



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
Payne	Vincent	Principal	X		
Brown	Charles	Counselor/case mgr.			
Cain	Robert	Asst. Principal			
Dickerson	Sonja	Classroom tchr.			
Khan	Fatimah	Classroom tchr.			
Lee	Gwendolyn	Classroom tchr.			
Maghett	Tanya	Support staff			
McCollough	Lashonda	LSC member			
Mingo	Bernice	Classroom tchr.			
Patsiopoulos	Konstantinos	Lead/resource tchr.			30-Jun-2010
Patterson	Vanessa	Special ed. faculty			
Weems	Rodney	Support staff			
White	Brenda	LSC member			
Wilson	India	Special ed. faculty			

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. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

 **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)

Juwana Foster-Wells
 Aisha Strong

 **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 school leadership team engaged other faculty members, parents and students through various discussion groups and open meetings.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	6	3	5	10	2	3

Summary of Meetings



Meeting Date	Meeting Type	Description
03-May-2010	SIPAAA Team	drilling down on plan items and final steps for presentation
28-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
26-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
22-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
20-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
15-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
12-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
08-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
05-Apr-2010	SIPAAA Team	assessing current programs and planning for new ones
25-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
22-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
18-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
15-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
09-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
04-Mar-2010	SIPAAA Team	assessing current programs and planning for new ones
23-Feb-2010	SIPAAA Team	assessing current programs and planning for new ones
18-Feb-2010	SIPAAA Team	assessing current programs and planning for new ones
09-Feb-2010	SIPAAA Team	Discussed SIPAAA. planning process

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:
- Number of Student Survey Responses:
- Number of Teacher Survey Responses:
- Number of Staff Survey Responses:

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:

Our mission at Aldridge is to provide a school environment that supports a strong, quality instructional program, whereas data is utilized:

Vision Statement:

The Vision of Aldridge is to motivate and develop an environment that is conducive to learning for ALL students, and create a positive, student centered learning climate in which to educate, and prepare ALL of our students to become life-long learners and

1) To implement collaborative professional development which includes participation of all staff members in the PILOT program (Teaching for Learning Framework) to support an effective learning community.


positive contributors to society and the global community.

2) To ensure that all students have structure and authentic learning experiences in all subjects.

3) To form partnerships with teachers, students, parents, retired teachers, universities and the broader community which will aid in the process of further improving academic instruction in the core subject areas of Reading, Mathematics, Science, Social Science, integration of technology, and the RTI (Response to Intervention) monitoring tool. These partnerships will empower our students to compete successfully in the global society of the 21st Century.

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:

Currently, Scantron Results have improved from Fall 2010 to Winter 2011 for all classes except one. The most positive growth on Scantron was in the 5th grade, which has resulted in the lowest ISAT scores for the past two years.

Through the use of DIBBLES reading assessments, there have been positive trends in reading development indicating a strong primary department.

Additionally, ISAT Reading and Math composites for the 2010-2011

Concerns:

Aldridge fell short of making A-Y-P for the 2009-2010 school year and is continuing its attempt to close the achievement gap in Reading, Mathematics and Science. Although there has been growth in ISAT, losses of school personnel affected the teaching staff.

Additionally, 8th grade ISAT Meets and Exceeds composite has declined.

school-year has trended up from the 2009-2010 school-year.

The current 2010-2011 suspension rate is on track to be lower than the previous 2009-2010 school year.

8th Grade students taking the Explore exam have demonstrated an 8 percentage point increase in the English portion and a 16 percentage point increase in the Reading portion of the exam from the previous year.

Freshman-on-Track percentage rates has increased almost 20%.

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

School-level assessment data includes ISAT, CPS Benchmark, DIBELS, and Scantron.

ISAT scores has increased, and Scantron scores are on the increase for a majority of the students from Fall to Winter testing.

- 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.

The community and school are in transition. As reported, 168 students transferred into Aldridge, while 63 students transferred out. The community is still undergoing housing renovations, which indicates that many families are transient moving both in and around the community.

- 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?

Although Aldridge has seen steady growth over the last 4 years, the district has seemed to project fewer students than we have actually received. The district could support Aldridge by funding the school more equitably.

