting - community stakeholder input and update of SIPAAA revisions and budget delays
23-Mar-2011	Working group	ILT progress update, budget discussion
21-Mar-2011	SIPAAA Team	Planning for budget deadlines based on CPS changes
16-Mar-2011	SIPAAA Team	Formulation of updates based on Area and school level priorities
03-Mar-2011	Small group discussion	Review of ILT discussion to formulate updates
02-Mar-2011	Working group	ILT meeting to review current priorities and activities and consider additions and revisions
29-Apr-2010	Small group discussion	Budget training and review of feedback from Area 26
23-Apr-2010	Small group discussion	Budget received and reviewed
06-Apr-2010	Other	LSC meeting - update of progress
30-Mar-2010	Small group discussion	meeting to review budget - not yet available
23-Mar-2010	Small group discussion	budget priority discussion with respect to potential cuts
16-Mar-2010	SIPAAA Team	review of progress and altering of deadlines related to budget delays
02-Mar-2010	SIPAAA Team	selection of priorities and review of process and outcome analysis
16-Feb-2010	Other	LSC meeting - update members of progress
15-Feb-2010	SIPAAA Team	articulation of vision and mission
02-Feb-2010	SIPAAA Team	Organization of survey and other data for planning
27-Jan-2010	Other	ILT meeting to update members and elicit input
12-Jan-2010	SIPAAA Team	Planning meeting for survey collection

Meeting Date	Meeting Type	Description
15-Dec-2009	Other	LSC meeting, overview and elicitation of 2 LSC members
09-Nov-2009	SIPAAA Team	Initial meeting, establishment of roles and responsibilities


Five Fundamentals Surveys

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

Number of Family Survey Responses: 32
 Number of Student Survey Responses: 414
 Number of Teacher Survey Responses: 98
 Number of Staff Survey Responses: 21

Mission/Vision

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

 **TIP** Enter the mission and vision in the spaces below.

Mission Statement:


It is the mission of Kelly High School to provide all students with an engaging and rigorous curriculum emphasizing literacy that allows students a gateway into creating a post-secondary educational and career plan for a productive life in society.

Vision Statement:

The vision of Kelly High School is to create a sense of belonging to and respect for a diverse community where service, teaching, and learning are valued. In order to promote this vision, we endeavor to provide a holistic education for every student that addresses their unique physical, social, emotional, and academic needs and the needs of their parents, families, and members of the community to the greatest extent possible with a goal of producing citizens who excel in and contribute to their environment and the changing global society as lifelong learners.

Student Outcomes

Student Outcomes Strengths and Concerns

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

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

Strengths:

Freshmen graduating within 5 years has increased by 2%.
 One-year dropout rate has decreased by over 8% in 2009 and another 3% in 2010 to 1.9%.
 Graduates enrolled in college has increased over the last few years, with an 8 % increase over from 2008 to 2009
 In 2009, 90% of eligible senior completed the FAFSA, increasing student capacity to matriculate into post secondary education.

Concerns:

Freshmen on-track to graduate is 56.1% in 2009, reflecting a 7% increase over the prior year. While FOT decreased slightly in 2010, January 2011 rate of 82% is a significant increase over previous years semester 1 levels, and interventions for students must continue and be intensified during semester 2 of the school year to maintain.
 Freshmen who do graduate in 5 years is only at 58.5%.
 While the numbers of graduates entering college is increasing, a need for development and implementation of strategies to increase numbers of students enrolling in post secondary education is indicated as it relates to post secondary employment opportunities

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?
 School level student achievement data employed includes classroom assignments and assessments analyzed at weekly Teacher Collaboration Team (TCT) meetings; item analysis from GAINS interim assessments, PLAN, and EXPLORE tests; departmental common assessments, quarterly exams, and semester exams
 Student achievement and subsequent increased on assessments are supported by Area 26 assessment protocol
- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.
 Student attendance levels (23.8 average days absent per student), truancy rate (13.1%), poverty rate 88%
 Kelly High School is also severely overcrowded, impacting upon class sizes and opportunities for teachers to provide individualized instruction to meet the specific and unique learning needs of students.
- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Implementation of Response to Intervention, with 3 tiered intervention strategies supported by professional development and instructional materials for teachers to facilitate implementation is intended to target lowest achieving students with appropriate interventions to increase student performance and numbers of students achieving at expected levels

Continued provision of resources to conduct interim assessments (ie. GAINS); addition of interim assessments for 9th and 10th grade students; access to additional data, especially 8th grade EXPLORE scores as a baseline for entering freshmen; resources to provide academic remediation and enrichment activities, such as tutorials, mentoring, writing lab, college readiness and PSAT/ACT preparation classes for our diverse population of students with appropriate accommodations for English Language Learners and Students With Disabilities

Identified next steps include continued utilization of existing resources to provide listed assessments, common planning time, tutorials, and enrichment activities; analysis of data driven instruction practices employed this year emphasizing 11th grade level instruction in order to expand opportunities at all grade levels, and continued elicitation of outside resources and community partnerships to provide opportunities for students to achieve their academic potential

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

The data below indicates that increased efforts need to be placed upon high quality, data driven instruction in all content areas, continued interventions for freshmen are needed to increase numbers of freshmen on track as it relates to overall graduation rates and all achievement indicators, increased efforts to provide intensive attendance interventions, academic interventions for lowest achieving students supported by implementation of Response to Intervention (RtI), and continued efforts to provide student access to rigor through Advanced Placement (AP) participation are needed to help bridge the achievement gap.

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

In 2009, 24.9% of students met or exceeded state standards as measured on the PSAT (increase of 1.1% over prior year). The trend continued in 2010, with 29.7% of students meeting/exceeding on PSAT. Scores in reading increased while science scores dipped slightly with a more notable decrease in math in 2009. 2010 yielded increases in all areas except reading, which remained comparable to the previous year. The number of students exceeding state standards increased in all areas in 2009 to 1.2%, with numbers of students exceeding standards representing only 0.7% of students assessed in 2010. 10.1% of ELL students met state standards (composite) and 1.8% of students with disabilities in 2009.

Areas identified as needing improvement include all areas as we continue to strive to meet AYP and afford all students the opportunity to access post secondary educational and career opportunities and become lifelong learners. Areas of emphasis include math and science, and a continued emphasis on literacy is essential to continue improvement. The need to implement strategies to meet the learning needs of ELL students, students with disabilities, and students with the potential to exceed state standards is also indicated by the data.

Strengths:

Data indicates increases in PSAT composite and reading scores and a seven year trend in composite PSAT and ACT achievement levels. Freshmen on track levels which had stagnated in recent years have enjoyed increases due to concerted efforts to provide intensive academic and social support to freshmen. The one year dropout rate has decreased significantly from the prior years. AP enrollment and success rates have also risen, leading to increased access to rigor and college readiness. The trend of

Concerns:

Failure to meet Adequate Yearly Progress (AYP)
Student attendance
Truancy rate
Freshmen on track
Safety and security
Refinement of data driven instruction and interim assessment to include all grade levels

EPA growth has continued, leading to the conclusion that high quality instruction and learning are taking place demonstrated by numbers of students making expected gains. Over half of students report participation in extra curricular activities and 85% feel safe in school. Numbers of suspensions and expulsions have decreased, with an over 50% reduction in incidents involving violence and impacting positively upon school climate and safety.

Number of student exceeding state standards (PSAE)
 College matriculation rate
 AP enrollment and success
 Building overcrowding
 Adequate space and time to implement RtI tier 2 and 3 interventions

Student Connection

Student Connection Strengths and Concerns

Strengths:

Significant decrease in numbers of suspensions and expulsions as it relates to school climate and safety in 2009, with only a slight increase in 2010
 Approximately 50% reduction of student disciplinary incidents involving violence
 Numbers of students reporting academic rigor
 Increase in numbers of students reporting supportive teachers and staff
 Extensive and diverse offering of extra curricular athletic and club/organization opportunities for students, including Community School programs

Concerns:

Decrease in extra-curricular participation
 Increase in truancy rate
 Overall attendance rate and freshmen attendance rate
 Continued efforts to improve in areas identified as strength, as it relates to our goal of meeting the needs of every student
 Continued sustainability of programs afforded by external resources, such as Community School, Building Leaders Mentoring, and BPNC as ARRA funds will no longer be available to support these.

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?
 - Lack of space and large enrollment creates challenges that include large class sizes, an 11 period class day schedule with 4 different student arrival and dismissal times. This is a reflection of community density. The 89% low income level and 25.5% mobility rates are also contributing factors.
- In what ways, if any, have these attributes and challenges contributed to student performance results?

Student mobility and low income can lead to potential inconsistency in student educational and social experiences. Gang presence in the neighborhood, while not permeated inside the school building, and criminal and violent activity in the community also present challenges to students in their academic endeavors. Community density is reflected in the school building, leading to a lack of adequate space in some cases for academic and extra-curricular offerings.

