



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
Rogers	Brian	Asst. Principal	X		
Babakhani	Antwan	Asst. Principal			
Baxter	Tanya	IB Coordinator			
Chavez	Lissette	Special ed. faculty			
Frantz	Todd	Classroom tchr.			
Gunn	Melinda	Classroom tchr.			
Longo	Gary	Other			
Lyons	Julie	Classroom tchr.			
Munoz	Carlos	Principal			
Nguyen	Minh	IB Coordinator			
O'Gara	Maggie	Classroom tchr.			
Szymanski	Frances	Other			

Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

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


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

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

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

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

Chief Area Officer (CAO): Akeshia Craven; Instructional Support Director: Anna Pavichevich; Management Support Director (MSD): Lauren Simon;
College and Career Specialist: Taheria Brown
Senior Data Analyst: Michelle Boraz

 **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.

December: SIPAAA Team organized; includes variety of stakeholders from parents and community (LSC) representatives, to classroom teachers, Small Learning Community Leads, administrators, and support staff:

January 28th; SIPAAA Team met to implement plans for Mission and Vision statements from staff wide input.

January 29th: Staff Meetings: All staff divided into SLC's to form small group discussions regarding Mission and Vision for cycle 2010-2012: Protocol was given to each small group to initiate conversation and produce artifacts that address concerns, strengths, and recommendations for Vision and Mission.

February 2nd: ILT/SIPAAA Team meeting to evaluate/tabulate responses in order to craft draft Mission and Vision Statements to be presented to the staff.

February 11th: Staff Development Meeting: Teachers met in SLC's to discuss Process and Outcome Analysis Data: Protocol included collaboration of strengths and concerns. Artifacts were collected and will be discussed and analyzed among the SIPAAA Team.

February 24th: SIPAAA Team organized teacher input to reach consensus on Priorities for the SIPAAA cycle. Task given per SLC through the meetings held, was to set activities for each SLC that reflect the priorities and goals based on data analysis.

March 3rd: Using the Survey Results from the Consortium Report on the Five Fundamentals of School Success, the SIPAAA Team meeting shared activities requested and discussed through SLC meetings.

March 9th: SIPAAA Team finalized activities to be submitted to LSC meeting the 3/9/10 and to region on Friday 3/12/10 for preliminary approval.

April 9th: ILT Meeting to discuss and facilitate plans to address feedback from region regarding the SIPAAA.

April 20th: Finalize SIPAAA and discuss feedback from region: focus on priorities.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	107	8	509	1176	10	

Summary of Meetings

Meeting Date	Meeting Type	Description
05-May-2010	Other	LSC Meeting to Approve SIPAAA
20-Apr-2010	Small group discussion	ILT Meeting to finalize SIPAAA and address feedback from CAO
09-Apr-2010	Small group discussion	ILT Meeting to discuss and address SIPAAA feedback from CAO
26-Mar-2010	Small group discussion	ILT Meeting shared SIPAAA drafts for final revisions.
09-Mar-2010	Other	LSC Meeting Discussed and shared SIPAAA plans with input from LSc members.
03-Mar-2010	SIPAAA Team	Priorities were set and activities have been assigned per SLC.
24-Feb-2010	SIPAAA Team	SIPAAA Team Meeting to set Priorities and Identify Indicators for Success and establish SMART goals and begin to set specific activities for each Priority
11-Feb-2010	Working group	Staff met in respective SLC's to discuss strengths and concerns of student Outcome/Process Analysis Data
02-Feb-2010	SIPAAA Team	ILT/SIPAAA Team met to evaluate and craft draft Mission and Vision Statements based on staff input and activities from January 29th meeting.
29-Jan-2010	Other	Staff wide meeting to address overall SIPAAA process and data gathering mechanisms that were put in place. Review of the previous SIPAAA and goals for including all initiatives and data analysis for this upcoming SIPAAA cycle.