The schools instructional leadership team meets weekly to discuss next steps to raise student achievement. We support all staff members by getting a representation of staff members to have a voice.

- 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?

We must take into account the 49% mobility rate that was reported. About 1/2 of our current students are new to the school with, coming into the school at various academic levels.

- 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 students showed the greatest deficiency in the area of Science. There were increases in all Composite scores.

Strengths:

Currently 80% of the students in the primary cycle have met the benchmark goal in DIBLES assessment. Also, despite an influx of new enrollments throughout the course of the 2009-2010 school year, there was growth in the ISAT scale score average in grades 3-8. Math and reading value added has increased.

Also, are current 5th Graders who were struggling fourth graders last year, showed the most gain from the Fall to the Winter Scantron Testing.

Concerns:

Student achievement on ISAT has had a negative trend and students are not contributing to closing the achievement gap. In comparison to 2007 and 2008, there were significant gains in Reading, Mathematics and Science. However, due to a 48.9% mobility rate, scores for the year 2009 had a substantial decline in the areas of Reading, Mathematics and Science.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The student body has expressed a high level of satisfaction with the nurturing and supportive environment that Aldridge has established. A strong majority of the students feel safe and respected within the school, which demonstrates the school climate is conducive to both teaching and learning.

All students are afforded an opportunity to participate in all before and afterschool extracurricular activities, and a majority of the students participate in some form of extracurricular activities (i.e. Stock Club, Horticulture Club, By The Hand and You Can, Athletics, Music Program, etc.).

Additionally, students are eager to participate in activities such as the Literacy, Math, and Science Family Nights in which they get to showcase their learning abilities and talents among their teachers, peers, families and community.

Even though our student population has increased by

Concerns:

There is need for more rigor in the classroom. To help foster rigor, relevancy, and authentic learning, our curriculum will offer more Project Based Learning linking the core subject areas of Math, Science, Reading, Social Studies and Technology.

In addition, days absent per student are on track to be higher than the Board Policy for student per year. The more days students are absent the less likely those students will be successful.

approximately one-third, we are currently on track to have a suspension rate lower than the previous school year.

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?

The community is in transition with an influx of families moving into the community from other CHA Developments as well as other states. To date Aldridge has had approximately 250 new students transfer in since the beginning of the 2008-2009 school year. With this increase in community residents, there has been an increase in violence and crime.

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

When there is an increase in mobility, there are students that arrive with many different academic levels. When the community is constantly changing, the academic institution must work extremely hard to maintain a positive culture and climate.

Strengths:

One teacher has successfully earned National Board Certification, one teacher is currently pursuing National Board Certification, and two teachers that have committed to National Board Certification for the next school-year. There is a great staff in place that is concerned and committed to ensuring school successes at all costs. The current Staff attendance is 96.77% - up from last year. The custodial staff has made vast improvements in the overall cleanliness and regular maintenance of the building. School is involved in the UCAN and By The Hand Programs. We have partnerships with the following: Museum of Science & Industry, Science Chicago, Field Museum, SMAART America Foundation, CAPS, Yes Ma'am, Golden Gate Homeowners Association, National Organization of Black Law enforcement Executives, Altgeld-Riverdale Community Partnership, OBAP-Organization of Black Airline Pilots, and A.R.T.

Concerns:

There has been and continues to be a high mobility rate of students. Parental involvement is low, although the school has a relationship with over 95% of it's parents.

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	McDougal Littell (Houghton Mifflin Harcourt)	State standards to deliver instruction									X	X	X
Reading	Harcourt	State standards to deliver instruction			X	X	X	X	X	X	X		
Reading	Glencoe (McGraw-Hill)	State standards to deliver instruction										X	X
Math	Everyday Math	State standards to deliver instruction			X	X	X	X	X	X			
Science	FOSS Kits	Hands on instruction	X										
Writing	Writers' Workshop	State standards to deliver instruction	X										
Social Studies	Teacher-created	State standards to deliver instruction	X										
Arts Education	Teacher-Created	State standards to deliver instruction	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).