Strengths:

Low teacher and staff turnover
 Increase to 8 NBC Certified teachers
 Access for students with disabilities to instruction in the general education setting
 Rich offering of extra curricular programs, interscholastic athletic teams, fine arts, music, and drama opportunities, After School Matters, 21st Century Community School;
 Rich offering of parent connection opportunities including NCLB Parent Advisory Council (PAC), parent classes in English as a Second Language (ESL), literacy, and technology afforded through NCLB and community school programs, PTA, Breakfast with the Principal, and GEAR UP Parent Group; community partnerships including Brighton Park neighborhood Council and SGA Youth Guidance that afford additional programming and intervention opportunities for students and their families
 While Kelly did not achieve AYP, composite scores on the PSAE and ACT increased for the last 7 years in a row and are comparatively higher than most schools with similar demographics when compared to data available though the Illinois Interactive School Report Card

Concerns:

Parent participation levels in school events and parent groups
 Endeavor to successfully exit Illinois State Board of Education (ISBE) Corey H. Monitoring as it relates to appropriate provision of services to students with disabilities
 Student performance in classes and on the variety of assessments administered (PSAE, ACT, PLAN, EXPLORE, ACCESS, Interim GAINS Assessments, Illinois Alternate Assessment (IAA))

Process Analysis

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

Five Fundamentals: Instruction

- ✔ **TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas:

Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Partner Name	Partner Description	# of Students
Brighton Park Neighborhoods Council	CDC - Community School, Safety Net, Service Learning and VOYCE partner	800
SGA	Outside Counseling services in the school	150
GEAR UP	Academic Enhancement	700
Cambridge Educational Services	Educational Consultation	150
Kelly Tech. Ed. Advisory Council	Local community organization	900

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

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

Targeted professional development in the areas of content instruction, literacy instruction, RtI, accommodations and modifications for students with disabilities, Least Restrictive Environment, differentiated instruction, data driven instruction, incorporation of critical thinking skills across all content areas, service learning, schoolwide expectations, classroom management, and other areas as it relates to increasing teacher and administrative capacity to meet the diverse instructional, social, and emotional needs of all students
Academic intervention and enrichment programs including tutorials, soft skills training, mentoring and life skills classes, evening school, community school, continuation of data driven instruction and interim assessments and expansion to all grade levels, and continuation of weekly Teacher Collaboration Team meetings for the purposes of development of common assignments and assessments and analysis of student performance data relating to class assignments and assessments

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

Targeted professional development for all teachers related to differentiated instruction, RtI, school-based problem solving, provision of accommodations and modifications for students with disabilities, and positive behavior intervention strategies
Targeted professional development for all staff, with an emphasis on special education teachers, relating to the development, composition, and implementation of IEPs
Provision of appropriate numbers of classes for students with disabilities that reflect the spectrum of services (separate class, collaborative teaching, resource, consultation) with respect to the student population to ensure access to the general education curriculum in settings that are appropriate to each student with class placements driven by student IEPs
Participation of special education teachers on TCT teams, academic department team meetings, and other leadership teams to increase opportunities for collaboration among special and general education teachers
Provision of common planning periods in the master schedule for collaborative teaching teams

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

- Next Steps for Instruction:

School policies, instructional decisions, and resource allocation need to be aligned to the school's stated mission and vision statements.
Increased teacher training to facilitate successful implementation of RtI
Increased access to the variety of data sources for teachers and all stakeholders
Continued emphasis of vertical and horizontal alignment of curricula
Increased access of individual achievement data for all students to engender individual student ownership and accountability for achievement with student data analysis facilitated by all teachers
Continued alignment of instruction to Illinois State Learning Standards visibility of these throughout the school building

Five Fundamentals: Instructional Leadership

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

Promotion and communication of the school's mission and vision
Increased capacity of Instructional Leadership Team (ILT) to participate in well-informed decision making with an emphasis on access to all available data
Increased presence of instructional leadership throughout the building through the employment of classroom walk-thru observations, periodic participation in TCT meetings, and participation in the variety of program leadership team meetings (ie. AVID site team, data team, community school oversight team, schoolwide expectations team, etc.)
Participation of school leadership in community events
Input from ILT, TCT teams, and other leadership teams with respect to resource allocation, building scheduling, and other decision making mechanisms
Increased opportunities for student parent, and community input in decision making and school governance

Five Fundamentals: Professional Capacity

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

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

Increased opportunities for peer to peer teacher observations for the purpose of promoting the provision of formative collegial feedback and reflective instructional practice;
Increased capacity for individual teachers and TCTs to be able to access and analyze student performance data for the purpose of driving instructional planning and practice

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

- Describe your teacher mentoring program

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

Continue ongoing targeted site based professional development related to provision of accommodations and modifications, co-teaching strategies, IEP development and implementation, functional analysis and behavior intervention planning, and other Least Restrictive Environment (LRE) related topics relating to ISBE monitoring findings and perceived needs;

The school will continue to provide opportunities for general/special education teaching teams to participate in conferences and seminars related to co-teaching strategies in order for teaching teams to develop, implement, and refine instructional activities conducive to the team teaching model that foster a climate of shared instructional responsibility and meet the diverse learning needs of all students receiving instruction in this setting;

Continue to develop and refine annual master schedules that provide a common planning period for teacher teams to allow for at least weekly common planning meetings for the purpose of instructional planning, collaboration, analysis of student achievement data, and IEP development activities;

Continue to structure Teacher Collaboration Teams and academic departments to include special education teachers to provide collaboration, input related to meeting the needs of students with disabilities;

The school will offer opportunities for students with disabilities to access the general education curriculum and Illinois Learning Standards to the maximum extent possible in the variety of instructional settings provided at the school

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

- **Next Steps for Professional Capacity:**

Teachers indicate that there is a need for continuing professional development in the areas of literacy instruction, data driven instruction, content area specific topics, differentiated instruction, LRE related topics, and School Wide Expectations (SWE);

Data indicates that there is a need to address the areas of student, attendance, truancy, targeted strategies for instruction and intervention for 9th grade students as it related to increasing numbers of freshmen on track to graduate, and college readiness activities as it relates to PSAT scores, ACT scores, numbers of eligible students completing FAFSA, and numbers of students reporting that they are entering college upon graduation;

School climate metrics including numbers of students perceiving supportive teachers and staff, students perceiving that they are safe in school, and students reporting that they are being given access to rigor are areas that continued attention needs to be focused upon to facilitate continued improvement and prevent regression in these areas.

Additionally, teachers have expressed a need for more professional development to support their ability to implement RtI for the 2011-2012 school year

Five Fundamentals: Learning Climate

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

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

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

Continued provision of the spectrum of instructional and ancillary services including models that provide access to the general education setting (co-teaching, integrated related services) that allow students with disabilities opportunities to access these services in the general education setting with their non-disabled peers to the maximum extent possible based upon their individual needs and IEP placements; Continued opportunities for students with disabilities to participate in the variety of co-curricular, academic enrichment, athletic, and extra curricular clubs and organizations afforded at Kelly High School with their non-disabled peers and monitoring of this participation

- **Next Steps for Learning Climate:**

Increased emphasis on maintenance of the physical plant that included building maintenance, cleanliness, and replacement of classroom furniture, desks, cabinets, etc. as resources are available;

Continuation and refinement of safety initiatives including adequate coverage of building with available security staff, publication of security staff scheduled assignments to all staff, monitoring of security staff by administration, hall sweeps to ensure students are in classes and that hallways are safe and orderly;

Development of School Wide Expectations team in order to articulate SWE matrix for the purpose of developing and implementing behavioral expectations schoolwide and promulgating these throughout the building with the purpose of providing consistency with respect to behavioral expectations, student discipline, and interventions for students at risk;

Refinement of master scheduling of the building for classes and before/after school activities to ensure that available resources, space, and staff are employed efficiently ensure that class sizes are manageable to maximize student outcomes and ensure appropriate learning environments in all possible classrooms;

When developing the master building schedule of classes, efforts will be made to provide additional access to rigor by expanding course offerings of honors, IB, and AP courses to increase college entrance levels and improve the number of students reporting instruction that is challenging and rigorous

Five Fundamentals: Family & Involvement

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

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

Factors included in the school's Family and Community Involvement self assessment included results of My Voice, My School annual surveys over the last three years, results of SIPAAA surveys that included administration to 12 LSC members, 35 teachers, 15 ESP staff, 40 parents, and over 500 students, and analysis of the variety of outcome data related to student achievement and performance.

Areas of concern indicating a need for improvement included access to rigor, safety and security inside the building, development of strategies to ensure safe passage of students to and from school, student safety outside the building and in the neighborhood, and communication from school to home. In February, 2011, a parent patrol was implemented consisting of 20 parents to help ensure safe passage of students.