Meeting Date	Meeting Type	Description
28-Jan-2010	SIPAAA Team	Developed process for gathering input from stakeholders for mission and vision review. Also began review of outcome analysis/shared metrics and examination of process review.

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: 509
 Number of Student Survey Responses: 1176
 Number of Teacher Survey Responses: 83
 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:



Through the SLC structure, including, Global Village, Jorndt Urban Mentorship Program, Freshman Academy, AVID and the International Baccalaureate Diploma and MYP Programs; we are committed to fostering the development of the whole child through rigorous, differentiated, community based and globally focused instruction.

Vision Statement:

The vision of AHS is to produce principled, caring, and open-minded graduates who possess the necessary skills to be civically-engaged and productive leaders of a 21st century global society.

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.

Concerns:

Strengths:

The following factors have helped us to identify next steps toward excellence for Professional Capacity. According to the Professional Capacity self-assessment tool there is a need for targeted professional development. Teachers reported a 50% rating of those surveyed to have received quality professional development. While SLC PD has been reported effective and useful, the need is for more teachers to be involved. A related factor noted for improvement is peer collaboration within the school for teachers. The survey showed 45% of teachers feel colleagues are responsible for school improvement. While the trend is up since 2003, there is room for improvement and is a function of school improvement via the SLC transformation process. Teacher trust was reported as average and does show the collaboration and respect among peers facilitates growth and allows for greater personalization. The School Characteristics data found in the Outcome Analysis-section, shows parent satisfaction with the school is up and will continue to be a focus for SLC transformation. The combined efforts of Instructional Leadership and Professional Capacity are targets for improvement as the school implements an effort to address the needs of its students, staff, and parents. Targeted Course Planning is also strategically being implemented. Course Teams will have common planning time built into their schedule to accommodate strategic planning to improve classroom instruction and student learning.

Correlation between Explore and Plan to PSAE has staff concerned about students meeting and exceeding needs in all subject areas. More needs to be done to link curriculum expectations to EPAS meets and exceeds criteria for success. Implementation of needs assessment based on 9th grade Explore scores can help develop strategies for classroom instruction to address these needs. Instructional strategies need to be the focus as AHS leverages IDS in the years ahead. Consistency in course planning, course grading, and common curriculum are essential for meeting the needs of the EPAS sequential skills order.

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?

Correlation between Explore and Plan to PSAE has staff concerned about students meeting and exceeding needs in all subject areas. More needs to be done to link curriculum expectations to EPAS meets and exceeds criteria for success. Implementation of needs assessment based on 9th grade Explore scores can help develop strategies for classroom instruction to address these needs. Instructional strategies need to be the focus as AHS leverages IDS in the years ahead. Scantron Data will be utilized for 9-11 th grade in English, Math and Science. Lexile scores show specific areas of improvement and strengths of individual students. Teachers can leverage the data to inform instructional strategies and differentiate instruction to meet student needs by skill level. Consistency in course planning, course grading, and common curriculum are essential for meeting the needs of the EPAS sequential skills order.

- 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.

Internal factors examined that have contributed to low achievement include attendance concerns, rigorous curriculum and instruction, with an emphasis on literacy skills, math, and science skills. Schoolwide attendance is also a primary goal for improvement. Each grade has implemented targets for improvement based on Report Card Data. Increases in Freshman attendance will increase Freshman On Track Rates and lead to higher graduation rates for this cohort. Similar plans have been developed to address attendance for grades 10-12. Curriculum factors that have been addressed utilize an Instructional Delivery System (IDS) implemented at grade 9-11. Teacher accountability and instructional improvement through university partnerships are hallmarks of this instructional delivery system. The major external factors that exist that may contribute to low student achievement include a lack of significant parental support. The Hispanic population and the low income parents have been targeted to improve involvement at the school level. Meetings, report card pick up, and daily communication regarding attendance have been targeted for improvement.

- 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?