We groom children into the Aldridge climate and culture; we have an open door policy for parents; reading lab for grades 3-8 that supports the literacy program through best practice using the RIT monitoring tool; morning breakfast program where teachers and students eat together, thus setting a positive tone for teaching and learning; authentic attendance strategies that promote excellent attendance; parent volunteers that work with small groups to help struggling students; kids College reading and math computer program that scaffolds learning; partnerships that provide incentives for students general welfare.
 - 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...).

Weekly Collaboration between the General Educators, Special Educators, and the clinicians who services all students with disabilities to focus on the use of grade appropriate instructional materials within all settings. There are paraprofessional support within both the General Ed and Special Education classrooms to assist teachers in devising special strategies for reinforcing materials or skills based on a sympathetic understanding of individual student's needs, interest, and abilities. Flexible grouping throughout the curriculum, Kids College technology based software that is used to reinforce both reading and math skills and can be accessed at school as well as in the home, classroom libraries that are currently being enlarged and enhanced, Project Based Learning, DIBELS, Peer Tutoring, CPS Clicker System, and sharing of strategies among teaching staff. Lastly, students with disabilities and other students who struggles in reading comprehension and/or fluency participates in a Funnix reading intervention program. This program is ran by retired reading intervention specialist and is used to strengthen student's phonemic awareness, fluency, and comprehension skills.

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

- Next Steps for Instruction:

Passage Program, Leadership Team, Professional Development with Reading and Math Publishers, Math and Science Coaches provide Professional Development for teachers, Peer Review,

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:

Leadership team will convene to allow for a wide variety of stakeholders to participate in the decision making process regarding instruction. Leadership team will continue to analyze assessment data to make decision regarding instruction and ensure teachers are adhering to best practices and research based instructional methods. In an effort to support teachers in this endeavor, appropriate resources will be made readily available and data based professional development opportunities will be provided regularly throughout the course of the year.

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?

Currently, our school is being piloted to implement the Teaching for Learning Framework's new Standard Based Instruction Lesson Plan which utilizes best practice instructional strategies.

The Administrative Team, faculty, and staff collaborate together weekly to meet the needs of our student population. The Reading Lab Instructor contribute to teacher instructional enhancement and student growth performance by continuous focused dialogue with faculty and staff. District and in-house teacher targeted PD also contribute to the alignment of the SIPAAA priorities. In addition, a Passage and Peer Review Program has been implemented to aid students and the teachers with smooth transitions from one grade to the next.

✓ **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...)

Provide regular planning opportunities between the classroom and special education teachers to collaborate on student needs; coordination of professional development, both on-site, and off-site; continue to provide additional staff supports in the classroom during inclusion hours.

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

- Next Steps for Professional Capacity:

Continue with administering high quality Professional Development with a focus on technology. Allow time that will allow teachers common planning time. Conduct more Professional Development throughout the school year to allow teachers the opportunity to better implement new ideas. Increase school-wide modeling, outside professional development, as well as motivate teachers to actively seek out their own professional development. Increase acknowledgment of school success. Create partnerships with Universities. Teachers attend CMSI professional development throughout the school year. Grade level meeting with the support of Reading Specialist. Teachers attend Reading, Math and Science professional development during the school day.

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).

All students with disabilities are included with their non-disabled peers to the maximum extent that their least restrictive environment will allow. Aldridge currently does not have any full day, self contained classrooms.

- Next Steps for Learning Climate:

Actively solicit community members to increase their commitment. Provide teacher assistants in special education classrooms. Increase attention to authentic student work within the classrooms as well as other common areas. Expose the community to Ira F. Aldridge and increase awareness of heritage and culture within the school to give the children a sense of pride and self-awareness. Continue promoting a family atmosphere that fosters positive relationships with parents, students and staff including an annual Math and Science Family Night. Continue to purchase materials that students will need to develop their skills. Continue to use positive reinforcement to motivate students and to keep positive climate. Keep positive relationships with former students to show current students the connection within education. Mentor students who show difficulty in following the Student Code of Conduct. Build on 8th Grade Algebra Program by including technology and increase student participants. Continue to host the Stock Market Club and in addition add a choir as well as a percussion and keyboard program. Increase awareness and participation in Science Fair and Math Competition. and after school with Reading Specialist and MCLT.

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?