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

Over 500 parents have been trained in Parent Portal and have received PIN numbers in the last two years, and many of these parents were also given help

in establishing free email accounts through the school in order to improve their access to information that is technology based;
 Parents are given access to 5-week student progress reports via US mail, quarterly report cards, standardized testing results, attendance summaries, and other information relating to the performance of their children
 Written correspondence between the school and home is provided in English, Spanish, and when possible and needed, Cantonese and Mandarin.

Next Steps for Family & Community Involvement:

Develop and implement strategies to increase parent and family participation in needs assessments such as My Voice, My School annual survey and SIPAAA needs assessments; quarterly random sampling of student perception of a variety of school climate indicators employing Survey Monkey to "take the temperature" and provide frequent opportunities for feedback and assist in ongoing decision making
 Maintain opportunities afforded to parents for participation in schoolwide events, parental education classes, community school, PTA, NCLB PAC, Breakfast with the Principal group, and leadership teams to increase parental participation in these opportunities and in the overall governance of the school;
 Increase in school efforts to communicate schoolwide events and activities to parents and community members through employing more regular newsletters and other "hard copy" media in the native language of the parents - While web based media primarily in English is available to parents and community members, many report that they do not have internet access or that they would like access to such media in their native languages

Priorities / Categories

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

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Improve literacy skills of our students through strategic implementation of RtI and literacy strategies / instructional interventions, integration of technology into instructional practice, and focus on critical thinking as the Target Instructional Area across curricula both horizontally and vertically as measured by a decrease in overall student failure rate and increases in student achievement indicated by class grades and performance on standardized assessments at all grade levels.	Students meeting/exceeding state standards - PSAE Reading: 2011-34%, 2012-37% Average ACT Reading Score: 2011-17.2, 2012 - 17.5 Implementation of school-wide writing rubric; continued implementation of literacy instructional strategies with a focus upon critical thinking with ongoing professional development to support teacher implementation.	Data team to analyze achievement data from practice and actual EXPLORE, PLAN, ACT, and PSAE assessments and share with all stakeholders; quarterly analysis of student grades and failure rates; course planning team analysis of common assignments and assessments that measure targeted literacy learning objectives; walk thrus and administrative classroom observations to monitor and evaluate implementation of literacy and critical thinking instruction.	
2	Special Education	Improve instructional and support services to all students with disabilities to ensure that students are receiving appropriate placements in their Least Restrictive Environment with exposure to their nin disabled peers and the general education setting and curricula to the maximum extent possible, with individual student IEPs being at the heart of each student placement.	100% of student class schedules will reflect class placements documented in the LRE placement grid from current IEPs, No co-teaching class will exceed 40% of students that have been identified as having disabilities, Separate (instructional) classes will not exceed ISBE mandated class size limits, all sepcial education teachers will collaborate with appropriate academic departments and TCTs, Performance indicators such as attendance, freshmen on track, and graduation rates for students with disabilities will be communsurate with those fo their non-disabled peers	Case manager will monitor student class placements to ensure these are consistent with student IEPs. Programmer and case manager will monitor class sizes anf proportionality, with assistant principal reviewing data quarterly to ensure compliance with CPS, state, and federal mandates. Assistant principal will ensure special education teachers are assigned to appropriate departmental and TCT teams/monitor meeting participation from minutes and sign in	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				sheets. Data team will analyze outcome data	
3	Core Classroom Instruction	Improve student performance in core areas as reflected in a variety of performance indicators including student grades, growth on interim assessments, increasing levels of freshmen on track, graduation rates, and standardized assessments	<p>Students meeting/exceeding state standards - PSAE Math: 2011 - 27%, 2012 - 30%</p> <p>PSAE Science: 2011 - 22%, 2012 - 25%</p> <p>PSAE Composite: 2011 - 27%, 2011 - 30%</p> <p>Average ACT score - ACT Math: 2011 - 17.7, 2012 - 18.0</p> <p>ACT Science: 2011 - 17.7, 2012 - 18.0</p> <p>ACT English: 2011 - 18.0, 2012 - 18.3</p> <p>ACT Composite: 2011 - 17.7, 2012 - 18.0</p>	Data team to analyze achievement data from practice and actual EXPLORE, PLAN, ACT, and PSAE assessments and share with all stakeholders; quarterly analysis of student grades and failure rates; course planning team analysis of common assignments and assessments that measure targeted literacy learning objectives; Rtl screening assessments to identify students needing targeted instructional interventions; walk thrus and administrative classroom observations to monitor and evaluate implementation of literacy and critical thinking instruction.	
4	On Track to Graduation	Increase the number of students on track across every cohort through early intervention, increased supports for at risk students (tutorials, behavior interventions, Rtl), attendance intervention, and enrichment programs.	Increase graduation rate to 65% FY 2011 and 70% FY 2012, increase freshmen on track to 70% FY 2011 and 75% FY 2012, increase attendance rate to 93% FY 2011 and 95% FY 2012; provide incoming freshmen summer transition program (Freshmen Connection) provide tutoring services through school, SES, GEAR UP; survey freshmen about 8th grade transition experiences.	Participation logs/sign in sheets for tutoring programs to monitor participation and document increased participation; Rtl screening assessment data and intervention logs; monthly monitoring of attendance by principal/attendance office; quarterly monitoring of grades, failure rates, and freshmen on track level by principal/data team;	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				monitor participation in credit recovery programs such as summer/evening school.	
5	Postsecondary Prep	Increase access for students to post secondary educational and career opportunities that include 4 year colleges, community colleges, trade schools, and technical education programs through access to rigor in instruction, increased opportunities for honors level and AP instruction, college visitation trips, college bridge programs, and appropriate placements in Career and Technical Education programs during their high school experience that relate to areas of post secondary career and educational interests	At least 90% of eligible seniors will successfully complete the FAFSA per annum; Listed PSAE and ACT achievement benchmarks as it relates to students meeting college entrance criteria; Increase opportunities to advanced level, AP, and honors classes, and increased levels of access to post secondary educational institutions through college visits and Kelly based college fairs and representative visitations - At least 50% of seniors will have participated in a college campus visitation afforded through Kelly and 90% will have participated in a Kelly based encounter with a college representative.	Data team will analyze standardized testing data, FAFSA completion data, and college matriculation Clearinghouse data; Analysis of sign in sheets and field trip rosters for off campus college visitations and on campus college fairs and college representative visitations	
6	Attendance	Since regular school and class attendance is a leading indicator of student potential to access the curricula, achieve in all classes, perform at expected levels on standardized assessments, and develops crucial behaviors habits that will impact upon potential to access post secondary educational and career opportunities, initiatives are needed to increase levels of student attendance and reduce truancy and class cutting to engender responsibility among students and motivate them to attend school to the maximum extent possible.	Increase overall student attendance to 90% FY 2011 and 92% FY 2012 through refinement of current attendance intervention strategies including hall sweeps, in school suspension, and attendance recovery (detention); continued implementation of restorative justice programs and Tier 2 interventions such as small group counseling through school counselors and outside agencies, peer jury, and School Wide Expectation development and implementation to address students most at risk of truancy and provide alternative to out of school suspension	Monthly monitoring of student attendance and discipline data available through IMPACT and SWIS; continued focus on attendance data as part of ongoing Kelly performance management meetings; sign in sheets and logs from restorative justice programs, detention, in school suspension rosters, instructional minute recovery, and hall sweeps	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Learning Climate / Safety	Improve the learning climate of the school and ensure a safe and orderly environment through the development of consistent policies regarding school wide expectations and classroom management for students, teachers, and staff.	Implementation of safety initiatives such as hall sweeps to ensure students are in classes; development of duty schedules for staff to increase adult presence throughout the building; reduction of all incidences of disciplinary violations, especially those involving violence; increased participation by students on leadership teams/extra-curricular activities; implementation of curricular maps that emphasize critical thinking as a Target Instructional Area.	Principal/attendance staff will monitor attendance data, emphasizing tardy/class cut incidences. to evaluate success of hall sweeps with a goal of 95% attendance FY 2011. Data team/discipline office to track discipline incidents monthly to identify behavioral pattern/trends; increase in student reported perceptions of safe climate and student support from My School My Voice; tracking of student participation on leadership teams/extracurricular.	
8	Family/Community Involve.	Expand and improve efforts to communicate with parent/community stakeholders, including native language support, in order to ensure their help and support in increasing student achievement by using a variety of traditional and technology based communicative tools; expanding the number of opportunities for involvement offered as well as the accessibility by providing meeting times that include morning, afternoon, evening, and Saturday programs.	Increase the number of meetings, continuing education classes, and other opportunities for parent/community involvement leading to an increase in the numbers participating in regular meetings, classes, report card pick up, and extracurricular activities/student performances; numbers of parents receiving access/training for Parent Portal; continuation of current partnerships with community agencies and addition of new ones; monthly newsletter and regularly updated website for all stakeholders; establishment of a parent patrol to facilitate safe passage for students	Participation logs/sign in sheets will be taken at all meetings and monitored by principal/NCLB PAC coordinator to determine participation and growth. We will also analyze results of CPS and internal parent surveys to evaluate stakeholder involvement.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	Technology	As technology continues to evolve and access and proficiency in the latest technological tools is becoming a crucial survival skill and necessary in accessing educational, career, and leisure time opportunities; expansion to current levels of access to a variety of technology tools and appropriate training in employing these is necessary to prepare students to perform research, access information, communicate effectively, and be able to compete with peers in the post secondary employment and educational markets.	Increase the access to technology: graphing calculators (all jr level teachers have classroom sets), scientific calculators (given to all freshmen to keep through senior year), computers, overhead projectors, lcd computer projectors. Goal to have a working computer and overhead or lcd projector in each classroom. Computer software and Web programs used in CTE classes: Key Train (for PSAE) and What's Next Illinois (for post-secondary/careers). AutoDesk products for the drafting classes. Maintain and upgrade systems for the business classes and all the labs (Microsoft Office suite). Currently have a 6 to 1 student to computer ratio. Ensure the Media Center has working computers for research and test-taking. Keep the student Tech Crew active. Continue to work closely with CPS Information Technology Services to ensure compliance with Board mandates.	Lab usage and laptop cart usage documentation (class and student logs of usage); Invoices, packing slips, and otehr documentation related to purchase, maintainance, and repair of technology software and equipment; Classroom observations documenting integration of technology into instruction; inventory of technology devices including room locations; completed work orders and other related documentation for technology staff/tech crew; Usage data for KeyTrain/other technology based learning programs	

