



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
Domovic	David	Principal	X		
Damore	Sharon	Partner			
Gold	Cheryl	Curriculum faculty			
Joseph	Wallace	Parent/guardian			
Jun	Joseph	Other			
Kaufman	Donna	LSC member			
Staniel	Tracy	Parent/guardian			
Turczeniuk	Elena	Magnet Program Staff			
Watson	Laura	Asst. Principal			
Zehr	Brian	Asst. Principal			

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).

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

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

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

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

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

Mr. Joseph Kallas, Mrs. Vivian Moritz, Ms. Auyanna Orr, Mrs. Carol Coughlin, Mr. George Gutierrez, and Depaul University have all helped our school achieve AYP through coaching and professional development.

 **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.

A committee of parents, staff, and community held a series of focus groups in November and December to survey parents, students, staff, and community about their needs, wants, and perceptions of our school. They also sent an online and paper survey to all of our families who did not participate in the focus groups. We had about 250 families participate in the survey. The families included attorneys, accountants, financial advisors, current teachers, public relations advisors, and university professors. This resulted in a good mix of experts who can advise us on educational matters, budget items, and community relations.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	2	0	4	0	1	

Summary of Meetings

Meeting Date	Meeting Type	Description
18-Nov-2010	Small group discussion	Focus group with parents about SIPAAA suggestions
18-Mar-2010	SIPAAA Team	Assessment data discussion
15-Mar-2010	Other	LSC discussion on budget cuts
18-Feb-2010	Small group discussion	Staff discussion on reduced class size and extended day



Meeting Date	Meeting Type	Description
08-Feb-2010	Other	LSC Meeting to discuss extended day
03-Feb-2010	SIPAAA Team	Continue to discuss budget priorities for next year
28-Jan-2010	SIPAAA Team	Discuss budget priorities for next year
12-Jan-2010	Other	Presentation to LSC
15-Dec-2009	Town hall/community mtg.	Presentation to the parents
08-Dec-2009	Town hall/community mtg.	Presentation to the parents
03-Dec-2009	Small group discussion	Recommendations from surveys discussed
23-Nov-2009	Other	Teacher survey collected and recorded
20-Nov-2009	Other	Parent survey sent home and put online
19-Nov-2009	Small group discussion	Focus group with staff/parents about school needs
19-Nov-2009	SIPAAA Team	Assembling comments on school needs
17-Nov-2009	Small group discussion	Focus group with parents about school needs
17-Nov-2009	Working group	Prioritizing school needs
13-Nov-2009	Other	Phone calls home about survey
12-Nov-2009	Other	Phone calls home about survey
11-Nov-2009	Other	Flyer and cover letter sent home about the survey
06-Nov-2009	Working group	Outline of focus group and survey procedures
04-Nov-2009	Small group discussion	Discussion on academic excellence and building improvements
03-Nov-2009	Other	Brainstorming for focus groups
22-Oct-2009	Other	Staff meeting about needs assessment
13-Oct-2009	Other	LSC discussion of a needs assessment
17-Sep-2009	Small group discussion	Discussion of school assessment data
02-Sep-2009	SIPAAA Team	Outline general procedure for completing 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: 239
 Number of Student Survey Responses: 306
 Number of Teacher Survey Responses: 33
 Number of Staff Survey Responses: 7

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:

Vision Statement:

We seek to provide a cohesive curriculum from grades pre k to 11 with an extensive focus on literature, writing, and the humanities that meets the needs of all students while honoring cultural diversity, English language learners, multiple intelligences and individual learning styles, including special needs and gifted students. We will provide hands on engaged learning, innovative approaches, fine arts, AVID, foreign language integration, and reduced class sizes with parent involvement.

Alcott Elementary and High School is an exceptional literature and writing school that promotes lifelong learning and reflects best practices in teaching with an addition of a humanities approach in the high school.

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 students who meet or exceed state standards for the highest grade has increased this past year after a slight dip from the previous year. Our math score for the highest grade is 8% higher than the previous year. Our Freshman On -Track have risen steadily and significantly during the past three years.

Concerns:

The number of students meeting or exceeding standards in reading for the highest grade lags behind that of math. We had a slight decline of 1.8 % in reading.