Many factors of family and community involvement contribute positively to our school's student academic performance such as: Back-to-School Barbeque, Stop the Violence Youth Forum, Health Fair, Blood Drives, Family Literacy and Math & Science Nights, Parent Workshops, LSC Meetings, Field Day, Guest Speakers, and community members who work and assist with the academic growth of our student population on a daily basis. In addition, a variety of programs and partnerships contribute to student performance results, including: In My Shoes, Organization of Black Airline Pilots (OBAP), National Organization of Black Law Enforcement Executives (NOBLEE) and The Field Museum.

- 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.

Notices and flyers are posted around the school and sent home with students regarding meetings, monthly parent information news letter, internet accessibility to scores, open door policy with students and parents to meet with the principal, parent/teacher conferences, etc.

Next Steps for Family & Community Involvement:

Increase parent and community attendance at LSC Meetings; allow more training and meetings after school for parents and community members; increase awareness of roles and responsibilities of LSC Members through training; increase parent support; increase local business partnerships with state-wide businesses; increase Literacy and Math & Science Nights; host more meetings with parents regarding Literacy, and Math & Science instruction; continue and increase collaboration with universities, businesses and museums to enhance math and science interest.

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	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency by providing goods, services, supplies, and equipment to implement the literacy program.	Increased scores by 10% on City-wide and State-wide Testing. Increase in students from meets to exceeds from (3.5% to 10%)	District-wide and State Assessment testing. Classroom observations, peer review, performance assessments.	Yes
2	Mathematics	Increase Mathematics development for all the children of Ira F. Aldridge by providing supplies, services, equipment, manipulatives, hands-on-application, relevant and authentic learning activities, and exposure to school-wide, city wide and statewide competitions.	Increased scores by 10% on City-wide and State-wide Testing. Increase in students from meets to exceeds from (3.5% to 10%)	District-wide and State Assessment testing. Classroom observations, peer review, performance assessments.	Yes
3	Science	Increase scores on City-wide and State-wide Testing, and increase participation in science activities throughout the area and state.	Increased scores by 10% on City-wide and State-wide Testing. Increase in students from meets to exceeds from (3.5% to 10%)	District-wide and State Assessment testing. Classroom observations, peer review, performance assessments.	Yes
4	Attendance	Increase the attendance rate to support the instructional, other academic and social support programs, and show an overall increase in success in all areas measured by providing an array of supplies, services, and goods to support the attendance program.	Increase in overall attendance to 96%, and increase scores on City-wide and State-wide Testing as well.	Monitoring the daily, weekly, and monthly attendance rate. Also, District-wide and State Assessment testing. Classroom observations, peer review, performance assessments. As well	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				as, student participation in extra curricular school activities.	
5	Family/Community Involve.	The Parent Programs, PTA, LSC Parents, and (PAC- Parent Advisory Council) members will provide learning experiences and resources to help parents become better equipped in assisting in the educational development of their children while learning about policies that govern education	Active parent and community participation in school programs (ie., supporting the literacy, math, and science night affairs, volunteering, assisting the student patrol guard, and helping as field trip chaperons, etc.)	The PAC, PTA, and LSC Parent Members will assist the school in eliciting parent and community participation. As a result of their participation, records of parents and community signatures will be kept on file as evidence of their involvement in the school activities.	Yes
6	School leadership	Principal, staff, and Area Office will work together to design, strengthen, and implement a professional development structure that is data driven aligned to the instructional program which impacts the educational needs of our students.	More teachers will attain higher degrees and become Nationally Board Certified.	Quarterly monitoring of PD's by administrative team, school leadership team, cycle chair, and level departments. Also, conferences attended throughout the school year.	Yes
7	Operations Schools	To promote a productive and efficient school organization, we will provide staff, supplies, services, goods, and equipment for the daily operation of the school.	The Mission and Vision is implemented on a daily basis by school personnel. The overall school environment is conducive to productive teaching and learning.	Daily monitoring of school's operational needs by administrative team, school leadership team, business manager, and engineer.	