Activities

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



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- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$2,785,746.00	\$2,868,094.76	INCOMPLETE	426008,448208, 272004,426060, 448618,168023, 426353,426003, 448191,138976, 142472,168022, 448210,426002, 426006,158089, 158130,426063, 426062,241640, 426007,448593, 448211,158033, 426059,426064, 426004,448206, 426058,426001, 160494,157948, 144721,426354, 448595,425921, 446795,448207, 140239,157849, 448209,167196, 245972,426061, 426005	
N	Extended day for Data Team	With only 29.7.9% of students meeting AYP on the composite PSAE, and no subtest content	X		Principal, Data Team Lead Teacher			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		area meeting AYP, data team members need to analyze a variety of student performance and achievement data to provide ILT members information to assist in decision making related to instructional improvement while also providing teachers with specific student performance data in order for them to tailor instruction to meet specific student needs and impact positively upon student achievement.								
N	Extended Day for ILT	In order to implement a variety of Area 26 instructional improvement initiatives, Rtl, and to facilitate development and implementation of a school level strategic plan, extended day is needed for ILT members to allow for after school and summer	X		Principal, ILT members			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		planning sessions and retreats.								
N	Contractual increase for salaries			X	Principal	\$99,566.00	\$48,009.62	INCOMPLETE		46181.332.54105.221234.430119.2012_\$4,125.00 + 46181.225.54105.213011.000703.2012_\$0.00 + 46181.332.54105.221234.430106.2012_\$0.00 + 46181.332.54105.119060.430106.2012_\$0.00 + 46181.332.54105.119060.430119.2012_\$25,164.80 + 46181.225.54105.140070.000703.2012_\$0.00 + 46181.225.54105.241006.000703.2012_\$1,104.00 + 46181.225.54105.119064.000703.2012_\$0.00 + 46181.225.54105.119060.000703.2012_\$2,287.00 + 46181.225.54105.119067.000703.2012_\$0.00 + 46181.225.54105.211210.000703.2012_\$0.00 + 46181.225.54105.254612.000703.2012_\$6,841.00 + 46181.332.54105.221235.430106.2012_\$0.00 + 46181.225.54105.212041.000703.2012_\$794.82 + 46181.225.54105.300008.000703.2012_\$0.00 + 46181.332.54105.221235.430119.2012_\$3,732.00 + 46181.225.54105.119068.000703.2012_\$3,961.00
N	Teachers and security for summer Freshmen Connection program at the school	With a current cumulative student attendance rate of 88%, Freshmen on Track rate of 63%, and the	X		Administration, Freshmen Connection Counselor			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		school not meeting AYP overall, there exists a need to provide a transition program during the summer prior to 9th grade for incoming freshmen to provide academic preparation and enrichment activities to help ensure student success in high school and increase FOT and high school graduation rates.								
N	Activities and professional development related to the Office of Academic Enhancement	With the goal of increasing enrollment in Advanced Placement classes from 4.9% to 10% of students, numbers of students scoring 3+ on AP exams from 23.9% to at least 30%, and increase access to IB program and the number of IB diplomas awarded, resources are needed to provide professional development opportunities	X		Administration, IB Coordinator			INCOMPLETE		



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Other - related activities										
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			Bucket/ Position	Non-Sal Line						
		afforded by the Office of Academic Enhancement and other sources to increase access to rigor for students through increasing the instructional capacity of teachers in these programs.								
N	Provide extended day bucket for ESP personnel to support educational programs for the duration of the day that students are in the building	With a cumulative student attendance rate of 88% and only 29.7% of students meeting AYP on the PSAE, ESP staff is needed to perform data entry and analysis related to student attendance, communicate with parents regarding absenteeism and truancy, and perform other ancillary tasks necessary for the operation of the school in a safe and nurturing environment to enable teachers to focus time and energy into their primary	X		Administration			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		instructional responsibilities to increase numbers of students meeting AYP in attendance and achievement. Due to building crowding, the length of the school day exceeds the contract ES length of the work day, so extended day funding is needed to provide staff for the entire length of the school day. This will be monitored by the attendance coordinator and principal.								
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops), parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional	With only 60% of students reporting enrollment in post secondary education and in order to attain a FAFSA completion rate among seniors of at least 80%, post secondary support from GEAR UP and a variety of resources is needed to facilitate college visits, provide	X		Principal, GEAR UP Coordinator	\$64,830.00	\$63,911.11	INCOMPLETE	419277	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Development, External Literacy and Math Conferences).	post secondary counseling to students and their parents, and provide opportunities to increase the number of students matriculating into a variety of post secondary educational opportunities.								
N	Teachers and support staff for programs offered by BPNC and the Community Schools Initiative.	With 56% of students reporting involvement in extra-curricular activities, additional resources are needed to increase student involvement in extra-curricular activities as it relates to student connection and positive outcomes.	X		Administration; BPNC CSI Resource Coord.			INCOMPLETE		

8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Project-based Service Learning projects	As the school continues to refine service		X	Administration; Service Learning Coordinator;	\$4,000.00	\$4,000.00	INCOMPLETE		46181.225.54125.119061.000703.2012_\$1,000.00 + 46181.225.53405.119061.000703.2012_\$



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	throughout the curriculum	learning opportunities for students to support curricular-based service learning projects, resources are needed to provide transportation, supplies, and teacher extended day with a goal of increasing from 72% the number of students who have completed at least 30 service learning by the end of their junior year and ensure that 100% of graduating seniors have completed this graduation requirement.			Teachers					3,000.00
N	Homeless student needs--waivers for fees, health services, etc.	In order to meet the instructional and affective needs of students in temporary living situations to enable increasing numbers of these students to achieve in school and meet AYP, resources are needed to cover school		X	Assistant principal, Homeless Ed. Liason	\$7,500.00	\$7,500.00	INCOMPLETE		46181.332.54505.111069.430119.2012_\$7,500.00 + 46181.332.54505.111069.430106.2012_\$0.00



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		related expenses for these students to enable them to focus on learning. This is to be monitored by the homeless liason, business manager, and principal.								
N	Teacher extended day for parent classes in Literacy, Computers, GED (NCLB PAC Grant money)	In order to increase opportunities for parent, family, and community involvement in the governance of the school and engender a commitment to lifelong learning among all stakeholders, resources are needed to provide opportunities for extended learning for parents. This relates to their ability to reinforce the mission and vision of the school with their children and enables them to be well informed participants in a variety of interventions aimed at increasing levels of student	X		Administration, NCLB Coordinator			INCOMPLETE		



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		achievement.								
N	Postage for communicating attendance/truancy/progress/grades of students in school	With a current cumulative student attendance rate of 88%, Freshmen on Track rate of 63%, and the school not meeting AYP overall, there exists a need to provide parents with information about the attendance, behavior, and academic achievement of their children to provide them with opportunities to be informed about all areas of progress and as needed, be involved with school staff in development and implementation of appropriate interventions. This will be monitored by the principal, AP for attendance, disciplinarians, and business manager.		X	Administration, NCLB Coordinator, Attend & Counseling Office	\$5,207.00	\$5,207.00	INCOMPLETE		46181.225.53510.211210.000703.2012_\$5,207.00
N	Homeless	In order to meet		X	Assistant			INCOMPLETE		