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?

Our reading, math, and science scores continue to improve to unprecedented levels. Our females out performed the males in every grade

except fourth in reading, and in every grade grade except fifth in math. The third grade math scores were the highest in the school, and their reading scores second highest. In fourth grade, the number of African American students exceeding the standards increased in reading and math. The number of white and hispanic students exceeding standards increased in math. In fifth grade reading, the number of African American and Hispanic students exceeding the standards also increased. For 5th grade math, the number of white students and Hispanic students exceeding the standards increased. In 5th grade writing, the number of students meeting the standards for all racial groups increased. In 6th grade reading, math, and writing, the number of students meeting/exceeding the standards is fairly consistent for all racial groups. In 7th grade reading and math, the exceeds number increased for African American students. In 7th grade science the number of students meeting the standards increased for all racial groups. Lastly, in 8th grade reading our results remained fairly consistent for all racial groups. In math, our meets increased for all groups. In writing, we saw the most increase for our hispanic students. We also have shown a significant gain in our "Freshman On-Track to Graduate." On the ISAT, our 4th and 8th grade score in reading this past year has dropped 3.3 % for 4th grade and 1.8% for 8th grade. In math, the 4th grade ISAT also dropped 3.8% and in 7th grade, the math score dropped 2%. For 9th grade, our overall EXPLORE score was .6% lower than the national average.

- 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.

Each year, our school is involved in an options citywide lottery and two minority transfer lotteries. At times, we receive students who are 2-3 years below grade level. It is challenging to bring them to grade level in a short time. Also, the short school day presents a problem in addressing instructional needs. We continue to look for creative ways to extend the instructional day.

- 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?

Reduced class size teachers, or funding to pay extra staff would result in small group/one-on-one instruction. Also, a longer school day and longer school year would improve our instructional program. We could remediate when necessary and enrich where possible to provide all of our students a quality program. Our next steps include asking parents and community to fund extra staff and a longer school day for at least part of the week.

- 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 test scores continue to rise schoolwide. However, our science scores lag behind reading and math. We also need to strategize in certain grade levels to increase results for subgroups.

- 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>

Although our overall school scores have increased, our minority students do not achieve at the same level as our non minority students. We are concerned in the 4th grade with the exceeds for white and hispanic students in reading. Also, 4th grade science scores for African American students meeting/exceeding standards declined. In 5th grade writing, the number of Hispanic students meeting standards declined. In 6th grade reading and math, the number of Hispanic students meeting the standards declined. In 7th grade reading, the white students declined in the exceeds category. For 8th grade writing, the number of African American and Hispanic students meeting/exceeding standards has declined somewhat.

Strengths:

Our most obvious strength is that all of the subgroups met AYP. For the first time, 100 % of our white students met or exceeded the standards. Also, all of our subgroups increased in percentage in meeting/exceeding the standards.

Concerns:

Although we have once again made AYP, African American students lag behind Hispanic and White students in reading and math. Also, our attendance is above the expected rate, but can be higher.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The average days absent per student has declined for the past two years. The 9th grade attendance (our first year) is currently 95.3%. The students reporting participation in extracurricular activities has also increased 5% at the elementary and is 72% at the 9th grade. Students reporting a safe and respectful environment remains steady. The 9th grade is strong at 99% for our first year. Students reporting supportive teachers and staff has risen 3% this year. The number of suspensions has declined significantly, and the number of expulsions remain at zero.

Concerns:

One concern at the elementary school is that the percentage of students reporting academic rigor has declined 4%.

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?

Both our elementary school and high school are located in gentrified, middle/upper class neighborhoods with the high school drawing from a neighborhood and citywide lottery. The parents at the elementary school are very involved, and at the high school, moderately involved. The elementary school parents donate significant amounts of money to supplement the basic curriculum and allotted staff. The community/neighborhood association also contributes money to provide enrichment programs for our school. We have a Professional Development Partnership with DePaul University which provide staff development, student observers, and student teachers to our elementary and high school.