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										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst			INCOMPLETE	447127,447270, 447269,447344	
N	Year 2: Teachers and Career Service Personnel to support the PE, Art, Special Ed, Counseling, Office, Security, and other related staff positions pertinent for ensuring academic success, a safe environment and social and emotional development (Staff Pos.)	This program will provide academic and support teams to aid the school's success by promoting academic achievement, school safety, office operations, and guidance for the students.	X		Staff	\$771,995.00	\$778,951.27	INCOMPLETE	233328,431920, 127353,309034, 370447,127423, 122108,113181, 433380,370026, 164637	



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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						
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		

5 - 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	Year 2: Parent Program to provide Admissions and Seminar Fees to Conferences and Workshops to enable parents to assist in the education of their children. (PAC Funds)	The Parent Programs, PTA, LSC Parents, and (PAC-Parent Advisory Council) members will provide learning experiences and resources to help parents become better equipped in assisting in the educational development of their children while learning about policies that govern education.		X	PAC Chairperson and Members	\$500.00	\$500.00	INCOMPLETE		22641.332.54505.390030.430115.2012_\$0.00 + 22641.332.54505.390030.430128.2012_\$500.00
N	Year 2: Parent Program to provide Consultant Services to enable parents	The Parent Programs, PTA, LSC Parents, and (PAC-Parent Advisory Council)		X	PAC Chairperson and Members	\$500.00	\$500.00	INCOMPLETE		22641.332.54125.390030.430128.2012_\$500.00 + 22641.332.54125.390030.430115.2012_\$0.00



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5 - 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						
	to assist in the education of their children. (PAC Funds)	members will provide learning experiences and resources to help parents become better equipped in assisting in the educational development of their children while learning about policies that govern education.								
N	Year 2: Parent Program to provide Supplies to enable parents to assist in the education of their children. (PAC Funds)	The Parent Programs, PTA, LSC Parents, and (PAC-Parent Advisory Council) members will provide learning experiences and resources to help parents become better equipped in assisting in the educational development of their children while learning about policies that govern education.		X	PAC Chairperson and Members	\$1,132.00	\$1,132.00	INCOMPLETE		22641.332.53405.390030.430128.2012_\$1,132.00 + 22641.332.53405.390030.430115.2012_\$0.00

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						



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			Position	Line						
N	Year 2: Reading Lab Program will be implemented by retired administrators and educators who will use student data to individualize instruction to identify and support struggling students for extra instructional support during their regular school time. (NCLB)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.	X		Retired Administrators and Educators			INCOMPLETE	427122	
N	Year 2: Student Book Fees (SGSA)	Assit in the replacement of lost instructional textbooks to support the general instructional program.		X	Prinicipal and Leadership Team	\$415.00	\$415.00	INCOMPLETE		22641.225.53305.111110.000703.2012_\$415.00
N	Year 2: Reading Program: Instructional Materials (SGSA)	This program is designed to enhance and support Literacy by providing supplemental instructional materials.		X	Prinicipal and Leadership Team			INCOMPLETE		
N	Year 2: Reading Program: Supplies (SGSA)	This program is designed to enhance and support Literacy by providing supplies.		X	Prinicipal and Leadership Team	\$500.00	\$500.00	INCOMPLETE		22641.225.53405.119015.000703.2012_\$392.14
N	Year 2: Reading: Professional and Technical Services to advance Literacy through technology (SGSA)	This program is designed to enhance and support Literacy by providing consultant services.		X	Principal and Outside Vendor	\$6,000.00	\$6,000.00	INCOMPLETE		22641.225.54125.119015.000703.2012_\$6,000.00



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Pos itio n	Line									
N	Year 2: Literacy: Teacher Assistant to enhance Literacy Program (SGSA)	This teacher assistant will support classroom teachers in the instructional program to enhance literacy during regular instructional time.	X		Teacher Assistant	\$51,859.00	\$50,655.19	INCOMPLETE	165683	
N	Year 2: Reading and Math Extended Day Career Service Aides to assist the teachers for the Instructional Before and After School Programs. (NCLB)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.	X		After School Coordinator			INCOMPLETE		
N	Year 2: Assessment/Standard Programs- (NCLB)	These are computer based programs designed to increase literacy through technology		X	Principal and Outside Vendor	\$6,000.00	\$6,000.00	INCOMPLETE		22641.332.54125.223013.430106.2012_\$0.00 + 22641.332.54125.223013.430119.2012_\$0.00
N	Year 2: Reading Program: Substitutes for teachers to attend, facilitate, or participate in PD's, workshops, seminars and conferences on	This program will support professional development of teachers, so students will receive a balanced literacy program through best practices,	X		Principal and Teachers			INCOMPLETE		