Resources available to the discretion of the local school are paramount to addressing the needs of the lowest achieving students. Tradeoffs include managing Federal Funds to address the implementation needs of the plans and strategies outlined below. Budgetary restrictions place strains on vital programs to help students achieve. For example, Freshman Recovery is good, but needs to be a school wide program offering classes to all levels of students who are "off pace". Summer programs have proven to be useful as well, and also require resources to fully implement courses, teachers, and educational support personnel. Standardized curriculum is a must, for all subjects and all levels. Differentiated Instructional Strategies will be implemented using a Response to Intervention (RTI) model. Strategy One: Identify students at Freshman Level who will be in double period Math and English. Step Two: Instructional planning over the spring and summer with IDS coaches to develop strategies for teaching at risk student populations. Step three: develop a plan to use a school wide diagnostic to evaluate actual student deficiencies in core areas/ IDS will help develop this. Step four; develop instructional strategies for sophomore - senior classes, using a three tier approach to student needs. Money and resources need to be allocated to facilitate whole school curriculum planning; the creation of common assessments, common goals, common standards, common grading, and common plans, would make the instruction and learning more viable for all stakeholders. After reviewing all available data and metrics our school wide mission to implement the school learning communities initiative will help to improve specific targets; This includes, Freshman On Track, Graduation Rates, improved EPAS scores, and improved attendance, for all students particularly those groups who did not meet AYP.

- 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?

Scores have dropped and are a concern of all stakeholders. Explore, Plan and ACT gains reports show that all grade levels have dropped this past year. Attendance figures also decreased; data demonstrates continued need to focus support and resources to the teaching and learning in the school and parental supports that address student attendance.

- 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>

Our school continues to address the areas of Reading, Writing, Math, and Science. We have also examined 8th grade scores to measure deficiencies before students enter the high school. The current examination of scores utilizes Board Reports for placing students into Double

Period Math and English. Scores are based on ISAT and Explore results. The grain size of these scores is under consideration; does the score tell enough about the deficiency. RTI diagnostics that can be purchased speak to even more focused and granular data for student deficiencies. Our subgroups, including the Hispanic population and low income students have been consistently under achieving in all aspects of test scores. These are primary concerns including the Explore, Plan, and PSAE. All areas of the NCLB Accountability Summary are in need of improvement. Reading scores have trended lower and are of primary concern. Math also needs to be addressed. While students have been identified as coming into the school with skills a full two and three years behind the average for 9th grade entry, supports can be and must be implemented to address these deficiencies. Attendance has dropped and remains a priority for improvement this SIPAAA cycle.

Strengths:

Structures are in place for teachers to strategically plan to improve their teaching and the learning experiences for students.

Concerns:

Concerns regarding the overall school improvement have all stakeholders involved in a concerted effort to address student achievement. Concerns regarding all metrics of the School Performance Policy are being evaluated and plans are being made to remedy these deficiencies

Student Connection

Student Connection Strengths and Concerns

Strengths:

Students reporting an increase in percentage of supportive teachers and staff are a function of the small learning community's initiative implementation. Structures have been established to facilitate student centered approaches to learning. Frequent meetings are key factors and groups of teachers are working with identifiable cohorts of students. A related factor is the percentage of students reporting a safe and respectful school climate has shown a one year upward trend. Also, academic rigor has shown an upward trend demonstrated by teacher collaboration among course planning efforts and consistency among teachers and student expectations in common courses. Attendance among 9th graders has shown a dramatic increase from the previous two years. The Freshman Academy structure and personalization effort through tracking and providing safety nets for struggling students has been positive.

Concerns:

The average days absent has and continues to be concern and is priority for this SIPAAA planning cycle. In particular, seniors are to be evaluated in terms of course offerings and expectations. The truancy rate remains a concern and needs an analysis of factors contributing to the high rates reported. Plans are being formulated to monitor attendance and develop interventions on weekly basis via SLC's. Teacher leads will work with teachers to develop strategies for contacting parents and leveraging school personnel to help truancy issues. Counselors and the attendance coordinator will work with SLC leads.

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?

