



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
Boundroukas	Patty	Classroom tchr.			
Cuinchilla	David	Other			
Garai	Carol	Asst. Principal			
Kaufmann	Bethany	Classroom tchr.			
Martinez	Carmen	Asst. Principal			
Pierzchalski	Linda	Principal			
Ramos	Dawn	Special ed. faculty			
Richman	Keith	Classroom tchr.			
Rodriguez	William	Assessment/Data faculty			
Tuggle	Darren	Classroom tchr.			
Zaammuto	Frank	Counselor/case mgr.			

Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to

provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. 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 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)

Rick Mills, CAO

Jessica Romano, MSD


UIC Post-secondary partner, DePaul University Post-secondary partner, Loyola University IDS partner,

Carnegie Learning IDS partner, America's Choice IDS partner, Loyola University Post-secondary partner,

Northeastern University Post-secondary partner

National Louis University Post secondary partner 600

Cambridge SES partner 400

 **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 faculty was asked to fill out the Five Fundamentals for School Success Survey as were the PAC/BAC parents. The faculty was also asked to answer the questions on the Five Fundamentals for School Success Instruction assessment tool. All department chairs were asked to participate in a working session that involved answering the questions on the Five Fundamentals for School Success Professional Capacity assessment tool. The BAC/PAC and Ms. Martinez worked on the Five Fundamentals for School Success Family and Community Involvement assessment tool. The SIPAAA tem completed the Five Fundamentals for Success Learning Climate assessment tool. The ILT focused on the Five Fundamentals for School Success Instructional Leadership assessment tool. The SIPAAA team was involved in reviewing the data and finalizing the SIPAAA.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	1	18	2	15			

Summary of Meetings



Meeting Date	Meeting Type	Description
04-May-2010	SIPAAA Team	Working Session
30-Apr-2010	SIPAAA Team	Working Session
24-Mar-2010	SIPAAA Team	Working Session
20-Mar-2010	SIPAAA Team	Working Session
17-Mar-2010	SIPAAA Team	Working Session
13-Mar-2010	SIPAAA Team	Working Session
10-Mar-2010	SIPAAA Team	Working Session
09-Mar-2010	Other	Email ILT Leads, Dept. Chairs, Teachers requesting data
09-Mar-2010	Other	Distribute teacher and staff survey;
05-Mar-2010	SIPAAA Team	Working Session
04-Mar-2010	Other	Mr. Rodriguez met with Mr. Charles to discuss budget issues relating to the SIPAAA

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: 11
 Number of Student Survey Responses: 200
 Number of Teacher Survey Responses: 21
 Number of Staff Survey Responses: 1

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:

Kelvyn Park High School, as a neighborhood school, offers a personalized, world-class education in a community-centered environment. Through high-quality standards-driven instruction and focused academic programs KPHS provides a variety of college preparatory and career paths that empower students as they pursue opportunities in employment, post-secondary education, and community leadership.

Vision Statement:

It is Kelvyn Park High School's vision that all students pursue educational excellence, work towards self-fulfillment, achieve in literacy, analytical thinking, and inquiry-based problem-solving, and become productive, responsible members of society. The realization of this vision requires the unwavering commitment and cooperation of the entire school community.

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:

Our AVID program has proven to be very successful at our school. Students participating in AVID perform at a higher level (3-8 points higher in SY 2009-10) in attendance, PSAE, and AP enrollment/success than our non-AVID students. Our Truancy Rate decreased 5.1 points from SY2008-09 to 2009-10 and the average days absent per student decreased 6.5 days. Our attendance strategies including home visits and phone calls have proven to be instrumental. Our suspensions and Expulsions also dropped significantly in SY2009-10 by 658 less suspensions and 3 less Expulsions due in part to our restorative justice practices implemented at our school. Our Freshmen On-Track Rate continues to demonstrate yearly progress and increased 1.8 points SY 2008-09 to 2009-10 thanks in part to the ongoing implementation of our Freshmen Academy through our Smaller Learning Communities (SLC) grant. The SLC allowed for rigor and choice for Freshmen students, greater personalization and identity, increased collaboration and integration, and data collection and analysis. FAFSA completion grew in SY 2009-10. The focus of the CCRC has changed,

Concerns:

Our one-year dropout rate increased 5.5 points from SY 2008-09 to 2009-10 due in part to the Central Office removal of our full-time evening school that enrolls many of our potential dropouts and constituted for approximately 17% of our graduating class, and the new DNA process administered by Central Office that automatically removes students from enrollment that do not arrive the first day of school. Our students are not sufficiently prepared for the rigorous challenges of AP courses. Our AP success rate has dropped steadily in the past 3 years and dropped 1.4 points in the SY 2008-09. The push to grow AP enrollment and allow all students to participate in the AP program has proven to have a negative impact on the success rate. Average class sizes increased 2.8 points averaging 27 students per class. Continuing growth of class sizes is hindering student academic success, limiting teacher efficiency, affecting quality of instruction, and negatively impacting classroom management. Our graduation rate dropped 1.3 points in SY 2008-09 averaging 73.8%. Even though our student mobility rate is high (averaging at 22%), our student to counselor ratio is 300 to 1, and we only have one social worker to service over 1460 students, we have observed that early interventions would have

resulting in more students completing the FAFSA in a timely manner.

a positive impact on our graduation rate. Data shows that students who are demoted need the greatest amount of resources leveraged to their advantage. Over 43% of our students that drop out are students who were demoted Freshmen or Sophomore year. Due to this trend, we must ensure that the Freshmen and Sophomore demotes are receiving the services they need to be successful and graduate on time. The fact that Central Office has terminated the evening school program is also a great concern. This will have a negative impact on our drop-out rate. We have also observed a growing population of dropped charter students enrolling during 2nd semester.