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	student needs--waivers, fees, health services,etc.	the instructional and affective needs of students in temporary living situations to enable increasing numbers of these students to achieve in school and meet AYP, resources are needed to cover school related expenses for these students to enable them to focus on learning. This is to be monitored by the homeless liason, business manager, and principal.			principal, Homeless Ed. Liason					
N	Opportunities for parent involvement, including open houses, student performances, parent workshops, and other events throughout the school year	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, opportunities to involve parents in the school and give them the educational opportunities and resources necessary to help them support their childrens' learning		X	Principal, NCLB coordinator			INCOMPLETE		



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		experiences is crucial in supporting the mutual goal of raising achievement levels for all students. This is to be monitored by the NCLB PAC coordinator and principal.								
N	Continued enhancement of internal and external communication to all stakeholders through technology based (school website, email, webcasts, RTV) and printed media (local newspapers, school newspaper, parent bulletins, etc.)	In order to meet AYP goals, communications and public relations will enhance the image of the school in the community and can result in additional resources from community groups that can have a positive impact upon the school's ability to raise student achievement. This will be monitored by the RTV chairperson and engineer, technology coordinator, and administration.		X	Administration			INCOMPLETE		
N	Career and Technical Education Advisory Council enhances a network of local employers and	In order to give students tangible potential outcomes for student achievement to motivate them to		X	Administration, work study teachers			INCOMPLETE		



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8 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	business people to aid in planning and delivery of instruction and activities related to vocational awareness and post secondary career readiness, including job shadowing experiences, guest class speakers, and career night	increase their performance on AYP metrics, opportunities that expose students to the world of work provide students real life incentives to achieve in school. This will be monitored by the CTE coach, vocational arts department, career and technical education advisory committee, and the principal.								

9 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continued PSAE/ACT preparation activities through implementation of ACT Online and Key Train programs	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, continued access to technology based test preparation programs is in		X	Administration, Technology coordinator			INCOMPLETE		



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9 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		integral strategy employed by the school to monitor student progress towards targeted assessment benchmarks This is to be monitored by the technology coordinator, department chairpersons, and the administration.								
N	Technology Coordinator	As dependence upon technology tools continues to increase in the areas of communication, instructional planning, curriculum mapping, instructional delivery, and assessment, a technology coordinator is needed to lead provision of access to the variety of available technology resources within the school and directly coordinate the duties of ESP technology staff to promote efficiency with respect to instructional and	X		Administration, Technology Coordinator	\$86,268.00	\$85,061.71	INCOMPLETE	261457	



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9 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		planning time for teachers and maximize instructional time for students. This will be monitored by the technology coordinator and the principal.								
N	Lab managers, video production, video distribution, media specialists	As dependence upon technology tools continues to increase in the areas of communication, instructional planning, curriculum mapping, instructional delivery, and assessment, ESP technology personnel are needed to provide access to the variety of available technology resources within the school to promote efficiency with respect to instructional and planning time for teachers and maximize instructional time for students. This will be monitored by the technology coordinator and the principal.	X		Administration, Technology Coordinator	\$351,144.00	\$346,446.33	INCOMPLETE	150427,257299, 428383,154334, 153267	



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9 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Computer equipment for educational needs of the student body.	As dependence upon technology tools continues to increase in the areas of communication, instructional planning, curriculum mapping, instructional delivery, and assessment, technology equipment is needed to provide access to the variety of available technology resources within the school to promote efficiency with respect to instructional and planning time for teachers and maximize instructional time for students. This will be monitored by the technology coordinator and the principal.		X	Administration, Technology Coordinator			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Response to Intervention (Rtl) research based instructional technology (software) applications to support targeted interventions for students not achieving at expected levels in reading and math that have been identified through universal screening assessments and referrals as needing Tier 2 and 3 instructional support.	In order to facilitate the successful implementation of Rtl, progress monitoring, and provision of Tier 2 and 3 interventions, a research based instructional intervention program is needed to increase numbers of students achieving at expected levels.		X	Principal, Rtl coordinator, math and reading department char	\$15,000.00	\$15,000.00	INCOMPLETE		46181.332.53306.119068.430119.2012_\$496.00 + 46181.332.53306.119068.430106.2012_\$0.00
N	Response to Intervention (Rtl)	In order to facilitate the successful implementation of Rtl, progress monitoring, and provision of Tier 2 and 3 interventions, Extended Day Pay for Rtl team and resources for relating professional development are needed.	X		Principal, Rtl coordinator			INCOMPLETE		
N	Transportation for field trips for students.	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content		X	Administration; Department Chairs	\$5,000.00	\$5,000.00	INCOMPLETE		46181.332.54210.320020.430106.2012_\$0.00 + 46181.332.54210.320020.430119.2012_\$5,000.00



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		area meeting AYP, field based learning experiences that give students opportunities to experience kinesthetic applications of literacy, critical thinking, and content area specific skill applications are needed to reinforce classroom learning to enalbe more students to meet AYP. This is to be monitored by teachers conducting field trips, content area department chairpersons, and the principal.								
N	Reading Teachers	In order to provide literacy instruction to students and exceed the current levels of students achieveing at expected levels in reading (22.1% on ACT and 51% on WorkKeys), reading teachers are needed to provide instruction in this content area with	X		Principal	\$289,500.00	\$292,146.57	INCOMPLETE	129915,136958, 237684	



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		the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	Librarians/Media Specialists	In order to provide literacy instruction to students and exceed the current levels of students achieving at expected levels in reading (22.1% on ACT and 51% on WorkKeys), 2 library/media specialists are needed to provide services to students and teachers to enable them to access library reading and media resources, provide instruction relating to Accelerated Reader and	X		Principal	\$217,749.00	\$222,318.32	INCOMPLETE	140114,132316	



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		other technology based literacy instruction programs, and provide direct instruction to students related to conducting research. This will be monitored by the principal.								
N	Matching funds for the Library Grant	In order to provide literacy instruction to students and exceed the current levels of students achieveing at expected levels in reading (22.1% on ACT and 51% on WorkKeys), libarary materials are needed to enhance literacy instruction across the curricula.		X	Librarian	\$5,000.00	\$5,000.00	INCOMPLETE		46181.332.53305.119067.430106.2012_\$0.00 + 46181.332.53305.119067.430119.2012_\$5,000.00
N	Substitutes for teacher coverage for Professional Development	With only 29.7% of students meeting AYP on the composite PSAE, and no substest content area meeting AYP, professional development aimed at increasing teachers' abilities to meet the diverse learning	X		Assistant Principal			INCOMPLETE		



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		needs of their students by exposure to new instructional strategies is needed to enhance the instructional acumen of teachers. This is to be monitored by department chairpersons, assistant principal over curriculum and instruction, and the principal.								
N	Professional Development to develop proficiency throughout the school in the implementation of successful literacy strategies across the curricula	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, professional development aimed at increasing teachers' abilities to meet the diverse learning needs of their students by exposure to new instructional strategies is needed to enhance the instructional acumen of teachers. This is to be monitored by department chairpersons,		X	Principal, Asst. Principal, LLT			INCOMPLETE		



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			Bucket/ Position	Non-Sal Line						
		assistant principal over curriculum and instruction, and the principal.								
N	Lead Literacy Teacher	With only 30.6% of students meeting AYP in reading (51% with 5+ on Work Keys and 22.1% with 20+ on ACT), a LLT position is needed to provide professional development relating to targeted literacy strategies, observe implementation of literacy instruction, provide formative feedback to teachers regarding instructional practices, and lead the literacy team in planning for overall literacy improvement initiatives. This will be monitored by the administration.	X		Principal	\$102,830.00	\$103,145.82	INCOMPLETE	233947	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Work Experience Career Exploration Program (WECEP) to engage students at risk of dropping out of high school in meaningful career exploration instruction and work experience opportunities	In order to increase the five year graduation rate from 57.8%, programs that engage students in meaningful post secondary work exploration and experience are needed to provide students with real life experiences that show them tangible benefits to graduating from high school.		X	Principal, WECEP teacher-coordinator	\$2,000.00	\$2,000.00	INCOMPLETE		46181.225.54105.221234.000703.2012_\$2,000.00
N	After school tutoring for Social Studies.	In order to provide individualized instruction to students in need to achieve standards in non core area subjects, support implementation of RtI, and meet mandated graduation requirements, tutors for non-core areas are needed to provide instruction in these content areas with the goal of increasing the graduation rate and providing students with the skills needed to	X		Assistant Principals and Social Studies Department Chairpers			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	After school tutoring for Language Arts.	In order to provide individualized instruction to students in need to achieve standards in non core area subjects, support implementation of Rtl, and meet mandated graduation requirements, tutors for non-core areas are needed to provide instruction in these content areas with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by	X		Assistant Principals and English Department Chairperson			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		department chairpersons and the principal.								
N	Provide extended day bucket for teachers for Freshmen On Track Classes	With only 63% of current 9th graders on track to graduate in June, 2010 and 83% in January, 2011, targeted classes for 9th graders in need of credit recovery for semester 1 class failures are needed for to increase the June Freshmen on Track rate to at least 80%	X		Administration			INCOMPLETE		
N	9th grader interventions	With only 63% of current 9th graders on track to graduate in June, 2010 and 83% in January, 2011, early Identification of 9th graders in need of academic, attendance, or behavioral interventions is needed for to target at risk students for the Kelly Freshmen Success program (mentoring and tutorial programs); with a goal of		X	Principal, assistant principal, counselors			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		maintaining current levels and increasing the June Freshmen on Track rate to at least 80%								
N	World Language Teachers	In order to provide world language education to students to meet graduation requirements and enable them to increase communication opportunities in our global society and be competitive in changing world of work, world language teachers are needed to provide instruction in the world language program (Spanish, Chinese, and Italian). This will be monitored by department chairpersons and the principal.	X		Principal	\$866,100.00	\$861,766.54	INCOMPLETE	115000,422605,122009,138589,137917,145961,131457,112619	
N	Art Teachers	In order to provide art instruction to meet mandated graduation requirements and expose students to	X		Principal	\$330,590.00	\$324,737.95	INCOMPLETE	146162,121901,141354	