Efforts and plans are being formulated to use school wide diagnostics to examine student deficiencies and implement instructional strategies via IDS to help teachers formulate formative assessments and instructional practices that allow the teacher to differentiate instruction to the needs of each student. This is a RTI model that utilizes a three tiered approach to identification and instructional strategies to move students from skill level to skill level.

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

The underlying issues affecting the growth of our students mostly reflect the standards of the NCLB guidelines. For example, the AYP targets since 08-09, 09-10-, 10-11 are 70%, 77.5%, and 85% percent respectively in Reading and Math Assessments. In order to effect change the school's mission is to first develop a program that fosters personalization, and a sense of belonging. This coupled with specific targeted instructional practices that promote differentiated learning will address the needs of all students. Furthermore, common course planning and assessments will allow students the access and opportunity to achieve at a level consistent with college readiness standards for post secondary experience and life long learning. (Instructional Delivery System)

Strengths:

The faculty and staff "buy in" continue to be an asset leveraged via our Small Learning Communities Grant implementation. The number of Board certified teachers is at 5 and efforts to increase this number are being implemented. Parents reporting satisfaction has increased from 51% in 07-08 to 86% in 08-09. This trend is part of the concerted efforts to streamline the mission and vision of the school with a student centered approach to learning. Our school continues to address the areas of Reading, Writing, Math, and Science. We have also examined eighth grade scores to measure deficiencies before students enter the high school. The current examination of scores utilizes Board Reports for placing students into Double Period Math and English. Scores are based on ISAT and Explore results. The grain size of these scores is under consideration; does the score tell enough about the deficiency. RTI diagnostics that can be purchased speak to even more focused and granular data for student deficiencies. Our subgroups, including the Hispanic population and low income students have been consistently under achieving in all aspects of test scores. These are primary concerns including the Explore, Plan, and PSAE. All areas of the NCLB Accountability Summary are in need of improvement.

Concerns:

The concerns by the school faculty and staff are that the results mask the efforts and the momentum that has been gathering in the past few years. There is a concerted effort to raise the achievement level of all students in all categories.

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
English (HS)	Kaplan K12 Learning Services	IDS Curriculum											
Science (HS)	Meaningful Science (Northwestern, BSCS, UIC, It's About Time)	IDS Curriculum											
Math (HS)	EDC	IDS Curriculum											

- ✔ **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).

Based on the Instruction Self Assessment Tool utilizing the survey reports on the Five Fundamentals of School Improvement, the following policies and practices have been established to address deficiencies in our core academic areas. After school tutoring aligned to core courses and particular SLC's will be established and maintained to achieve greater on track rates for Freshman and Sophomores. Credit Recovery Programs will be launched for students who have failed core courses to make up credits to remain On Pace and increase Graduation Rates. Targeted Professional Development will be established for school wide initiative to develop common curriculum, common assessments, and common grading across all subject areas. An analysis of the current graduation requirements will be started to examine the CPS requirements in conjunction with the Small Learning Communities four year course sequence in order to establish better sequences for student graduation rates and fidelity of the curriculum within the SLC's/IDS and all content areas.

- 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 school has adopted a collaborative approach to differentiating instruction in order to address the needs of all students including those with disabilities and subgroups who do not meet AYP and or Safe Harbor according to the most recent NCLB Accountability summary. (This includes African Americans, Hispanics, and economically disadvantaged groups.) The strategies used to implement this model are: Bi monthly meetings among small learning communities and core classroom teacher teams that identify students, monitor students, and implement after school tutoring and after school recovery for students who are failing. Attendance measures include utilizing data to address students identified on data models examined at each bi-monthly meeting.

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

- Next Steps for Instruction:

Math instruction was a key area of identification for improvement. Findings from the Five Fundamentals of School Improvement showed that only 56% of students surveyed practiced higher math skills in their classes; only 30% of students surveyed practiced writing to solve math problems in classes; Teachers communicated in small group discussions the need for a four year sequence of math to help prepare students for college readiness. Math teams are being established to devise common curriculum and after school programs to address these deficiencies in math scores. The TIA, "writing across the curriculum" in conjunction with IDS has been meeting and implementing in class activities that address constructed response questions on summative evaluations imbedded in the curriculum.