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?

The relevant school-level assessment data we use is attendance and truancy rates, drop-out rate, Freshmen on-track rates, freshmen Watch List, formative and standardized assessments, GAINS PSAT practice tests, quarter grades, failure rates, AYP data, College Enrollment, AP enrollment, AP success, Access test data, parent involvement in report card pick-up, and parent/student connection survey. Our percentage of students meeting/exceeding state standards decreased .3%. Our ACT composite score decreased .6%. There was an increase of 1.6% in the PSAT Reading Subtest and an 8.8% increase in our FOT score. Our AP enrollment increased by 1.6%.

- 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.

Our school has a high mobility rate. We have truancy and general attendance issues. Our classroom sizes have increased. We have a large population of non-English speaking parents, therefore we have a need for more parental involvement. Neighborhood violence bleeds into the school thus creating a challenging atmosphere for our students and staff. In order to meet all the requirements of all our school initiatives (i.e. SLC, TCT) programming becomes a challenging task. Our students on average enter high school a 5th grade reading level. The inconsistency of discipline procedures including consequences in part due to lack of resources. We lack needed technology including teaching tools such as white boards, projectors and laptops.

- 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?

The school district should provide true articulation opportunities and resources for high school and middle school teachers, staff and administration to speak and collaborate on curriculum alignment, 8th to 9th grade transition, College Readiness Standards and State Standards. We would also like the district to continue to provide professional development to staff in the area of formative and common assessments, data analysis, de-escalation and classroom management. Additional personnel support such as literacy coaches, mathematics and science specialists is needed to assist with providing instructional strategies to staff to improve student achievement. A greater emphasis on

differentiation of instruction needs to occur to meet the unique needs of all students. We also need a better system in place to transfer the necessary students' documents (academic, medical, IEP, etc.) when transitioning from 8th grade to high school. We would like to see less budget cuts and an increase in resources to hire desperately needed counselors and social workers.

- 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?

Our continuous growth in the Freshmen On-Track metric is a key indicator of our ability to work successfully with our Freshmen Class. We can attribute this continuous growth to our SLC configuration, common planning time with PLC members, implementation of common assessments, data analysis and data driven decisions, enhanced communication of interventions through the database and improved teacher collaboration, to name a few. Reading has also been an area of success according to our PSAE scores for SY 2009-10 (+ 4.4). Incorporating reading strategies throughout all core subject areas has proven to be a successful practice. We must improve our PSAE and ACT scores to better meet State Standards. We must continue to drive instruction and adjust our strategies to meet our goals and eventually meet AYP.

- 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>

The 2008-09 AYP report shows Reading, Math, Graduation Rate and Attendance Rate as areas of deficiency.

Strengths:

The 2008-09 AYP report shows growth of .9 points in the area of Reading from SY 2007-08 to SY 2008-09.

Concerns:

PSAE Science score dropped 1.3 points during the 2009-10 school year. There must be a greater emphasis to enroll students in ACT prep programs like Cambridge or Kaplan. We must begin classroom preparation as early as Freshmen year to better prepare our students for the PSAE. Science scores continue to be the lowest part of our PSAE Meets/Exceeds although we have shown improvement from SY 2006-07 to SY 2008-08 (+2.10). Our ACT composite score dropped .6 points and all subtest subject scores dropped gradually. This is a major concern due to all the ACT strategies and initiatives that are in place to promote growth in the ACT scores. Only 4.9% of students scoring 20 or higher on the ACT is a major concern. We experienced a drop of 3 points. We also feel that our PSAE data was not utilized to its full capacity. Moving forward, we would like to use the data to inform curricular decisions and instructional methods.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Overall, absences are decreasing. In the SY 2009-08 the average days absent per student dropped 6.5 days. Our

Concerns:

Kelvyn Park has low participation in extracurricular activities and there was an alarming decrease of 22 points from SY 2007-08 to SY 2008-09. Due to the economically

Freshmen class continues to decrease in the average days absent. Our truancy rate decrease 5.1 points from SY2008-09 to SY2009-10. Our number of suspension demonstrated a significant decrease of 157% in SY2009-10.

challenging times, many of our students have been forced to seek out employment after school and during the weekends to help support their families. It has also been noted that many of our students have to assist their parents in taking care of younger siblings due to certain family dynamics.

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?

Almost 95% of our student population participates in the Free/Reduced lunch program. Poverty is an ongoing challenge for our school. It has a negative impact on attendance and behavior. Economically challenged students find it more difficult to concentrate and focus on their education due to their family and life circumstances. Our students' high mobility rate is a perfect example of how poverty affects our students. Many of our students cannot focus on their education due to the lack of stability in their housing situations. Another challenge is the fact that our school is demographically positioned in a gang and drug influenced neighborhood which at times can negatively affect our school climate thus impacting student performance.

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

Students find it challenging to focus on their studies due to the stress caused by their environment at home and in the community. Students are constantly worrying about their safety, their parents, and their homes. This has a negative impact on their academic performance.