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I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		opportunities to develop creative arts skills related to higher level thinking skills and lifelong appreciation for the arts while enhancing the current culture of the school through co-curricular opportunities in art, art teachers are needed to provide instruction in the art program. This will be monitored by department chairpersons and the principal.								
N	Music--Choral and Instrumental--Teachers	In order to provide music instruction to meet mandated graduation requirements and expose students to opportunities to develop instrumental and vocal performance skills related to higher level thinking skills and lifelong appreciation for music and the arts while enhancing the current culture of the school	X		Principal	\$759,146.00	\$742,281.99	INCOMPLETE	116544,114041,133184,117998,137474,422599,146520	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		through co-curricular performance opportunities, music teachers are needed to provide instruction in the general music, chorus, band, and orchestra programs. This will be monitored by department chairpersons and the principal.								
N	Physical Education Teachers	In order to provide physical education, health education, and driver education to students to meet mandated graduation requirements and provide instruction aimed at physical development, health, and safety relating to their basic needs to empower them to be able to live healthy lives and be successful in all post secondary endeavors, PE teachers are needed to provide instruction in the physical, health, and driver education	X		Principal	\$1,042,558.00	\$1,032,990.84	INCOMPLETE	130197,134078, 130135,120512, 130161,139377, 347534,122140, 111424,119235	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		programs. This will be monitored by department chairpersons and the principal.								
N	Career and Technical Education Teachers	In order to provide career and technical education to students to meet graduation requirements and enable them to receive training to be able to explore available vocational options and be competitive in the changing world of work, CTE teachers are needed to provide instruction in the vocational program. This will be monitored by department chairpersons and the principal.	X		Principal	\$1,025,319.00	\$1,010,919.08	INCOMPLETE	136005,137284,146295,112541,128689,134112,122679,130212,114475	
N	Counselors	In order to adequately address the affective needs of all students and provide guidance to them along their path to graduation, counselors are needed to enable us to	X		Principal	\$915,511.00	\$906,907.11	INCOMPLETE	310067,117774,122919,140519,126663,133472,123651,128694,222108	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		increase the 5 year graduation rate from 58.5% and numbers of students enrolling in college from 60%. This will be monitored by the counseling department chairperson, assistant principal and the principal.								
N	Testing Coordinators for IB/AP and Board assessments	In the endeavor to increase access to academic rigor and increase access to AP and IB instruction and assessment as it relates to the AP success rate, numbers of IB diplomas earned, and increasing from 1.2% the numbers of students who exceed state standards as measured on the PSAE, Testing materials and personnel to conduct administration of AP and IB tests are needed. This will be monitored by the IP/AP coordinator, the	X		Principal, IB coordinator	\$227,244.00	\$225,979.45	INCOMPLETE	141571,135415	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		assessment coordinator, and the principal.								
N	Support staff to provide services in the Counseling/Guidance office	In order to allow counselors to adequately address the affective needs of all students and provide guidance to them along their path to graduation with a goal of increasing the 5 year graduation rate from 58.5%, support staff is needed to perform record keeping, clerical work, and interpretation with parents as needed. This will be monitored by the counseling department chair, assistant principal, and the principal.	X		Principal, counseling department chair	\$208,859.00	\$203,918.03	INCOMPLETE	226443,152773,148228,164038	
N	Teacher Extended Day for Summer School Instruction	With a goal of increasing the 57.8% four year graduation rate and providing instruction aimed at increasing student achievement in all areas, summer credit recovery classes need to be	X		Administration			INCOMPLETE	451869,448644	



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		provided by certificated staff. This will be monitored by the principal and assistant principal								
N	ESP Extended Day for Summer School Support	In order to provide ancillary support and data entry and monitoring for credit recovery summer school and increase from 57.8% the five year graduation rate, ESP staff is needed.	X		Administration			INCOMPLETE	448647	
N	After school tutoring for Reading	In order to provide individualized reading instruction to students to meet mandated graduation requirements and exceed the current levels of students achieveing at expected levels in reading (15.41% on ACT and 51% on Work Keys), and to support implementation of Rtl, reading teachers are needed to provide tutorial instruction in this	X		Assistant Principal & Reading Department Chair			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		content area with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	After school tutoring for Math	In order to provide individualized math instruction to students to meet mandated graduation requirements and exceed the current levels of students achieveing at expected levels in math (17.1% on ACT and 45.3% on Work Keys), and to support implementation of Rtl, math teachers are needed to provide tutorial instruction in this content area with the goal of increasing the graduation rate	X		Assistant Princiapl & Math Dept. Chair			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	After school tutoring for Science	In order to provide individualized science instruction to students to meet mandated graduation requirements, and exceed the current levels of students achieveing at expected levels in science (from 26.0% on PSAE) and to support implementation of Rtl, science teachers are needed to provide tutorial instruction in this content area with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in	X		Assistant Principal & Science Dept. Chair			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	After school tutoring for all non-core areas	In order to provide individualized instruction to students in need to schieve standards in non core area subjects, support implementation of Rtl, and meet mandated graduation requirements, tutors for non-core areas are needed to provide instruction in these content areas with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons	X		Assistant Principals			INCOMPLETE		



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4 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and the principal.								

5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	AVID summer institute	CPS AVID office has agreed to provide funding for AVID 4 site team members to attend summer institute, and the school will provide funds for additional teachers to attend if interested.		X	Principal, AVID coordinator			INCOMPLETE		
N	College awareness	Increased opportunities for students to visit colleges and university representative visitations to Kelly to increase college awareness and render an increase to the numbers of students enrolling in college to at least 80%		X	Principal, post secondary coach			INCOMPLETE		
N	FAFSA, college	With support		X	Principal, post			INCOMPLETE		



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5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	application, and scholarship support	from GEAR UP staff and school counselors, current seniors and juniors and their parents will be afforded opportunities to participate in workshops focusing upon scholarship applications, writing application letters, budgeting for college, and FAFSA; with a goal of at least an 80% FAFSA completion rate.			secondary coach					
N	ACT and PSAE preparation	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, enhanced opportunities for students to participate in ACT prep are needed to increase numbers of students achieving at expected levels, including after school and Saturday ACT prep classes funded by 21st Century		X	Principal, assessment coordinator			INCOMPLETE		



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5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		Community School program, and an emphasis on ACT prep in our school wide and SES tutoring programs. This will enable increasing numbers of students to be able to achieve college readiness, with a goal of at least an 80% matriculation rate.								
N	Work Study Coordinators for work study co-op classes	In order to provide career and technical education to students to meet graduation requirements and enable them to receive training to be able to explore available vocational options and be competitive in the changing world of work, work study coordinators are needed to provide meaningful competitive work experiences for students in the work study co-op program. This will be monitored	X		Principal	\$63,606.00	\$62,938.48	INCOMPLETE	237682,237557, 237683	



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5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		by department chairpersons and the principal.								
N	Tutors for the implementation of AVID strategies	In order to effectively implement AVID strategies with a goal of increasing numbers of students meeting AYP and matriculating with the skills needed to be successful in college, resources are needed to provide tutors who are able to provide academic remediation to remove obstacles to student achievement related to literacy. CPS has agreed to fund 75% of tutor salaries, and the school will fund the remaining 25%. This is to be monitored by the principal.	X		AVID Coordinator and Administrator			INCOMPLETE	433070,430773	
N	Continue implementation of AVID strategies	In order to effectively emphasize post secondary awareness with a goal of increasing		X	AVID Coordinator and Administrator			INCOMPLETE		



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5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		numbers of students meeting AYP and matriculating with the skills needed to be successful in college, continued implementation of AVID methodology will enhance our ability to remove obstacles for student access to post secondary education. This will be monitored by the principal.								
N	Post Secondary Coach	With only 60% of students reporting enrollment in post secondary education and in order to attain a FAFSA completion rate among seniors of at least 80%, a post secondary coach is needed to facilitate college visits, provide post secondary counseling to students and their parents, and provide opportunities to increase the number of students	X		Principal	\$34,644.00	\$34,185.14	INCOMPLETE	269199	



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5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		matriculating into a variety of post secondary educational opportunities.								