English: While scores on surveys reported average scores, there was a drop in overall performance from the previous two year survey cycle. Writing Across the Curriculum has been established as the school wide Targeted Instructional Area (TIA) to address these deficiencies.

Science instructional surveys also showed average scores and the need to use and show evidence of data in assignments and assessments that measure skills in the area of scientific inquiry. Strategies are being implemented to address these areas through guided practice imbedded in the curriculum and monitored through EPAS evaluations.

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:

According to the Consortium Report our next steps toward excellence with regard to instructional leadership involve continued shared responsibility in developing teacher leaders. Our school's mission and vision call for a conversion to a Small Learning Community environment with shared vision and teacher leads as the model for curriculum implementation and personalization to foster student growth and achievement. Program coherence is a metric that has trended higher and opportunities to foster growth in this area are evident with professional development and full conversion to the SLC structure. Teacher-Principal trust will be facilitated through transparency in communication as a function of the Instructional Leadership Team and Performance Management Protocols to foster shared responsibility for increased capacity among all stakeholders. An Increase in all survey components is desired as we move to full SLC implementation in the next two years.

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?

According to the Consortium Report, quality professional development was a trend that reported higher percentages of engagement but was reflected as a need for continued improvement. The conversion to the SLC model has helped address this concern as PD opportunities are a built in component to the implementation process. Also of particular concern the report showed a drop from 05, in the collective responsibility among teachers for the success of our students. PD should be geared to addressing this drop in terms of differentiated instruction and the development of college readiness standards for all students via common lessons, common assessments, and common grading criteria. Teacher to teacher trust was reported at 34% and has been consistent for the past three years. A 5-10% increase was discussed and desired as we move through full SLC implementation.

✓ **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...)

The school will continue to develop and modify the Cooperative Teaching strategy (CTT) used to develop the capacity of all staff with respect to the teaching and learning of its student population including general, special education, and ELL students. Common course planning among all teachers has been identified as a targeted initiative. A second semester/ summer plan has been implemented to bring teachers of common courses, including Special Education and ELL Teachers together, via extended day time, to develop the curriculum. Common course syllabi, assessments, and lesson plans are to be developed and put into place for the following school year. Professional Development opportunities will be utilized to allow teachers to attend workshops and then utilize a "train the trainer," model for staff development. The focus for the PD opportunities will be on Special Education and ELL teaching and learning. In particular, the staff has identified "Differentiated Instruction" as schools wide focus for the next three years. The resources utilized are primarily human capital. The Department Chairs and the Special Education Case Manager will serve as facilitators to share best practice strategies with the staff. Staff meetings and PD within the school calendar will be utilized to address needs, findings, and concerns.

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

- Next Steps for Professional Capacity:

The following factors have helped us to identify next steps toward excellence for Professional Capacity. According to the Professional Capacity self-assessment tool there is a need for targeted professional development. Teachers reported a 50% rating of those surveyed to have received quality professional development. While SLC PD has been reported effective and useful, the need is for more teachers to be involved. A related factor noted for improvement is peer collaboration within the school for teachers. The survey showed 45% of teachers feel colleagues are responsible for school improvement. While the trend is up since 2003, there is room for improvement and is a function of school improvement via the SLC transformation process. Teacher trust was reported as average and does show the collaboration and respect among peers facilitates growth and allows for greater personalization. The School Characteristics data found in the Outcome Analysis-section, shows parent satisfaction with the school is up and will continue to be a focus for SLC transformation. The combined efforts of Instructional Leadership and Professional Capacity are targets for improvement as the school implements an effort to address the needs of its students, staff, and parents.