Strengths:

We continue to maintain a "B" status for school cleanliness thanks to the efforts of our building engineer, custodial staff, faculty and student body. Students and staff are making positive contributions in the area of recycling. The number of National Board Certified teachers has increased from one teacher in SY 2007-08 to two teachers in SY 2008-09. The amount of parents reporting satisfaction with the school increased dramatically from 35% in SY 2006-07 to 74% in SY2007-08. Parent participation and attendance in the PAC and BAC meetings has increased. The average number of parents jumped from 5-12 parents in 2006-07 to 75-80 parents in 2008-09. Teacher Attendance has been consistent averaging 90% in the last 3 years.

Concerns:

Due to our growing ELL population, our need for General Ed teachers to be trained in ESL/Bil/SIOP has increased. More ESL certified teachers are needed to meet the needs of our ELL students. We also have observed challenges with non-Spanish speaking teachers communicating with non-English speaking parents. We are also concerned about our ELL curriculum. We need access to curriculum that will mirror English only classes, that is high interest, low reading level materials, and that will help students on the verge of transitioning into English only classes. Our Bilingual students are not entering High School at grade level. Even though they make tremendous leaps in academic growth compared to English only students, ELL reading scores and ACT scores lag behind English only students. We are also concerned about our limited resources for students with disabilities. Our resources are not adequate to meet the needs of all our students. Growing class sizes affect the inclusion services rendered to students.

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.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Math (HS)	Carnegie Learning	9th Grade only											
Science (HS)	Loyola/UIC	9th Grade only											
English (HS)	America's Choice	Modified/Springboard 10-11											

- ✔ **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).

Our policies and practices that assist students who are struggling in core academic subject areas are: teacher-led before and after school tutoring, academic bootcamp for freshmen, Gear Up tutors in classrooms, SLC house meetings, common planning periods, AP workshops (strategies are applied across all classes), student-teacher conferences, PLCs, targeted professional development, Driven and Empowered Youth tutoring, IDS curriculum with technology assistance (math curriculum uses a computer program), double periods for math and English (freshmen), and SES programs that include AIM High, Babbage Net School, Cambridge, ATS Project Success, Education Masters and Kaplan.
 - 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...).

To close the achievement gap for all students we make accommodations to preferred learning styles (visual, auditory, tactile, and kinesthetic). General Ed teachers work closely and collaborate with Special Ed co-teachers to foster team teaching, heterogeneous student groupings, implementation of accommodations and modifications listed in students IEPs, data driven instruction, allowing students to work independently or in small groups (mixed ability) until they have met their potential, and pulling students out to work with them individually. The Social Justice Academy and SLC freshmen teachers provide lunchtime tutoring during teacher prep periods, before and after school tutoring (Breakfast Club for morning sessions). Teachers incorporate technology into the classroom (cognitive tutor computer program and graphing calculator), give alternative assessments when needed (students may provide a written explanation and/or explain verbally while a teacher takes notes), and provided assistance before or after school. In addition, we have school-based mentoring program for all freshmen students. Teachers volunteer to mentor 1 or more students for at least a year and meet with them informally to discuss academic progress, problem solve and explore future plans. KPHS will continue to support an in school collaborative program AVID which targets students in the academic middle who are typically the first within families to go to college and indicate willingness to work hard and accept the challenges of a more rigorous curriculum. AVID students enroll in honors and AP courses. In addition, students take an AVID elective every year where they learn organizational and study skills, receive academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

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

- **Next Steps for Instruction:**

We need to continue to align our school vision and mission to instructional programs. We will continue to utilize curriculum mapping for all school-wide courses. Administrators and school leaders will conduct more classroom observations.

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:

We will increase communication regarding goals for staff and students. We will communicate the expectation that every student must graduate with a completed personal learning and post-secondary plan that includes applications to a recommended number of colleges and the requirement to complete the FAFSA form and enrollment in the college program of a student's choice. We will increase PD opportunities by encouraging our teachers to attend off-site PD as well as by conducting our own PD such as Best Practices. Administrators and school leaders will have more consistency with observations and have follow-through. We will increase communication with staff and continue our teacher leadership succession plan as well as develop our leadership team. We will participate in all SLC and TAT meetings to increase visibility and support to the staff.

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?

Factors that contribute to student performance are as follows: growing ELL population, need for General Ed teachers to be trained in ESL/Bil/SIOP, lack of ESL certified teachers are to meet the needs of our growing ELL population, increase in non-English speaking parents, poverty and high mobility rate.

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

- Describe your teacher mentoring program

We have two teacher mentoring programs that include the Alternative Certification Program and the CPS Student-Teaching Initiative. The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of whom have had successful careers in other professional fields. The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperation teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful website for student teachers are some services of this innovative 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...)

To develop the capacity of both general and special education teachers to implement inclusive practices, we will continue to put into practice common planning time for General Ed teachers to collaborate with inclusion teachers and work on lessons together. We will provide PD by subject area and joined PD focusing on special education practices. Teachers will continue to have weekly PLC meetings to plan instruction. Administrators and department chairs will conduct more classroom observations to ensure more accountability and effective classroom management and instruction. Administrators will address the need for disciplinary measures for ineffective teaching, restructuring of the building to accommodate teachers in core subjects, and more access to the materials such as, LCDs, laptops, overhead projectors, rulers, graphing calculators, and protractors.