2 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	LRE professional development and monitoring of instructional and related services for students with disabilities	With less that 2% of students with disabilities achieving at expected levels on state assessments and ongoing ISBE monitoring that has identified areas for instructional improvement, professional development for all teachers needs to continue in those identified areas, along with monitoring of all aspects of special education by school leadership. This will be monitored by the Principal, case manager, and AP for		X	Principal, Case Manager			INCOMPLETE		



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2 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		curriculum and instruction.								
N	Special Education Teacher	With less than 2% of students with disabilities scoring at expected levels on state assessments and a population of students with disabilities that reflects 12% of the totla school enrollment, teachers who are qualified to teach students with disabilities in a variety of LRE settings are needed to be able to meet the unique and individual learningneeds, provide appropriate instructional modifications and accommodations , and consult/collabora te with general education teachers regarding instruction and behavior intervention for these students are needed. This will be monitored	X		Principal	\$2,454,966.00	\$2,428,862.15	INCOMPLETE	135651,308860,145667,141712,443918,443920,141063,359305,121576,111615,138363,127558,119754,132103,115367,128544,135299,129874,145500,127009,120410,219826,126083	



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2 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		by the principal and case manager								
N	Special Education Aides/Welfare Attendants	In order to provide mandated services to students with disabilities in accordance with their learning needs as documented in their IEPs, special education teacher aides and CWAs are needed to provide instructional support for identified students.	X		Principal, Case Manager	\$259,382.00	\$253,355.97	INCOMPLETE	252192,214497, 279382,279382, 217657,214497, 252192,159741	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.	As Kelly High School continues to elicit ISBE findings relating to IEP composition, resources are needed to provide special education teachers with professional development, substitute coverage to attend trainings, and seminar fees for outside training offerings related to improving the		X	Principal, Case Manager			INCOMPLETE		



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2 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		educational experiences for students with disabilities that ensure every child is receiving an appropriate education in their Least Restrictive Environment.								

3 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Extended Day for TCT lead teachers and core area department chairpersons	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, extended day for department chairpersons and TCT lead teachers is needed to allow ample time for these peer leaders to prepare data and documentation for TCT meetings and for management tasks related to department chairs with a		X	Principal, TCT leads, Department Chairpersons			INCOMPLETE		



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		goal of improving student outcomes across the curricula.								
N	Interim Assessments	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, interim assessments are needed to collect baseline student achievement data and determine patterns and trends in achievement of specific skill sets to aid in instructional planning with the purpose of remediating areas of identified achievement need and impacting positively upon student growth and numbers of students achieving at expected levels		X	Principal, Assessment Coordinator			INCOMPLETE		
N	English/Language Arts Teachers	In order to provide language arts instruction to students to meet mandated graduation	X		Principal	\$2,533,975.00	\$2,559,875.14	INCOMPLETE	129875,129838,422602,138238,131836,116697,129943,142892,139612,297061,117000,124557,136918,136628,	



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		<p>requirements and exceed the current levels of students achieveing at expected levels in English (55.9% on ACT and 51%-reading on Work Keys),</p> <p>and to support implementation of Rtl, language arts teachers are needed to provide instruction in this content area with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.</p>							114202,219827,124009,112021,138246,422601,129954,129789,139625,115874,124867	
N	Mathematics Teachers	In order to provide math instruction to students to meet mandated graduation requirements and exceed the current levels of students	X		Principal	\$2,222,263.00	\$2,205,033.28	INCOMPLETE	140750,137861,140638,422598,112068,130243,112596,129362,130062,130087,130035,125134,119789,219831,145469,111456,141140,422600,143379,136139,	



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46181 - Thomas Kelly High School : 2010-2012 Year 2

3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		achieveing at expected levels in math (17.1% on ACT and 45.3% on Work Keys), and to support implementation of Rtl, math teachers are needed to provide instruction in this content area with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.							112042	
N	Science Teachers	In order to provide science instruction to students to meet mandated graduation requirements and exceed the current levels of students achieveing at expected levels in science (from 26.0% on PSAE) and to support	X		Principal	\$1,235,197.00	\$1,226,882.69	INCOMPLETE	138928,141385, 120452,449620, 120061,119767, 129970,128346, 140497,137716, 136364,118588, 124202	



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		implementation of Rtl, science teachers are needed to provide instruction in this content area with the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	Social Studies Teachers	In order to provide social studies instruction to students and exceed the current levels of students achieveing at expected levels, support implementation of Rtl, and meet mandated graduation requirements, social studies teachers are needed to provide instruction in this content area with	X		Principal	\$2,180,793.00	\$2,172,294.88	INCOMPLETE	113994,114135,134563,219830,115693,219829,135262,146322,422604,116369,128256,137725,127539,113955,142837,272496,118275,114100,422603,246456,115971	



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		the goal of increasing the graduation rate and providing students with the skills needed to attain and be successful in post secondary educational and employment opportunities. This will be monitored by department chairpersons and the principal.								
N	Develop the school program to create the best teacher schedule possible providing appropriate common planning time for subject level teams and departments	In order to best utilize the resources of space and time in an overcrowded building to control class sizes as it relates to the teachers' abilities to provide differentiated instruction to students and increase student achievement levels, the scheduler needs to work with the data team collaborately to develop scheduling solutions. This is to be monitored by the programmer, data team, and		X	Principal, Programmer			INCOMPLETE		



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		assistant principal for curriculum and instruction.								
N	Continue implementation of school-wide instructional support guide including proven strategies, graphic organizers, common language, etc.	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, curricular enhancements and development of structures the empower teachers to monitor student progress towards targeted benchmarks need to be developed and implemented. This is to be monitored by LLT, department chairpersons, and the administration.		X	Principal, LLT			INCOMPLETE		
N	Equipment necessary for students to complete projects and labs in core area classes.	With the goal of increasing student achievement in all areas and supporting critical thinking as the Target Instructional Area (TIA), laboratory equipment is needed to provide students		X	Department Chairpersons; Classroom teachers			INCOMPLETE		



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3 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		project-based, hands-on cooperative learning activities to reinforce standards based instruction and increase comprehension through multi-modality, kinesthetic learning activities.								

6 - Attendance

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Culture of Calm attendance interventions	With a current attendance rate of 88%, initiatives such as In School suspension, freshmen mentoring, detention, peer jury, and MOU/grant funded counseling to provide restorative justice and alternatives to out of school detention and recover student		X	Principal, attendance coordinator			INCOMPLETE		



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6 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		attendance; with the ultimate goal of achieving 95% student attendance as it relates to AYP.								
N	Attendance intervention - incentives for students	With a current student attendance rate of 88%, motivation for student in the form of attendance incentives for perfect attendance (quarterly, semester, and yearly) and students with cumulative attendance of 90% or higher that include quarterly attendance recognition assemblies is needed to achieve our ultimate goal of 95% student attendance as it relates to AYP.		X	Principal, attendance coordinator			INCOMPLETE		
N	Support staff to maintain attendance office duties	With a cumulative student attendance rate of 88% and only 29.7% of students meeting AYP on the PSAE, ESP staff is needed to	X		Principal, attendance coordinator	\$212,021.00	\$207,202.05	INCOMPLETE	433426,149823,236298,164251	



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Supplies to support/maintain instructional programs	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, supplies and materials that support instructional activities in literacy and other academic areas are needed to provide students with meaningful learning activities aimed at increasing achievement. This will be monitored by department chairpersons, the budget manager, and administration.		X	Administration, business manager			INCOMPLETE		
N	School Office Services--Maintenance and Repair for security equipment (copiers, cameras, ID machine, etc.)	With the goal of establishing and maintaining a Culture of Calm and reducing incidents of inappropriate behavior, resources are needed to maintain and repair security equipment necessary for the operation of the school. This will be monitored		X	Assistant Principals	\$10,000.00	\$10,000.00	INCOMPLETE		46181.332.56105.119015.430119.2012_\$4,114.00 + 46181.332.56105.119015.430106.2012_\$0.00