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Pos itio n	Line									
	or off school site to improve literacy. (NCLB)	active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.								
N	Year 2: Reading Program: Supplies (NCLB))	This program is designed to enhance and support Literacy by providing supplies.		X	Principal and Teachers	\$3,000.00	\$3,000.00	INCOMPLETE		22641.332.53405.119015.430119.2012_\$2,555.38 + 22641.332.53405.119015.430106.2012_\$0.00
N	Year 2: Point 5 (.5) Kindergarten Teacher to match Quota .5 Kdg Position (NCLB)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.	X		Teacher	\$48,985.00	\$58,415.17	INCOMPLETE	338706	
N	Year 2: Teachers and Career Service Personnel to support the Upper Grade	Students will receive a balanced literacy program through active literacy engagement,	X		Staff	\$247,146.00	\$234,080.82	INCOMPLETE	217375,317388	



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Pos itio n	Line									
	Dept. (Staff Positions)	authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.								
N	Year 2: Teachers and Career Service Personnel to support the Primary Dept. (Staff Positions)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.	X		Staff	\$507,773.00	\$500,945.04	INCOMPLETE	138364,422689, 233226,134351, 323284	
N	Year 2: Teachers and Career Service Personnel to support the Intermediate Dept. (Staff Positions)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of	X		Staff	\$238,251.00	\$239,938.10	INCOMPLETE	246446,217378	



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Pos itio n	Line									
		providing instruction in word knowledge, comprehension, writing and fluency.								
N	Year 2: Reduced class size Grade 4 (SGSA)	Students will receive a balanced literacy program through active literacy engagement, authentic learning, and project based activities with flexible grouping. Literacy instruction will consist of providing instruction in word knowledge, comprehension, writing and fluency.	X		Teacher	\$78,984.00	\$77,930.82	INCOMPLETE	292819	
N	Year 2: Reading Program: Equipment (NCLB)	Provide technical enhancements that supports the Literacy Program.		X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		22641.332.55005.119015.430106.2012_\$0.00 + 22641.332.55005.119015.430119.2012_\$1,000.00
N	Year 2: Reading Program: Equipment (SGSA)	Provide technical enhancements that supports the Literacy Program.		X	Principal	\$500.00	\$500.00	INCOMPLETE		22641.225.55005.119015.000703.2012_\$500.00
N	Year 2: Reading Program: Software (NCLB)	Provide technical enhancements that supports the Literacy Program.		X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		22641.332.53306.119015.430106.2012_\$0.00 + 22641.332.53306.119015.430119.2012_\$0.00
N	Year 2: Reading Program: Software (SGSA)	Provide technical enhancements that supports the Literacy Program.		X	Principal	\$500.00	\$500.00	INCOMPLETE		22641.225.53306.119015.000703.2012_\$500.00



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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	Year 2: Math: Supplemental Instructional Materials (SGSA)	This program is designed to enhance and support the mathematic instructional program.		X	Principal and Teachers	\$1,000.00	\$1,000.00	INCOMPLETE		22641.225.53305.119015.000703.2012_\$500.00 + 22641.225.53305.119016.000703.2012_\$500.00
N	Year 2: Math: Supplies for hands-on and real world math applications (SGSA)	This program is designed to enhance and support the mathematic instructional program.		X	Principal and Teachers	\$500.00	\$500.00	INCOMPLETE		22641.225.53405.119016.000703.2012_\$356.98
N	Year 2: Math Program: Substitutes for teachers to attend, facilitate, or participate in PD's, workshops, seminars and conferences on or off school site to improve math instruction. (NCLB)	This program will support professional development of teachers, to enhance and support teachers to implement best practice math strategies to ensure that students use manipulatives, hands-on-application, relevant and authentic learning activities to improve math achievement.	X		Principal and Teachers			INCOMPLETE		
N	Year 2: Math: Supplies for hands-on and real world math applications (NCLB)	This program is designed to enhance and support the mathematic instructional program.		X	Principal and Teachers	\$500.00	\$500.00	INCOMPLETE		22641.332.53405.119016.430106.2012_\$0.00 + 22641.332.53405.119016.430119.2012_\$500.00