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

- Next Steps for Professional Capacity:

Kelvyn Park will continue to plan and execute concrete, focused PD which is aligned with the school's priorities and needs. Staff will continue to collaborate with their peers and common planning time will be built into the schedule in a more significant way. Leadership will work with all stakeholders to ensure that instructional strategies are up-to-date and relevant to all students. School leaders will continue to develop leadership opportunities for all staff and build a strong college-going culture in which all adults support students post-secondary aspirations. The school will provide an SLC retreat for teachers to share their best practices. Committees will develop sub-committees to spread the work load. Committees will also create discussion groups on First Class.

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).

Classroom sizes need to be leveled out especially for inclusion classrooms. Accommodations (graphic organizers, visuals, verbal and written directions, etc.) need to be made available to all students, not only to enhance learning for everybody, but also to avoid isolating special education students. We will continue to provide support for the General Ed teacher by including an aid or a special education instructor in a classroom that includes students with disabilities.

- Next Steps for Learning Climate:

We will facilitate an effective process to survey parent satisfaction and concerns. We will create student and parent focus groups and utilize our BAC/PAC resources. We will administer the Illinois Youth Survey to 10th and 12th graders to get a better understanding of our student voice. We will request more funding for sufficient space and adequate educational materials for learning activities, support services, and recreation. We will implement the use of school-wide Student Success plan contracts. We will continue and train staff in restorative justice practices and models. Teachers will further the implementation of RTI. The school will continue parent night events. We will maintain and sustain the use of the Parent Portal. We will sustain the SLC model for grades 10-12. For staff, we will make available Rosetta Stone for teachers wishing to learn Spanish to better communicate with our Spanish-speaking students and parents. We will conduct more staff team-building activities and Best Practice sessions and continue PD to recognize needs of diverse learners. We will promote the principles of AVID college readiness and preparation within the larger school culture, the larger faculty will be encouraged to infuse AVID academic tools into their teaching and the guidance staff will be encouraged to replicate some of the college-preparation protocols and activities in their own work with students.

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 that contribute to student performance include the following: family crisis, lack of parent involvement, peer influence/gangs, lack of discipline and structure at home, and insufficient resources. However, community partners like Gear-Up and the Logan Square Neighborhood Association have been extremely helpful and have had a positive impact on student performance. Their programs offer free PSAT test prep and tutoring, restorative justice practices, home visitation of truant students, mentoring and building relationships with our students' parents to name a few.

- 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.

Kelvyn Park has sent letters to student's homes in English and Spanish addressing the academic and credit status for each student. This process is initiated by the counseling department and each semester the counselors update their students' 4 year progress plans. The Smaller Learning Communities (SLC) inform parents of their students' academic progress through a 5 week parent evening informational session with the SLC teams.

Next Steps for Family & Community Involvement:

Kelvyn Park will focus all stakeholders on the goal of improving student achievement and improving the learning climate. The Parent Advisory Council will be strengthened through increased opportunities to serve the school and students. Community partners will continue to provide opportunities for our students and staff, and service learning will continue to be a great focus. We will offer workshops and classes for parents on how to access their student's academic progress on the Parent Portal software.

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	Attendance	Increase the attendance rate and decrease the number of truant students at every grade level by continuing the LSNA outreach truancy program, and implementing a systematic incentives program.	3% increase in the attendance rate by June 2012 3% decrease in truancy rate by June 2012	Daily monitoring of attendance by grade level by Attendance Coordinator, Weekly ILT Attendance Team Meetings to discuss attendance data and adjust strategies as necessary.	
2	On Track to Graduation	Increase the number of students who are on track to graduate at every grade level by increasing the quantity and quality of supports to those at risk.	2% increase in Freshmen On-Track rate by June 2012 3% decrease in drop-out rate by June 2012 2% decrease in students with 1+ Fs in core subjects by June 2011	Weekly SLC house meetings to discuss student progress and develop/monitor/implement individualized intervention plans, One-on-one quarterly counselor-student meetings to develop/monitor/implement	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				ent 4 year graduation plans, Bi-monthly ILT PM meetings to monitor 5-week success reports and create / implement / monitor individualized student intervention plans.	
3	Family/Community Involve.	Improve family and community involvement through increased communication and outreach.	5% increase in parent participation in BAC/PAC meetings by June 2012 10% increase in parent participation in report card pick-up by June 2011 5% increase in number of information mailings by June 2012	Quarterly meetings to review parent participation data and adjust strategies as needed.	
4	Learning Climate / Safety	Implement positive behavioral intervention strategies, and maintain a safe school environment.	12% decrease in misconduct infractions by June 2012 6% decrease in level 4-6 of the Student Code of Conduct by June 2012	Monthly ILT, security and discipline PM meetings to review IMPACT/Dashboard incident reports and ensure implementation of school wide behavioral and safety plan.	
5	Literacy	Improve student achievement in literacy by targeting reading comprehension across all content areas.	1% increase in Reading PSAE score by June 2012 2% increase in students scoring 5 on workkeys by June 2012	Bi-weekly core teachers' meetings to review interim assessment data and grades and create / implement / monitor action plans.	
6	Science	Improve science instruction and achievement by expanding science offerings, increasing rigor, and updating curricula and equipment.	1% increase in Science PSAE score by June 2012 10% decrease in D/Fs in Science by June 2012 2% increase in students meeting/exceeding benchmarks on quarterly assessments by June 2010	Weekly teacher content PM meetings to review interim assessment data and grades and create / implement / monitor action plans.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Mathematics	Meet school performance targets in mathematics for all students with an increased focus on LEP and student with disabilities.	2% increase in students meeting/exceeding benchmarks on quarterly assessments by June 2012 1% increase in average ACT composites by April 2012 2% increase in juniors who meet college readiness standards on ACT by April 2012 2% increase in M/E on PSAE math by April 2012	Weekly teacher content PM meetings to review interim assessment data and grades and create / implement / monitor action plans.	
8	Postsecondary Prep	Positively impact postsecondary outcomes by the development and implementation of grade level strategies.	50% increase in individualized post-secondary plans for students in grades 10-12 by June 2012	Monthly meetings with counselors and college coach to review data and make necessary adjustments to postsecondary prep strategies.	
9	School leadership	Principal, Assistant Principal and ILT responsible for instructional leadership and overall development of leadership throughout the learning community.	2% increase in average ACT composites by June 2012 2% increase in juniors who meet college readiness standards on ACT by June 2012 2% increase in M/E on PSAE reading, math, science, and writing by June 2012	Bi-weekly ILT meetings to review student-level data and plan/monitor individual interventions.	