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 SLC structure provides structure and personalization for all our students individualized learning needs. SLC's help to integrate Special Education students with the general population including IB, honors, AP, and all other program categories offered at the school. Curriculum resources are modified through inclusion models, (CTT) and are evident in IDS and all curriculum models developed through teacher collaboration. Socialization is evident by participation of all students, including those with special needs, in extracurricular activities. Differentiated learning/instruction is a primary focus for the school as part of the SLC structural framework for the next three years.

- Next Steps for Learning Climate:

Differentiated learning/instruction is a primary focus for the school as part of the SLC structural framework for the next three years. Professional development and staff meetings in conjunction with our Special Education Department will facilitate this inclusive process. CTT model of instruction is still a viable component of the school's inclusive model of teaching and learning among all students and those with special needs.

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?

The Consortium Report showed an upward trend in teacher -parent interaction. 59% in 2007 and 64% in 2009. The implementation of the SLC structures have accounted for the increased parent communication regarding student progress and attendance. Each SLC has had parent nights, extra report card pick up meetings to discuss student progress. Teacher-Parent trust has also trended upward and has shown an increase from 14% in 2007 to 36% in 2009. Academic achievement is a function of the access and opportunities of parents to meet with teachers and consistently foster a partnership with the school, teachers, and staff. The Freshman On track data and sophomore on pace data increases also speaks to the increased parental involvement within the SLC structural framework.

- 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.

The school has provided written notice of the NCLB status report at report card pick up. In addition to this, copies of the Chicago Public School performance Policy are made available to parents at the report card pick up. Letters explaining the metrics and information are provided in English and

Spanish. Letters are also sent home with students detailing the information available on report card pick up night. The Local School Council has copies of the reports and are apart of public record and are made available in the school library.

Next Steps for Family & Community Involvement:

The next steps for family and community involvement are to provide the NCLB status report and the CPS Performance Policy via the school's website. These documents will be explained in both English and Spanish. These documents will also be provided a minimum of twice annually to maximize the number of parents who may see them.

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	<p>Literacy skills will be integrated across all curriculum areas and includes all programs as part of the school's mission and vision statement. Specific Literacy strategies include; Literary Elements, fluency, comprehension, summary writing, and mechanics. Improvement of reading, writing, and contextual understanding will include all students especially those targeted on the AYP.NCLB Accountability Summary Report, 2009.</p>	<p>Specific indicators of success include; increase in students meeting and exceeding standards on PSAT tests in all subject areas: in Reading from 21.70 to 25.0; in Math from 19.10 % to 23%; in Science from 15. 90% to 18.5%. The school's "Writing to Learn" Targeted Instructional Area will demonstrate increased proficiency for summary writing, through diagnostic tests given twice annually to monitor progress. Base line data via Scantron tests and internal diagnostics will drive instruction. Each core area will increase scores by 3% on constructed response questions and multiple choice questions, via the IDS quarterly summative exams; The LIT Team's diagnostic exams that incorporate specific powerful practices will increase by 3%. Best Practice Sharing will occur three times throughout the year, where by teachers visit each other to share strategies aligned to TIA implementation and powerful practices. Literacy skills will be integrated across all curriculum areas and includes all programs as part of the school's mission and vision statement. Improvement of reading, writing, and contextual understanding will include all students especially those targeted on the AYP NCLB Accountability Summary Report, 2009. Fluency of indicators will be monitored every five weeks.</p>	<p>The improvement of literacy across the curriculum will be monitored through the Instructional Leadership Team which meets twice a month; The SLC leads that are a part of the ILT disseminate the information to their respective SLC's. Their meetings are held weekly. There is a two fold monitoring process among the SLC leads and teachers which is looped back through the ILT. Monitoring includes analysis of all students including those who did not meet AYP, ELL's, and SWD's.</p>	Yes