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

Math	Connected Mathematics Project	used in middle school										X	X	X
Math	Other	Math Investigations			X	X	X	X	X	X				
Science	FOSS Kits	classroom instruction			X	X	X	X	X					
Arts Education	Teacher-Created	drama and dance		X	X	X	X	X	X	X	X	X	X	X
Reading	Other	Blueprint		X										
Math	Teacher created	based on Erickson Institute		X										
Science	Teacher created	based on Erickson Institute		X										
Science	Teacher created	2 science labs								X	X	X	X	
Arts Education	Teacher-Created	visual arts program		X	X	X	X	X	X	X	X	X	X	X
Social Studies	Teacher-created	grade level textbooks		X	X	X	X	X	X	X	X	X	X	X
Social Studies	Other	i Earn Project					X						X	X
Writing	Writers' Workshop	Classroom Instruction										X	X	X
Writing	Other	Lucy Calkins Units of Study			X	X	X	X	X	X				
Writing	Other	iEarn Project	X											
Arts Education	Teacher-Created	classroom music	X											
Arts Education	Teacher-Created	band							X	X	X	X	X	
Reading	Reader's Workshop	Classroom Instruction	X											
Reading	Other	NSSP									X	X	X	X

 **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).

At the elementary school, we offer an extensive after school program which remediates and enriches the instruction for students who are deficient in the core subjects. We also have parent volunteers/retires teachers who provide remediation during the school day. Also, our partnership with DePaul University provides us with extra staff to work with groups of students in need. For 9th grade, the staff has provided study halls both before and after school for those students who need extra help. We also have an "intervention" period as part of our school day. The staff at both the elementary and high school has common planning periods so they can meet and analyze data/instructional strategies both during the day, and at PM sessions. Both campuses have a restructured day so we can plan targeted professional development for gen ed staff as well as special ed staff. Differentiation, modification, classroom management, and instructional motivation are among the topics.

- 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...).

Our staff has met extensively to map out our curriculum to ensure schoolwide integration. We plan to refine this map, based on student, parent, and staff comments. We also need to focus on the sub groups who are not performing as well as others, by lowering class size and providing extra support (parents and staff) for struggling students. In order to reduce achievement gaps within and among the subgroups, MCLTs will continue to strengthen the focus on literature and writing by continuing to work with programmatic partners such as Writer's Theater and The Mime Co., and offer opportunities for student participation in Reading Fair and iEARN. Additionally, the MCLTs will continue to fervently provide teachers with coaching, instructional dialogues, modeling, and opportunities to partake of literature and writing programmatic offerings to increase our teacher and student participation to reach 100%. At the 9th grade level, we have AVID as part of our regular school day to help organize students and provide effective strategies for them to gain the most from their instruction.

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

- Next Steps for Instruction:

Based on surveys, focus groups, and student discussions, we need to have smaller class sizes, a longer school day, and an extended school year. We hope to combine parent contributions and stimulus money to accomplish this. Continued targeted professional development will afford the staff with current instructional strategies. Utilizing retired teachers and community members can be a valuable resource to remediate. MCLTs will integrate writing and reading across the curriculum and will continue to involve community partners to this end. MCLTs will coach classroom teachers in the Reading Workshop model and will continue conduct professional dialogues regarding curricular integration and the use of programmatic offerings. Lastly, sharing staff and students from DePaul University will enable out own staff to complete effective instruction on a daily basis.

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 need to hire reduced class size teachers who can provide a better teacher-student ratio especially in the classes where students are struggling. We also need to maximize the time that students are in front of their homeroom teacher. We plan to implement individual 5 week classroom assessments to provide valuable feedback. Lastly, we plan to restructure the computer lab time to better support classroom instruction by integrating language arts instruction and math instruction into weekly computer lab time. MCLTs will identify and allocate additional literature and writing resources so as to increase the number of children who would benefit from programmatic offerings. MCLTs and teachers will continue to implement Lucy Calkins' model of Writing Workshop by providing professional development, coaching and modeling, and instructional dialogues and consultations. MCLTs will begin to implement Reading Workshop to our reading blocks in grades K-8. To champion this endeavor, MCLTs will identify a classroom that embraces the Reader's Workshop philosophy as well as the conditions for learning to provide a means to demonstrate the logistics of this model.