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



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

will be reflected in your SIPAAA Progress Report.

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	Principal Performance Incentive Bonus based on achievement of define performance measures	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Support student learning/guidance (NCLB Supplies)			X	Principal	\$21,386.58	\$21,386.58	INCOMPLETE		46191.332.53405.212041.430119.2012_\$21,387.00 + 46191.332.53405.212041.430106.2012_\$0.00
N	Support School Budget and Finances	BSC will provide premium services to the school.		X	Principal	\$13,500.00	\$13,500.00	INCOMPLETE		46191.225.54105.241017.000703.2012_\$13,500.00
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$1,278,888.00	\$1,409,584.24	INCOMPLETE	448104,448076,451134,435503,448084,426068,448079,430687,113177,429331,426067,426070,426066,435504,426065,426355,429201,435505,430355,430356	46191.115.51320.290001.000000.2012_\$5,172.41 + 46191.115.51330.290001.000000.2012_\$75.00
N	Attendance	Line 12 & 13		X				INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

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						
	Incentive Program for teachers (12 & 13)									
N	Support Engineer/Custodial Staff	Engineer & Custodial Staff	X		Principal	\$315,257.00	\$311,091.62	INCOMPLETE	168025,161065,168409,168024	
N	Classroom Materials/supplies NCLB			X	Principal			INCOMPLETE		
N	Classroom Materials/supplies SGSA			X	Principal			INCOMPLETE		
N	Supplies to support Other Instructional Program curriculum (332)			X	Isabel Tellez			INCOMPLETE		
N	Supplies to support Other Enrichment Program curriculum (332)			X	Isabel Tellez			INCOMPLETE		
N	124 Supplies-H.S.			X	Isabel Tellez			INCOMPLETE		
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	Line 21	X					INCOMPLETE	419276	



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

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						
	(e.g., In-School Professional Development, External Literacy and Math Conferences). (21)									
N	Support School Business Manager	Business Manager to assist school with all financial activities.xxxxxxx xxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx xx	X		Principal			INCOMPLETE		
N	Support School Clerk 1	School Clerk	X		Principal	\$63,523.00	\$62,317.97	INCOMPLETE	356052	
N	Support School Clerk Assistants	School Clerk Assistants	X		Principal			INCOMPLETE		
N	Support Bilingual School Clerk Assistant.	Bilingual School Clerk Assistants.	X		Principal	\$146,232.00	\$143,820.45	INCOMPLETE	151685,152352	
N	Support School Technology Coordinator.	Technology Coordinators.	X		Principal	\$148,986.00	\$146,184.10	INCOMPLETE	355854,443931	
N	Support School Social Service Assistant	Social Service Assistant	X		Principal			INCOMPLETE		
N	Support School Community Representative	School SCR	X		Principal			INCOMPLETE		
N	Support Guidance Counselor Assistant	Guidance Counselor Assistant.	X		Principal	\$56,543.00	\$63,784.20	INCOMPLETE	448104,155382, 448104	
N	Support School Assistant Position.	School Assistant.	X		Principal	\$102,606.00	\$100,342.50	INCOMPLETE	408345,258204	
N	Support School Assistant	Assistant	X		Principal	\$300,423.00	\$299,866.42	INCOMPLETE	406344,116112	



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

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						
	Assistant Principals	Principals								
N	Freshman Orientation (20)	Stipend for teachers & ESP's. Freshman Orientation 2010-2011 (Line 20)	X		Principal/Asst. Principal			INPROGRESS		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

3 - 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	Parent Component - NCLB			X	Carmen Martinez	\$6,668.50	\$6,668.50	INCOMPLETE		46191.332.54125.390030.430115.2012_\$0.00 + 46191.332.53405.390030.430128.2012_\$3,335.00 + 46191.332.53405.390030.430115.2012_\$1,666.63 + 46191.332.54125.390030.430128.2012_\$3,334.00

5 - 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	Supplies to			X	Isabel Tellez			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