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		by the business manager and principal.								
N	Reduced Class Size Teachers	With only 29.7% of students meeting AYP on the composite PSAE, and no subtest content area meeting AYP, additional teachers are needed to reduce class sizes and enable teachers to meet the diverse learning needs of students by targeting instruction to reduced numbers of students in classes. This will be monitored by department chairpersons and the principal.	X		Principal	\$1,166,077.00	\$1,174,423.81	INCOMPLETE	117821,116731,115956,407650,407565,408537,407652,115467,113353,269201,116678,116356	
N	Extra curricular activities, After School Matters, and 21st Century Community School Programs	In order to improve the learning environment, provide students with positive, supervised activities in after school time, and address gaps in achievement and attendance, opportunities for enrichment during after school time are		X	Administration, community school resource coordinator			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		needed to enable students to develop positive behavior, social skills and interests in a variety of areas.								
N	Lifeguard	In order to ensure the safety of students to the maximum extent possible during physical education classes and athletic activities that occur in and around the swimming pool, the services of a trained lifeguard are needed. This will be monitored by impacted PE teachers and coaches and the principal.	X		Administration; PE Dept Chairperson			INCOMPLETE	449169	
N	Principal and assistant principals	With a goal of increasing overall school performance in the variety of metrics related to school safety, learning climate, student achievement, student and staff attendance, performance on standardized assessments, graduation rates,	X		Principal	\$652,084.00	\$649,709.46	INCOMPLETE	117945,139501, 144515,144401	



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		parent participation, and post secondary educational matriculation and employment, administrative leadership is needed to implement, monitor, and evaluate the variety of necessary initiatives wnd endeavors related to the successful operation of the school. This will be monitored by the principal.								
N	Supplies for instructional use	With only 29.7% of students meeting AYP on the composite PSAE, and no substest content area meeting AYP, supplies and materials that support instructional activities in literacy and other academic areas are needed to provide students with meaningful learning activities aimed at increasing achievement. This will be monitored by		X	Principal, business manager, department chairpersons	\$15,143.00	\$15,143.00	INCOMPLETE		46181.332.53405.119017.430106.2012_\$0.00 + 46181.332.53405.119060.430119.2012_\$3,000.00 + 46181.332.53405.119016.430119.2012_\$3,000.00 + 46181.332.53405.119015.430119.2012_\$3,143.00 + 46181.332.53405.119015.430106.2012_\$0.00 + 46181.332.53405.119017.430119.2012_\$3,000.00 + 46181.332.53405.119061.430106.2012_\$0.00 + 46181.332.53405.119060.430106.2012_\$0.00 + 46181.332.53405.119061.430119.2012_\$3,000.00 + 46181.332.53405.119016.430106.2012_\$0.00



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		department chairpersons, the budget manager, and administration.								
N	Full time nurse	A full time nurse in needed to maintain and increase the current 97% level of medical compliance and address student health needs as it relates to enabling students to be in school and access instruction to increase the number of students meeting AYP. This will be monitored by the nurse, principal, and relevant administrative staff.	X		Principal	\$114,877.00	\$114,256.52	INCOMPLETE	111449	
N	Support staff to maintain all school programs and offices	ESP staff is needed to perform ancillary tasks necessary for the operation of the school in a safe and nurturing environment and to support instruction to enable teachers to focus time and energy upon their primary instructional	X		Administration	\$490,386.00	\$538,941.52	INCOMPLETE	153223,226626,157456,156889,428384,161600,452729,164252	



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		responsibilities to increase numbers of students meeting AYP. This will be monitored by the principal and relevant administrative staff.								
N	Support staff to provide security services	Security staff are needed to ensure the safety of all people in the building and monitor building entry points, hallways, and other common areas.	X		Administration; Head of Security	\$415,089.00	\$405,345.83	INCOMPLETE	155723,165419, 165418,155026, 165413,157078, 165421,165417, 153994,165420	
N	Additional Duties/Extended Day for security personnel	Security staff are needed to ensure the safety of all people in the building and monitor building entry points, hallways, and other common areas to support extra curricular and after school instructional programs	X		Administration; Head of Security			INCOMPLETE		
N	Funding for teachers to attend professional conferences and workshops (registration fees) to improve instructional	Professional development for teachers are needed to improve the quality of instruction with a goal of increasing		X	Administration,; Department Chairs	\$3,000.00	\$3,000.00	INCOMPLETE		46181.332.54505.221234.430106.2012_\$ 0.00 + 46181.332.54505.221234.430119.2012_\$ 3,000.00



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	techniques	student performance								

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46181.312.53210.256009.000000.2012_\$0.00 + 46181.312.53205.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46181.230.54105.254020.000000.2012_\$5,000.00 + 46181.230.54105.254022.000000.2012_\$0.00 + 46181.230.54105.254027.000000.2012_\$7,500.00 + 46181.230.54105.254011.000000.2012_\$0.00 + 46181.230.54105.254002.000000.2012_\$9,194.00 + 46181.230.54105.254021.000000.2012_\$0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46181.230.56105.254002.000000.2012_\$107,398.86
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46181.230.53405.254002.000000.2012_\$30,297.82
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46181.230.53115.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46181.230.53125.254002.000000.2012_\$0.00 + 46181.230.53120.254002.000000.2012_\$0.00
N	Homeless			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Transportation				Analyst					
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46181.230.54125.266410.000000.2012_\$0.00 + 46181.230.56105.266414.000000.2012_\$0.00 + 46181.230.53306.266407.000000.2012_\$0.00 + 46181.230.54125.266407.000000.2012_\$0.00 + 46181.230.54125.254901.000000.2012_\$0.00 + 46181.230.54125.009574.000000.2012_\$0.00 + 46181.230.54125.266402.000000.2012_\$0.00 + 46181.230.53306.254901.000000.2012_\$0.00 + 46181.230.53306.009573.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46181.115.54215.255052.000065.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46181.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		46181.115.54210.255004.376712.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46181.225.54105.266408.000703.2012_\$13,824.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46181.115.55005.254403.000000.2012_\$ 13,784.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46181.115.53405.119035.000000.2012_\$ 33,464.50
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46181.115.53305.119035.000000.2012_\$ 177,766.00 + 46181.115.53305.113014.000000.2012_\$ 4,682.70 + 46181.115.53305.113114.000000.2012_\$ 900.00 + 46181.115.53305.111046.000000.2012_\$ 2,642.60
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		46181.369.54210.140205.474555.2012_\$ 600.00 + 46181.369.54210.149014.322016.2012_\$ 200.00 + 46181.369.54210.140004.322016.2012_\$ 400.00 + 46181.369.54210.149005.322016.2012_\$ 600.00 + 46181.369.55005.140004.322016.2012_\$ 24,355.00 + 46181.369.54210.144601.322016.2012_\$ 600.00 + 46181.369.53405.144601.322016.2012_\$ 3,000.00 + 46181.369.53306.149014.322016.2012_\$ 10.00 + 46181.369.53405.149005.322016.2012_\$ 1,181.00 + 46181.369.55005.149005.322016.2012_\$ 976.00 + 46181.369.53306.140004.322016.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										13,050.00 + 46181.369.53405.140004.322016.2012_\$ 13,063.00 + 46181.369.54210.140007.322016.2012_\$ 200.00 + 46181.369.53405.149014.322016.2012_\$ 1,051.00 + 46181.369.55005.149014.322016.2012_\$ 976.00 + 46181.369.53306.144601.322016.2012_\$ 6,410.00 + 46181.369.53306.149005.322016.2012_\$ 5,512.00 + 46181.369.53405.140205.474555.2012_\$ 2,500.00 + 46181.369.53306.140007.322016.2012_\$ 10,702.00 + 46181.369.55005.140007.322016.2012_\$ 750.00 + 46181.369.55005.140205.474555.2012_\$ 17,600.00 + 46181.369.53405.140007.322016.2012_\$ 1,282.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$197,386.00	\$213,545.76	INCOMPLETE	449875,408889, 408877	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide			X	OMB Budget			INCOMPLETE		46181.115.53305.223012.000000.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Tests-School Allocation				Analyst					0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		46181.115.56105.119035.000000.2012_\$7,790.00 +



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										46181.115.55005.119035.000000.2012_\$50,555.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$488,889.00	\$477,209.62	INCOMPLETE	156745,156836,156349,162197,150627,156964,153783,148461,156499,156887,159525,164265,150355,156634,150861	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		46181.369.53405.140050.322014.2012_\$0.00 + 46181.369.53405.140050.322016.2012_\$18,843.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46181.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$391,557.00	\$384,421.26	INCOMPLETE	153059,148012,217676,153819,153428,166505,159547,154302	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46181.210.53405.254607.000000.2012_\$0.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network			X	OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

46181 - Thomas Kelly High School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	support funded by NCLB				Analyst					
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46181.225.57940.119020.000703.2012_\$0.00 + 46181.332.57940.119031.430106.2012_\$0.00 + 46181.332.57940.390030.430115.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46181.332.53405.390030.430115.2012_\$366.42 + 46181.331.57940.390030.430103.2012_\$19.50
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		