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?

Carefully planned staff development targeted at differentiation, inclusion, and data driven instruction have helped student achievement. We want to increase common planning time, and have targeted data PM sessions to help us even further. Professional development on brain research, and discussions around national standards, along with effective scheduling (block schedules, for example) are being used for those students and grades which need improvement.

✔ **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...)

We will engineer structured grade level meetings and PM sessions where staff can analyze instructional data and inclusion strategies. This common planning time can serve as important tool for improvement and reflection and is shared through school wide meetings and/or recorded notes.. The LSC hopes to alot, pending available funds, money for staff to attend professional development offered both in and out of Chicago. Generous parent donors and DePaul University continue to subsidize needed staff development.

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

- Next Steps for Professional Capacity:

Increase the time for grade level meetings and collaboration meetings with special ed and bilingual staff so we can ensure that our instructional program meets the needs of all students. We need to continue staff development related to differentiation, since we also have students who are significantly above level in each most classrooms. MCLTs will offer professional development to classroom teachers focused on curricular integration across the core subject areas. MCLTs will establish at least three professional learning communities (PLCs) within the school which will focus on an area of need. MCLTs and PLCs will be responsible for collecting data in order to gauge instructional effectiveness and plan next steps. MCLTs will continue to incorporate programmatic offerings which allow students to collaborate and participate in academic competitions within the school, district area, and city. Through rigorous reflection and dialogues with teachers throughout the year, MCLTs will help teachers identify instructional challenges in Reading and Writing in order to forge partnerships with peers who have been successful in meeting the same challenges. These dialogues may also form the basis of additional professional development by MCLTs and consultants. MCLTs provide opportunities for professional development that integrate the SIPAAA priorities.

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).

Our school continues heterogenous grouping to ensure an inclusive mix within our classrooms. Inclusion staff and peer tutors promote a "family" atmosphere where all students learn. Cooperative learning groups aimed at higher order thinking also promote peer relationships within the classroom. Sports activites during the regular school day, before/after school also ensure physical and social interaction for all students at all grade levels, pre k to 11.

- Next Steps for Learning Climate:

Our school has been quite successful in recruiting families and having much parent participation. We need to have a share of parent/student events that are also not expensive to attend, so all families can participate. Students and teachers should continue to receive adequate supplies and items from their "wish lists" so they can learn/teach in a professional, comfortable environment. In order to continue to provide incentive and generate interest in Reading and Writing, MCLTs will sponsor additional activities to celebrate effort and achievement. These include a Literacy Fair and The Poetry 20 (framed showcase of best 20 poems from Alcott students in halls and stairwells), among others. MCLTs will forge new community partner relationships and continue to collaborate with established partners to enhance our learning environment and to make our school's focus more recognizable as a Literature and Writing school. MCLTs will continue to write grants and to procure funding and materials to support our program.

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?

Our school is in the PDS (Professional Development School) Network with De Paul University. Student teachers, observers, and/or tutors from DePaul have provided extra hands in our classrooms. They are able to work with groups to remediate and enrich as needed. Wrightwood Neighborhood Association provides funds each year for our drama/speech program and theatre trips. Also, retired teachers within our neighborhood tutor targeted students each day for remediation.

- 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.

Parents have initiated and developed an email system where I can successfully communicate our academic status in a timely manner. Written copies sent home with students whose parents do not use email are used. Notices and letters are sent home in Spanish for those that need a translation. Also, parent breakfasts, night meetings, and monthly LSC meetings provide parents with an opportunity to have pertinent information.

Next Steps for Family & Community Involvement:

Continue our partnership with DePaul University who provides professional development for our staff, as well as student teachers/observers to help in our classrooms. We have established a community relations committee who plans to reach out to the businesses for support of our school. We have successfully begun an extension of our existing school to grade nine for the students at our school as well as the community. MCLTs will continue to work with volunteers who are heading Alcott's monthly newsletter and the school's website in an effort to communicate a more comprehensive picture of our Literature and Writing program to our school community. MCLTs will continue to work with parents and classroom teachers to make recommendations regarding literature titles that would make good additions to current libraries. MCLTs will continue to cement established relationships with parents in order to further promote our school's focus area. We will continue to work with Children's Memorial to provide services to our students and families. Counseling, medical service, and community outreach are our priorities. Lastly, we will continue to work with Wrightwood Neighbors Association who subsidizes part of our arts program and ensure their support and recruitment for our school.