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Core Classroom Instruction	<p>Improve teaching and learning in all core subject areas; A Response to Intervention strategy will be integrated into all subject areas. The model will focus on a three tier system to address student performance using differentiated instruction and a three tier structure of instructional strategies to address student skill deficiencies. Targeted student populations include all students in the school with particular attention given to student groups not meeting AYP as part of the NCLB Accountability Summary Report; including students with special needs and ELL students.</p>	<p>A school wide screening tool will be employed to assess student needs and identify levels of interventions. (Scantron)Instructional strategies will be focused on classroom instruction that employ differentiated strategies. Strategies include using assessment data to modify curriculum to allow students opportunities to demonstrate successful skills operations. Another strategy will be to create interventions that meet student needs; tutoring, and peer mentoring are examples. A third tier will include more intensive strategies utilizing diagnostic data to address more specific targeted student needs. Specific indicators of success are viewed through the EPAS Gains Report. Improvement in the percent of subject tests in which expected gains were made will include the following; for all students tested an increase in expected gains will be from 44.4% to 46.0%. Further targeted groups include Hispanics from 43.7% to 46%; African Americans, from 39.8% to 46%; Ell's from 34.4% to 40.0% and SWD's from 32.3% to 36.0%. (Data Source REA) In addition to EPAS, each core area will increase scores by 3% on constructed response questions and multiple choice questions, via the IDS quarterly summative exams; The LIT Team's diagnostic exams that incorporate specific powerful practices will increase by 3%. Best Practice Sharing will occur three times throughout the year, where by teachers visit each other to share strategies aligned to TIA implementation and powerful practices</p>	<p>The ILT will monitor the EPAS gains and initiate strategies in order to achieve the goals established. IDS establish benchmarks for freshman, sophomores, and juniors and are monitored by the ILT in conjunction with the IDS coaches. Best practice sharing is monitored by the SLC leads and serves as a forum for ILT meetings to ensure fidelity to the curriculum. A minimum of five week intervals will be used to monitor indicators.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	On Track to Graduation	Student On Track and On Pace supports will be provided in order to increase the school's overall graduation rates by cohort. Emphasis will be on all student categories as part of the AYP/NCLB Accountability Summary Report.	Increase freshman on Track rate from 73.9% to 75.5%. Increases in freshman on track and sophomore on pace are functions of weekly SLC meetings that target students who have academic deficiencies. Safety nets are provided via tutoring, conferences, and remediation plans. 100% efficiency is expected for remediation plans and communication to parents and students regarding academic progress.	Freshman on Track rates are monitored through the SLC structures and the implementation of the AVID Program at the school. Teacher meetings are held weekly and data is channeled through the SLC leads and the AVID Coordinator. Minimum of five week intervals will be used to monitor indicators of success.	Yes
4	Attendance	Student attendance will improve through systemic monitoring and tracking including specific interventions for all students including those at risk groups as part of the AYP/NCLB Summary Report.	School wide attendance will be tracked for all students. Specific targets are for an increase in school attendance from 83.0% to 86.0 %. Each SLC also monitors and tracks attendance for their cohorts. Attendance is also viewed as a function of achievement. Each SLC's on track rates are targeted to improve by 3%.	The Attendance Coordinator monitors attendance data and shares information with SLC leads. The overall monitoring is disseminated through the ILT and tracks attendance, shares strategies, and implements actions.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	To provide a safe learning environment where students arrive and are engaged in the educational process. Additionally, we will increase student centered learning and sense of belonging through the small learning communities initiative adopted by the school. All student groups are targeted including those with the lowest percentage of attendance rates and scores on PSAE exams according to the AYP/ NCLB Accountability Summary Report.	Increase the scores on the Student Connection Survey which reported a current level of "Safe and Respectful Climate" from 81% to 85%. Increase "Social and Emotional" positive responses from 62% to 70%. Increase "Academic Rigor" positive student responses from 84% to 87%. (Data source Performance Policy) Decrease the total number of suspensions: 08-09 totals were 238; category 4, 5, 6 was 90/238: reductions are expected overall 10% for category 1-3 and 4-6. Reductions in category 4-6 through Culture of Calm initiative, "GAIN" Program; Gang Awareness Intervention Network.	Monitoring of safety and security is primarily facilitated through the Head of Security and the Dean. In addition, SLC leads are primary agents of monitoring intervention strategies for students who have discipline referrals recorded. Student centered learning and personalization are hallmarks of the SLC model and the leads monitor this process through weekly meetings. Suspension reduction has been implemented to facilitate a process of peer mediation to reduce suspensions.	Yes
6	Operations Schools	Facilitate and improve the overall operations of the school including facilities and maintenance. Improvements in providing an educational environment for all participants will be implemented including: students, faculty, and staff.	Improve the building cleanliness grade from a C to a B(CPS Report). School Survey indicator for overall satisfaction with school climate reported by both students and parents regarding school operations will increase by 3%, from a score of 81%.	Monitoring of the school operations is a function of the chief engineer and the principal. Quarterly reports are monitored to ensure efficiency of the overall maintenance and operation of the school. Minimum of five week intervals will be used to monitor indicators of success.	Yes