5 - 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						
	support Literacy curriculum (332)									
N	Instructional materials to support Literacy curriculum (332)			X	Isabel Tellez			INCOMPLETE		
N	To support English teaching positions.	English quota positions.	X		Principal	\$1,369,897.00	\$1,302,407.39	INCOMPLETE	138212,422266, 217045,390473, 135925,136857, 146418,136718, 141195,147506, 118831,142981, 117630,114923	

7 - Mathematics										
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	Support math positions.	Math quota positions.	X		Principal	\$1,073,752.00	\$1,060,704.77	INCOMPLETE	138667,124469, 121487,139416, 128614,144701, 147362,115356, 128803,127592, 140737	

6 - Science										
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	Support Science teaching positions.	Science quota positions.	X		Principal	\$576,612.00	\$571,301.61	INCOMPLETE	141311,131257, 116740,113037, 128614,142856	
N	Biology			X				INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Instructional coachchingand Curricular Alignment: Free Department chairs in core subjects	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	On Track to Graduate Program: Saturday program for SO/JR/SR credit recovery	School Improvement Grant / See sIG for Details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (advisory)	School Improvement Grant /See SIG for details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (Advocates)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (clerical)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program:Extend	School Improvement Grant / See SIG			Principal & Lead Partner			INPROGRESS		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ed day for all freshmen for differentiated supports (mentors)	for details								
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (RJ Dean)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (teachers)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Freshmen Success Program: Extended day for all freshmen for differentiated supports (technology)	School Improvement Grant / See SIG for Details			Principal & LEad Partner			INPROGRESS		
N	Extended Day - ESP		X		Principal			INCOMPLETE		
N	Support ART			X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		46191.225.54105.119066.000703.2012_\$3,000.00
N	Support Scheduling/Programming		X		Principal	\$63,524.00	\$61,925.37	INCOMPLETE	446828	
N	Freshmen Homework Lab/tutoring (Instructional Extended Day)	Line 7	X		Carmen Martinz			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(7)									
N	PSAE Prep Plan (Kaplan/Workkeys/.5 credit course, etc) (10)	Line 10		X	Carol Garai			INCOMPLETE		
N	Summer School Program/Credit Recovery (8 & 17)	District Funded (Line 8 & 17)		X	Carol Garai			INCOMPLETE		
N	Temporary Living Situations - Educational Support (Homeless) (16)	Line 16		X	Carmen Velez	\$5,000.00	\$5,000.00	INCOMPLETE		46191.332.53405.111069.430119.2012_\$5,000.00 + 46191.332.53405.111069.430106.2012_\$0.00
N	Support book room position (ESP) 225		X		Isabel Tellez	\$51,119.00	\$49,855.22	INCOMPLETE	432005	
N	Professional Development for teachers. (seminar/conference attendance) (4)	Line 4		X	Isabel Tellez	\$14,000.00	\$14,000.00	INCOMPLETE		46191.332.54125.221234.430106.2012_\$0.00 + 46191.332.54125.221234.430119.2012_\$14,000.00
N	4 Guidance Counselors		X		Carol Garai	\$380,735.00	\$377,891.00	INCOMPLETE	239625,119817,117741,133341	
N	AVID Teachers	2 Teachers	X		Carol Garai	\$115,732.00	\$115,114.55	INCOMPLETE	147484	
N	AVID Tutors	4 College Tutors (\$15 - hour)	X		Carol Garai			INCOMPLETE		
N	Support Special Education teaching positions.	Special Education quota positions.	X		Principal	\$1,570,447.00	\$1,522,719.26	INCOMPLETE	216860,145455,214644,116733,250282,123904,144366,131359,250281,145407,217947,124265,112249,141069,250280	



CPS SIPAAA Planning Report

46191 - Kelvin Park High School : 2010-2012 Year 2

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Support Social Studies teaching positions.	Social Studies quota positions.	X		Principal	\$94,804.00	\$91,248.78	INCOMPLETE	133971	
N	Support Physical Education teaching positions.	Physical Education quota positions.	X		Principal	\$448,088.00	\$441,617.21	INCOMPLETE	129785,122118,131248,117557	
N	Support Business/Computer Education teaching position.	Business/Computer Education.	X		Principal	\$201,462.00	\$201,051.33	INCOMPLETE	147013,214850	
N	Support History teaching positions.	History quota positions.	X		Principal	\$539,617.00	\$536,293.29	INCOMPLETE	124653,119320,124430,146030,422264	
N	Support World Language teaching positions.	World Language quota positions.	X		Principal	\$85,107.00	\$84,377.29	INCOMPLETE	422265	
N	Support student IEP/ISBE requirement.	3 Special Education Classroom Assistants.	X		Principal			INCOMPLETE		
N	School Librarian	Librarian	X		Principal	\$114,652.00	\$113,967.64	INCOMPLETE	124684	
N	Bilingual Teachers	Bilingual Resource Program	X		Carmen Martinez	\$124,666.00	\$119,724.42	INCOMPLETE	126763	
N	Support ART Program	ART	X		Principal	\$396,840.00	\$394,344.22	INCOMPLETE	134359,145876,136370,114923	
N	Music Teachers	Music	X		Principal	\$195,731.00	\$208,267.57	INCOMPLETE	130575,145773	
N	Support Bilingual Teachers		X		Carmen Martinez	\$215,205.00	\$213,824.45	INCOMPLETE	121559,141032	
N	Support the ROTC program,		X		Patricia Cathey	\$162,711.00	\$165,537.24	INCOMPLETE	147517,139893	