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	Literacy instruction will be prioritized within the school by integrating literature and writing across the curriculum for grades kg-11.	Increase by at least 2% per year, the exceeds category on the ISAT, ACCESS, EXPLORE, and IAA. Students will produce pieces of writing in 4 core subject areas instead of just 1 subject area.	View test results on standardized tests and 5 week assessments. Staff will discuss data during PM sessions with staff to improve instruction. Also, MCLTs along with Language Arts teachers will collect writing samples for data and student progress purposes in order to improve instruction.	Yes
2	Mathematics	Strive to increase scores in math, with particular emphasis on closing the achievement gap between subgroups through the implementation of reduced class sizes and a longer school day for the elementary school, and through the daily "intervention" period for the high school.	Increase by at least 2% per year, the exceeds category on the ISAT, ACCESS, EXPLORE, and IAA. Students will also produce writing in this content area through short/extended response.	View test results on standardized tests and 5 week assessments. We will discuss data with staff at PM sessions to improve instruction. Staff will record and keep binders on grade level meetings in which data and samples are discussed.	Yes

CPS SIPAAA Planning Report

22041 - Louisa May Alcott School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Science	Strive to increase scores in science with particular emphasis on closing the achievement gap between subgroups accomplished through the implementation of reduced class size for the elementary school, and hands-on science labs for both the elementary and high school.	Increase by at least 2% per year, the exceeds category on the ISAT, ACCESS, EXPLORE, and IAA. Students will produce writing in this content area at least once per month.	View test results, 5 week assessments, and discuss data in PM sessions with staff. Notes and samples from grade level meetings will be kept and reviewed by administration. Writing samples will be collected and reviewed by MCLTs and Science teachers for data and student progress purposes in order to improve instruction.	Yes
4	Arts Education	Implement a schoolwide quality fine arts program composed of art, music, dance, and drama.	Increase by 2% per year, the number of students who participate and demonstrate achievement through displays, performances, and journal writing.	Dates will be chosen for performances, and parents/community will be invited. Student manuscripts will be collected and reviewed by MCLTs for data and student progress purposes.	Yes
5	Technology	Computers will be leased to furnish a computer lab. Laptops will also be used in classrooms to support instruction.	15% increase in funding for our computer program to lease new computers. Students will use computers to take the newest assessments and also use the laptops within the classrooms to complete research and produce authentic writing.	Order and supervise installation of the leased computers. Teachers will submit lesson plans which include the use of laptop computers and writing across the genres.	Yes
6	Operations Schools	Implement a schoolwide effort to clean and organize school rooms/spaces, including the kitchen and outdoor grounds for both the elementary and high school.	Increase by at least one, the letter grade given to the school for cleanliness.	Engineer will monitor custodial staff to ensure that building space is cleaned thoroughly each day. He will report to the principal/assistant principal on a weekly basis and submit any needed requisitions in a timely manner.	

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.

- ✔ **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										
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	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$615,647.00	\$665,903.90	INCOMPLETE	452758,394417, 426980,428304, 426991,429148, 394543,430427, 432357,428302, 434378	22041.326.51330.290001.300050.2012_ \$ 1,376.75
N	Staff will organize academic and non-academic		X		Mr. Zehr, Mr. Domovic			UPCOMING		



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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						
	clubs after school for the 9th-11th Grade students.									
N	All 9th, 10th, and 11th grade students will participate in a daily "intervention/enrichment" period to provide needed help and/or acceleration.			X	Classroom Teachers	\$14,832.00	\$14,832.00	INPROGRESS		22041.225.53305.119015.000703.2012_\$14,832.00
N	Provide money for commodities/supplies for homeless students.			X	Ms. Green, Mrs. Kaiser			INPROGRESS		
N	Hire an office staff person for before, during, and after the school day funded after July 1st through parent donations.		X		Mr. Domovic	\$149,035.00	\$146,624.51	UPCOMING	163937,355111	
N	Hold a high school fair for current 7th and 8th grade parents to support ninth grade transition.			X	Mrs. Kaiser			UPCOMING		
N	Sponsor a career day during the school day for seventh/eighth grade students to listen to, and discuss high school choices			X	Ms. Vincent, Ms. Kaiser			UPCOMING		