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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	Year 2: Supplies to enhance science program. (NCLB)	This program is designed to enhance and support the science instructional program.		X	Principal and Teachers	\$500.00	\$500.00	INCOMPLETE		22641.332.53405.119017.430106.2012_\$0.00 + 22641.332.53405.119017.430119.2012_\$500.00

7 - 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	Year 2: School Office Services: Supplies (SGSA)	This program will provide supplies for the general operation of the school office program.		X	Princippal and Leadership Team	\$1,000.00	\$1,000.00	INCOMPLETE		22641.225.53405.241006.000703.2012_\$20.96

4 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Year 2: Homless Program (SGSA)	Provide support services for students experiencing homelessness.		X	Principal and Counselor	\$1,000.00	\$1,000.00	INCOMPLETE		22641.225.53405.111069.000703.2012_\$1,000.00
N	Year 2: Attendance/Academic /Social Supports:	This program is designed to enhance attendance and		X	Prinicpal and Leadership Team	\$2,000.00	\$2,000.00	INCOMPLETE		22641.225.53405.211210.000703.2012_\$1,314.15



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4 - 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						
	Supplies (SGSA)	other academic supports and social programs for students.								
N	Year 2: Attendance/Academic /Social Supports: Educational Program Consultants (SGSA)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Prinicpal and Leadership Team	\$4,000.00	\$4,000.00	INCOMPLETE		22641.225.54125.211210.000703.2012_\$1,930.60
N	Year 2: Attendance/Academic /Social Supports: Admission Fees (SGSA)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Prinicpal and Leadership Team	\$600.00	\$600.00	INCOMPLETE		22641.225.54505.211210.000703.2012_\$600.00
N	Year 2: Attendance/Academic /Social Supports: Buses for student field trips (SGSA)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Prinicpal and Leadership Team	\$3,000.00	\$3,000.00	INCOMPLETE		22641.225.54210.211210.000703.2012_\$2,712.00
N	Year 2: Attendance Aide-School Assistant: Helping to facilitate the Attendance Program (SGSA)	This person will assist in duties and related activities in monitoring and recording the school's daily attendance to assist school in attaining AYP at the end of the school year.	X		Principal/Attendance Aide	\$52,931.00	\$51,614.73	INCOMPLETE	158708	
N	Year 2: Attendance/Academic /Social Supports: Supplies (NCLB)	This program is designed to enhance attendance and other academic		X	Principal/Leadership Team	\$1,397.00	\$1,397.00	INCOMPLETE		22641.332.53405.211210.430106.2012_\$0.00 + 22641.332.53405.211210.430119.2012_\$77.08



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4 - 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						
		supports and social programs for students.								
N	Year 2: Attendance/Academic /Social Supports: Educational Program Consultants (NCLB)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Principal and Leadership Team	\$3,000.00	\$3,000.00	INCOMPLETE		22641.332.54125.211210.430106.2012_\$0.00 + 22641.332.54125.211210.430119.2012_\$0.00
N	Year 2: Attendance/Academic /Social Supports: Admission Fees (NCLB)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Principal and Leadership Team	\$200.00	\$200.00	INCOMPLETE		22641.332.54505.211210.430119.2012_\$200.00 + 22641.332.54505.211210.430106.2012_\$0.00
N	Year 2: Attendance/Academic /Social Supports: Buses for student field trips (NCLB)	This program is designed to enhance attendance and other academic supports and social programs for students.		X	Principal and Leadership Team	\$400.00	\$400.00	INCOMPLETE		22641.332.54210.211210.430106.2012_\$0.00 + 22641.332.54210.211210.430119.2012_\$400.00

6 - 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	Year 2: Professional Development Program: Seminars (SGSA)	This program will provide and support staff development activities and professional growth.		X	Principal and Leadership Team	\$400.00	\$400.00	INCOMPLETE		22641.225.54505.221234.000703.2012_\$400.00