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

2 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Extended Pay for 2 data analyst for data team (non-instructional) (1, 2, & 18)	Line 1, 2, & 18	X		Carmen Martinez			INCOMPLETE		
N	Teacher extended day to support Smaller Learning Communities		X		Isabel Tellez			INCOMPLETE		
N	ESP extended day to support Smaller Learning Communities		X		Isabel Tellez			INCOMPLETE		
N	Substitute teachers to support Smaller Learning Communities		X					INCOMPLETE		
N	1 Counselor for Freshmen Success Program to provide differentiated supports	School Improvement Grant/ See SIG for Details			Principal & Leade Partmner			INPROGRESS		
N	0.5 Data Coach to provide PD and coaching support to teachers to create data driven culture	School Improvement Grant/ See SIG for Details			Principal & Lead Partner			INPROGRESS		46191.367.57505.221011.434004.2012_\$98.00 + 46191.367.57215.221011.434004.2012_\$1,382.00 + 46191.367.57305.221011.434004.2012_\$1,588.00 + 46191.367.52100.221011.434004.2012_\$13,000.00 + 46191.367.57205.221011.434004.2012_\$910.00 + 46191.367.57405.221011.434004.2012_\$188.00 + 46191.367.57605.221011.434004.2012_\$156.00
N	0.5 FTE Data ANalyst to provide school data danalyst and support	School Improvement Grant/See SIG for Details			Principal & Lead Partner			INPROGRESS		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

2 - On Track to Graduation

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Extended Day - Teachers (6)	Line 6	X		Principal			INCOMPLETE		

8 - 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	College Campus Visits (Freshmen Included) (11)	Line 11		X	Post-Secondary Coach			INCOMPLETE		
N	Acceleration: AP & Dual Credit to provide curricular offerings and supports (City COLleges)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Acceleration: AP & Dual credit to provide curricular offerings and supports (consultant)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	AScceleration: AP &Dual credit to provide curricular offerings and supports (extended time)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		

1 - 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						



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

			Position	Line					
N	Attendance Programs for students (Supplies/Materials INC) (12)			X	David Chinchilla	\$21,474.00	\$21,474.00	INPROGRESS	46191.225.53405.211210.000703.2012_\$21,474.00
N	Attendance Incentives (supplies) (12)			X	David Chinchilla			INCOMPLETE	
N	1 Student Development & Intervention Coach to develop student management system	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS	

9 - School leadership

ISO	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	Knowledge Management: Extended time for Knowledge Management reviews and PD(ILT)	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Leadership Development: Coaching support from a Master Principal	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Strategic Management: Easy Rythm software to support strategic management across OTS schools	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Strategic Management: technology to support	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

9 - School leadership										
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						
	strategic management across OTS schools									
N	Extended pay (non Instructional) for each department/grade level chair throughout the school year (3)	Line 3	X		Isabel Tellez			INCOMPLETE		
N	Professional Development for Advanced Placement Teachers			X	Isabel Tellez			INCOMPLETE		
N	Extended Day (Non-instructional) for ILT Planning (3)	Line 3	X		Isabel Tellez			INCOMPLETE		
N	Curriculum Mapping (5)	Line 5	X		Isabel Tellez			INCOMPLETE		
N	Institutional Training for ILT			X				INCOMPLETE		
N	Strategic planning with ILT (Offsite) (9)	Line 9		X	Isabel Tellez			INCOMPLETE		
N	Assistant Principal	Assistant Principal from SGSA funds	X		Principal			INCOMPLETE		
N	School Principal	Administration -School Principal	X		Principal	\$189,550.00	\$188,365.85	INCOMPLETE	119640	
N	1Project Manager to ensure school improvement plan is implemented with Fidelity	School Improvement Grant / See SIG for Details			Principal and LEad Partner			INPROGRESS		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

9 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Summer Leadership Development Retreat and PD to support successful school improvement	School Improvement Grant/See SIG for Details			Principal & Lead Partner			INPROGRESS		46191.367.51130.221318.434004.2012_\$22,192.00 + 46191.367.54125.221318.434004.2012_\$10,000.00 + 46191.367.57405.221318.434004.2012_\$321.00
N	Extended time for PD, Strategic Management and Data review	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	Strategic Management: Extended time for ILT to develop comprehensive plan for transformation	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INCOMPLETE		

4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Professional Development/school wide teaching & Learning supports	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	RTI implementation (14)	Line 14 (Contact Jeneen Hatoum)		X	Carmen Martinez			INCOMPLETE		
N	Support Dean of Students position (225)		X		Isabel Tellez			INCOMPLETE		
N	4 Security Officers	School Security	X		Carmen Martinez	\$62,353.00	\$63,997.11	INCOMPLETE	158685	