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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						
	as part of our 9th grade transition project.									
N	Various consultants will be hired for the high school during the day to work with students in our intervention/enrichment periods, as well as after school in our clubs.		X		Mr. Zehr, Mr. Domovic			UPCOMING		
N	Bus transportation will be provided for the high school students to attend events through the AVID Program and also for the academic/non-academic clubs.			X	High School Staff	\$6,000.00	\$6,000.00	UPCOMING		22041.115.54210.119035.000000.2012_\$6,000.00
N	Travel reimbursement for students and parents			X				INCOMPLETE		
N	Fund ARRA (fund 353) activities. See school budget detail.			X				INCOMPLETE		
N	Fund ARRA (fund 353) activities. See school budget detail.		X					INCOMPLETE		
N	General Education funds for AVID		X					INCOMPLETE		
N	Start up and			X				INCOMPLETE		22041.115.53305.009546.005058.2012_\$



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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						
	expansion funds									10,666.57

4 - Arts 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	Writing opportunities for Writer's Theatre, Young authors, and iEARN will be made possible by MCLTs in Fine Arts, before/after school and during the school day.			X	MCLTs			INPROGRESS		
N	Hire a music consultant to work with students and staff during the school day paid for after July 1st through parent donations.			X	Mr. Domovic			UPCOMING		
N	Hire a drama consultant for students during the day paid for through a neighborhood grant.			X	Mr. Domovic			UPCOMING		
N	Hire a .5 art teacher to teach during the school day funded after			X	Mr. Domovic			UPCOMING		



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4 - Arts 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						
	July 1st through parent donations.									

5 - 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	School will pay the computer fee to enable students to integrate technology into the instructional program during the day.			X	Principal			UPCOMING		
N	Lease computers for our computer lab in the elementary school through parent donations funded after July 1st.			X	Mr. Jun, Parent Committee			UPCOMING		
N	Begin to furnish classrooms with smart boards and elmos funded after July 1st through parent donations.			X	Mr. Jun, Parent Committee			UPCOMING		



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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	MCLTs will model and coach literature and writing integration in content area classrooms at least twice per year during the day, K-8th grades			X	MCLTs			INPROGRESS		
N	Activities outside of the literature and writing programmatic offerings, such as 826 CHI, will be identified and brought in during the school day to work with students at varying levels of mastery in language arts so as to challenge all learners regardless of academic standing.			X	MCLTs			UPCOMING		
N	MCLTs will identify a classroom during the school day that embraces the Reader's Workshop philosophy as well as the conditions for learning to provide a means to demonstrate the logistics of Reader's			X	MCLTs			INPROGRESS		



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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						
	Workshop.									
N	MCLTs will identify and allocate additional literature and writing resources to an increased number of students in a program both before and after the school day.			X	MCLTs			INPROGRESS		
N	MCLTs will sponsor a Reading Fair during the school day.			X	MCLTs			UPCOMING		
N	MCLTs will sponsor a Literacy Festival during the day to encourage participation in reading and writing opportunities.			X	MCLTs			UPCOMING		
N	Programmatic partners provided through the literature and writing program will provide workshops for our students during the day.			X	MCLTs	\$6,640.00	\$6,640.00	INPROGRESS		22041.225.55005.119015.000703.2012_\$6,640.00
N	PM sessions and grade level meetings will be conducted to facilitate instructional dialogues and			X	Principal and Assistant Principal			INPROGRESS		