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6 - 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	Year 2: Professional Development Program: Travel Expenses for conferences (SGSA)	This program will provide and support staff development activities and professional growth.		X	Prinicpal and Leadership Team	\$500.00	\$500.00	INCOMPLETE		22641.225.54205.221234.000703.2012_\$500.00
N	Year 2: Professional Development Program: Tuition (SGSA)	This program will provide and support staff development activities and professional growth.		X	Prinicpal and Leadership Team	\$500.00	\$500.00	INCOMPLETE		22641.225.54305.221234.000703.2012_\$500.00
N	Year 2: The Administrative Position: To ensure that the school has a qualified person to facilitate leadership to the school.	This program will provide and support staff development activities and professional growth while overseeing the operation of the school.	X		Administrator	\$161,254.00	\$160,506.16	INCOMPLETE	122757	

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		22641.312.53205.256009.000000.2012_\$0.00 + 22641.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22641.230.54105.254022.000000.2012_\$0.00 + 22641.230.54105.254021.000000.2012_\$0.00 + 22641.230.54105.254020.000000.2012_\$3,000.00 + 22641.230.54105.254002.000000.2012_\$



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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						
										1,401.00 + 22641.230.54105.254011.000000.2012_\$ 0.00 + 22641.230.54105.254027.000000.2012_\$ 1,840.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22641.230.56105.254002.000000.2012_\$ 17,255.60
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22641.230.53405.254002.000000.2012_\$ 4,544.53
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		22641.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		22641.230.53125.254002.000000.2012_\$ 0.00 + 22641.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		22641.115.54210.131002.000000.2012_\$ 0.00
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22641.230.53306.254901.000000.2012_\$ 0.00 + 22641.230.54125.009574.000000.2012_\$ 0.00 + 22641.230.54125.266407.000000.2012_\$ 0.00 + 22641.230.54125.254901.000000.2012_\$ 0.00 + 22641.230.54125.266410.000000.2012_\$ 0.00 + 22641.230.53306.009573.000000.2012_\$ 0.00 + 22641.230.53306.266407.000000.2012_\$ 0.00 + 22641.230.54125.266402.000000.2012_\$ 0.00 + 22641.230.56105.266414.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		22641.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22641.225.54105.266408.000703.2012_\$1,800.00

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	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		22641.115.55005.254403.000000.2012_\$1,654.00
N	115 Supplies			X	OMB Budget Analyst	\$916.00	\$916.00	INCOMPLETE		22641.115.53405.119035.000000.2012_\$303.63
N	115 Textbooks			X	OMB Budget Analyst	\$11,000.00	\$11,000.00	INCOMPLETE		22641.115.53305.119035.000000.2012_\$22.88
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		



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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	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		22641.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund 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		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						
	funded activities.									
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst	\$7,916.00	\$7,916.00	INCOMPLETE		22641.115.56105.119035.000000.2012_\$6,827.06
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	\$141,643.00	\$138,230.61	INCOMPLETE	160033,139418	



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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	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	\$63,194.00	\$59,380.24	INCOMPLETE	162151,167309	
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		
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		



CPS SIPAAA Planning Report

22641 - Ira F Aldridge Elementary 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	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		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		22641.115.54215.241013.000000.2012_\$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	\$96,573.00	\$92,808.96	INCOMPLETE	157084,154822	
N	Student IDs			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	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 support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		22641.225.57940.119020.000703.2012_\$0.00 + 22641.332.57940.119031.430106.2012_\$0.00 + 22641.332.57940.390030.430115.2012_\$121.10
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		22641.331.53205.390030.430103.2012_\$627.30 + 22641.332.55005.390030.430115.2012_\$209.60 + 22641.331.53405.390030.430103.2012_\$135.21 + 22641.331.54565.390030.430103.2012_\$627.30 + 22641.332.54565.390030.430115.2012_\$372.70 + 22641.332.57940.390030.430115.2012_\$



CPS SIPAAA Planning Report

22641 - Ira F Aldridge Elementary 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						
										121.10 + 22641.332.54105.390030.430115.2012_\$ 700.00 + 22641.332.53205.390030.430115.2012_\$ 572.70
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start Activities			X	Principal			INPROGRESS		22641.362.53405.256213.510217.2012_\$ 75.00 + 22641.362.53405.111066.510217.2012_\$ 200.00