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	0.5 Behavior interventionist to support students with a Restorative Justice Model	School Improvement Grant/ See SIG for Details			Principal & Leade Partner			INPROGRESS		
N	0.5 Restorative Justice Dean to provide restorative justice supports to students	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		46191.367.57205.211001.434004.2012_\$ 2,963.00 + 46191.367.57605.211001.434004.2012_\$ 508.00 + 46191.367.57405.211001.434004.2012_\$ 613.00 + 46191.367.57305.211001.434004.2012_\$ 6,355.00 + 46191.367.57505.211001.434004.2012_\$ 318.00 + 46191.367.57215.211001.434004.2012_\$ 4,499.00 + 46191.367.52100.211001.434004.2012_\$ 42,333.00
N	0.5 Social Worker to provide student social/emotional interventions and supports	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	1 In-school Personel Development (ISPD) Program Coordinator	School Improvement Grant/ See SIG for Details			Principal & Lead Partner			INPROGRESS		
N	1 Restorataive Justice Dean to provide restoraaaative justice supports to students	School Improvement Gran / See SIG for details			Principal & LEad Partner			INPROGRESS		
N	Develop In School Personal Development Program as alternative to out-of-school suspension	School Improvement Grant / See SIG for Details			Principal & Lead Partner			INPROGRESS		46191.367.54125.211001.434004.2012_\$ 11,500.00
N	Develop Student	School			Principal & Lead			INPROGRESS		46191.367.54125.211001.434004.2012_\$



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	mgmt and Social/Emotional Ed Program (Children's Memorial Hospital)	Improvement Grant / See SIG for Details			Partner					11,500.00

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	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46191.225.54105.266408.000703.2012_\$0.00
N	Tech XL Leasing funded by NCLB			X	Principal	\$62,835.42	\$62,835.42	INPROGRESS		46191.332.54105.266411.430106.2012_\$0.00 + 46191.332.54105.266411.430119.2012_\$62,835.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		46191.225.54105.266411.000703.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		46191.115.54210.255004.376712.2012_\$0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46191.312.53205.256009.000000.2012_\$0.00 + 46191.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46191.230.54105.254011.000000.2012_\$0.00 + 46191.230.54105.254021.000000.2012_\$0.00 + 46191.230.54105.254002.000000.2012_\$88.00 + 46191.230.54105.254020.000000.2012_\$5,000.00 + 46191.230.54105.254022.000000.2012_\$0.00 +



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

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						
										46191.230.54105.254027.000000.2012_\$ 5,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46191.230.56105.254002.000000.2012_\$ 55,237.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46191.230.53405.254002.000000.2012_\$ 14,964.43 + 46191.230.53405.254002.000000.2012_\$ 14,964.43
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46191.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46191.230.53125.254002.000000.2012_\$ 0.00 + 46191.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46191.230.53306.266407.000000.2012_\$ 0.00 + 46191.230.56105.266414.000000.2012_\$ 0.00 + 46191.230.53306.254901.000000.2012_\$ 0.00 + 46191.230.54125.266407.000000.2012_\$ 0.00 + 46191.230.53306.009573.000000.2012_\$ 0.00 + 46191.230.54125.266402.000000.2012_\$ 0.00 + 46191.230.54125.009574.000000.2012_\$ 0.00 + 46191.230.54125.254901.000000.2012_\$ 0.00 + 46191.230.54125.266410.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park High School : 2010-2012 Year 2

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						
					Analyst					
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46191.230.54405.254501.000000.2012_\$0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46191.115.55005.254403.000000.2012_\$11,576.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46191.115.53405.119035.000000.2012_\$15,785.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46191.115.53305.119035.000000.2012_\$90,808.23



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		46191.369.53405.148001.474555.2012_\$ 8,587.00 + 46191.369.54210.148001.474555.2012_\$ 1,600.00 + 46191.369.53405.140007.322016.2012_\$ 594.00 + 46191.369.53306.140007.322016.2012_\$ 9,877.00 + 46191.369.54210.140007.322016.2012_\$ 200.00 + 46191.369.55005.149014.474552.2012_\$ 0.00 + 46191.369.55005.148001.474555.2012_\$ 22,259.00
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	\$48,361.00	\$48,517.39	INCOMPLETE	408827	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46191.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		X		OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
	ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.				Analyst					
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		46191.230.51320.290001.000000.2012_\$0.00
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		46191.115.55005.119035.000000.2012_\$13,304.00 + 46191.115.56105.119035.000000.2012_\$3,909.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
	324 & 326)									
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	\$326,518.00	\$314,678.87	INCOMPLETE	163452,151018,161465,150976,168906,161938,151141,163060,162300,149635,162581	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		46191.369.53405.140050.322014.2012_\$0.00 + 46191.369.53405.140050.322016.2012_\$5,805.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
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		
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		



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46191.115.54215.241011.000000.2012_\$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	\$289,831.00	\$289,462.92	INCOMPLETE	147633,147971,154416,154387,154449,154540	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46191.210.53405.254607.000000.2012_\$3,263.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB	(15) Line 15		X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB	(15) Line 15		X	OMB Budget Analyst	\$11,928.00	\$11,928.00	INCOMPLETE		46191.332.54105.266408.430119.2012_\$11,928.00 + 46191.332.54105.266408.430106.2012_\$0.00
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		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

46191 - Kelvyn Park 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						
	Schools									
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46191.332.57940.119031.430106.2012_\$0.00 + 46191.332.57940.390030.430115.2012_\$552.30 + 46191.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46191.332.57940.390030.430115.2012_\$552.30 + 46191.332.53405.390030.430115.2012_\$1,666.63 + 46191.331.53405.390030.430103.2012_\$2,211.67 + 46191.332.54205.390030.430115.2012_\$51.00 + 46191.332.53205.390030.430115.2012_\$2,174.65