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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						
	review of student data for grades pre k -11.									
N	Our ITL will meet in the summer to discuss instructional strategies and "five week" assessments for next year.			X	ILT Team			UPCOMING		
N	Students from particular subgroups who are achieving at a slower pace will be given additional literacy opportunities through the after school program.			X	Ms. Watson, Mr. Jun			INPROGRESS		
N	Hire a kg. aide to work with students during the day paid for through parent donations.		X		Mr. Domovic			UPCOMING		
N	Provide an extended day for increased instruction at the elementary school.			X	Mr. Domovic			INPROGRESS		
N	All 9th, 10th, and 11th grade students will participate in the AVID program during the day, stressing organizational skills, note taking, and college			X	Mr. Zehr, Ms. Luna			INPROGRESS		



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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						
	readiness.									
N	Classroom instruction during the day will be project-based with cooperative learning groups.		X		Classroom Teachers	\$4,180,669.00	\$4,135,122.65	INPROGRESS	128935,226765,331777,352819,421983,251899,119084,347715,278861,162046,116110,127949,130914,424525,116701,347746,364187,165120,157028,155884,119098,265882,137751,120162,153386,122780,138553,444752,347728,444824,170153,117616,432840,354848,217361,125855,423424,120184,140832,402273,155884,140048,376345,424526,129258,132392,117590,265885,327652,144276,447303,424524,351049,305812,138274	

2 - 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	Math teachers (elementary and high school)		X			\$91,740.00	\$90,653.75	INCOMPLETE	444819	



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2 - 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	MCLTs will provide opportunities for professional development after school and during the day, focusing on integrating in math.		X		MCLTs			INPROGRESS		
N	MCLTs will help teachers after school and during the day to identify instructional challenges in literature and writing in the content area in order to forge partnerships with peers who have been successful in meeting the same challenges.			X	MCLTs	\$13,189.00	\$13,189.00	INPROGRESS		22041.115.55005.111004.000000.2012_\$13,189.00
N	Writing opportunities for iEarn, and Reading Fair will be made possible by MCLTs in Math, before/after school and during the day.			X	MCLTs			INPROGRESS		
N	Math teachers will continue to map our curriculum during the day to include a higher percentage of students in 8th		X		Jennifer Crosby, Jessica Klink	\$198,344.00	\$296,270.61	INPROGRESS	266261,115789, 347386,452008	



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2 - 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						
	Grade Algebra through our partnership with DePaul University.									
N	Students from particular sub groups who are acheiving at a slower pace will be given opportunity for additional math in the after school program.		X		Mr. Domovic	\$80,005.00	\$75,944.41	INPROGRESS	352578	
N	Provide reduced class size teacher for fifth grade paid after July 1st through parent donations.		X		Mr. Domovic			UPCOMING		
N	PM sessions and grade level meetings will be conducted to facilitate instructional dialogues and review of student data for grades pre k -11.			X	Mr. Domovic, Ms. Watson			UPCOMING		
N	Our ITL will meet in the summer to discuss math strategies and "five week" assessments.			X	ILT Team			UPCOMING		



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3 - 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	Establish a hands-on chemistry lab for 10th grade.			X	CPS Office of New Schools			UPCOMING		
N	Writing opportunities for iEARN, Reading Fair, and Science Fair will be made possible by MCLTs in Science, before school, after school, and during the day.			X	MCLTs			INPROGRESS		
N	MCLTs will help teachers during the day, identify instructional challenges in literature and writing in the content area. Writing will be part of the scientific method (hypothesis, for example) .			X	MCLTs			INPROGRESS		
N	Open a primary science lab and continue to schedule intermediate/upper grade students into the existing labs.			X	Mr. Domovic, Laura Watson, science teachers			INPROGRESS		
N	Hold a schoolwide science fair during the day.			X	Mr. White, Ms. Billingham			UPCOMING		
N	Students in all grades, kg-10, will experience a hands on		X		Classroom Teachers	\$422,720.00	\$417,155.63	INPROGRESS	115612,347411, 429706,116180, 113120	



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3 - 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						
	science curriculum during the day.									
N	We will open a chemistry lab for grade 10, and continue to offer biology for grade 9 students.			X	Mr. Domovic, Mr. Brown			UPCOMING		
N	PM sessions and grade level meetings will be conducted to facilitate instructional dialogues and review of student data for grades pre k -11.			X	Mr. Domovic, Ms. Watson			UPCOMING		
N	Our ITL will meet in the summer to discuss math strategies and "five week" assessments.			X	ILT Team			UPCOMING		

6 - Operations Schools										
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	Meet monthly during the day to assess building cleanliness.			X	Engineer, Mr. Domovic, Ms. Watson			INPROGRESS		
N	Develop a checklist for classrooms as a guideline for cleanliness			X	Engineer, Mr. Domovic, Ms. Watson			UPCOMING		



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6 - Operations Schools										
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						
	inspection in both the elementary and high school.									

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		22041.312.53205.256009.000000.2012_\$0.00 + 22041.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst	\$5,198.00	\$5,198.00	INCOMPLETE		22041.230.54105.254021.000000.2012_\$0.00 + 22041.230.54105.254002.000000.2012_\$2,198.00 + 22041.230.54105.254020.000000.2012_\$3,000.00
N	Custodial Repairs			X	OMB Budget Analyst	\$27,308.00	\$27,308.00	INCOMPLETE		22041.230.56105.254002.000000.2012_\$17,967.75
N	Custodial Supplies			X	OMB Budget Analyst	\$8,587.00	\$8,587.00	INCOMPLETE		22041.230.53405.254002.000000.2012_\$6,505.85
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22041.230.54125.266407.000000.2012_\$0.00 + 22041.230.54125.266402.000000.2012_\$



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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						
										0.00 + 22041.230.54125.009574.000000.2012_\$ 0.00 + 22041.230.53306.266407.000000.2012_\$ 0.00 + 22041.230.54125.266410.000000.2012_\$ 0.00 + 22041.230.56105.266414.000000.2012_\$ 0.00 + 22041.230.54125.254901.000000.2012_\$ 0.00 + 22041.230.53306.254901.000000.2012_\$ 0.00 + 22041.230.53306.009573.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		22041.115.54210.255052.000065.2012_\$ 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		22041.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22041.225.54105.266408.000703.2012_\$ 3,504.00
N	SPED transportation			X	Principal			INPROGRESS		22041.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		22041.225.54105.266411.000703.2012_\$ 8,598.00



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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	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		22041.115.55005.254403.000000.2012_\$4,831.00
N	115 Supplies			X	OMB Budget Analyst	\$12,898.00	\$12,898.00	INCOMPLETE		22041.115.53405.119035.000000.2012_\$10,964.06
N	115 Textbooks			X	OMB Budget Analyst	\$23,539.00	\$23,539.00	INCOMPLETE		22041.115.53305.119035.000000.2012_\$39,969.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
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			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		22041.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	331/430100) supplementary funded activities.									
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	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst	\$148,176.00	\$146,050.57	INCOMPLETE	424324,429925	
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		22041.115.56105.119035.000000.2012_\$1,631.00 +



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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						
										22041.115.55005.119035.000000.2012_\$9,775.00
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	\$348,375.00	\$332,491.23	INCOMPLETE	450179,305972, 450037,450181, 450034,158587, 162534,450180, 450182,169003, 450036	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		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	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
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		
N	Position(s) funded out of Title III - Emergency Immigrant		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						
	Language Acquisition									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		22041.115.54215.241011.000000.2012_\$75.00 + 22041.115.54215.241013.000000.2012_\$50.00
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	\$42,412.00	\$89,391.99	INCOMPLETE	450985,444686	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network			X	OMB Budget			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						
	support funded by SGSA				Analyst					
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		22041.225.57940.119020.000703.2012_\$0.00 + 22041.115.57940.111013.000219.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		22041.326.53405.221307.300050.2012_\$2,423.00 + 22041.115.53305.119035.000000.2012_\$39,969.00 + 22041.326.54205.221307.300050.2012_\$2,464.49 + 22041.115.56105.119035.000000.2012_\$1,631.00 + 22041.326.54525.221307.300050.2012_\$200.00 + 22041.115.55005.119035.000000.2012_\$9,775.00 + 22041.326.57940.221307.300050.2012_\$333.00 + 22041.115.55005.254403.000000.2012_\$4,831.00 + 22041.326.55005.221307.300050.2012_\$600.00
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		



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