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	\$1,489,728.00	\$1,688,865.87	INCOMPLETE	443859,425903, 426326,449722, 430346,449696, 449718,425907, 430345,425902, 449724,426709, 411154,411156, 449730,443797, 426703,425903, 447168,425904, 449721,443858, 143404,425906, 449727,270161, 425901	
N	Provide Assistant Principal Position	add	X		Principal	\$140,316.00	\$139,798.26	INACTIVE	405465	



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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	Purchase postage to increase home-school communication as part of the Parental Advisory Committee's efforts to improve parental involvement with the school and community.	add		X	Principal	\$4,250.00	\$4,250.00	COMPLETE		46031.332.53510.119015.430119.2012_\$4,000.00 + 46031.332.53510.390030.430128.2012_\$250.00 + 46031.332.53510.119015.430106.2012_\$0.00 + 46031.332.53510.390030.430115.2012_\$0.00
N	Fund Tech XL Network with board funds.			X				COMPLETE		
N	Parent Advisory Committee; Purchase Supplies to facilitate Parent Participation Process as part of the NCLB guidelines to increase parent involvement in the school.	add		X	Principal	\$2,000.00	\$2,300.00	INPROGRESS		46031.332.53405.390030.430115.2012_\$0.00 + 46031.332.53405.390030.430128.2012_\$2,000.00 + 46031.332.53205.390030.430115.2012_\$300.00
N	laptop replacement			X				INCOMPLETE		
N	Provide transportation for school sports teams	1. add		X	Principal			COMPLETE		



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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	Provide Student Transportation for field trips that support the implementation of the mission and vision of the school that addresses the goals of increased student achievement.	<p>1. Our field trip strategy is to cultivate a rich and nurturing experience by providing a supplementary literacy curriculum with field trips, plays and literacy events that support the educational learning process for all students, across all SLC's; including those groups that did not meet AYP; including Ell's and students with disabilities.</p> <p>2) The student field trips will provide an authentic learning experience for those students not meeting AYP, thus providing extended opportunities to overall comprehension.</p> <p>3) Our teachers at the 9th-12th grade levels and small learning community lead teachers will facilitate the</p>		X	SLC Lead Teachers/Admin stration	\$8,000.00	\$8,000.00	INPROGRESS		46031.332.54210.119015.430106.2012_\$0.00 + 46031.332.54210.119015.430119.2012_\$8,000.00



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		<p>supplementary literacy field trips. The trips will specifically be tied to the learning objectives of the courses.</p> <p>4) The 9th-12th grade teachers and small learning community lead teachers will monitor the field trip activities in the classroom to ensure the continuity and cohesiveness of the learning objectives. Permission will be via the administration.</p>								
N	Each SLC will implement the TIA, writing across the curriculum, using guided Powerful Practices as determined by each SLC in conjunction with the Literacy Team and the Instructional Leadership Team. The TIA will appear in weekly lesson plans in order to facilitate school wide	<p>1. The strategy is focused on increasing comprehension through the guided use of literacy skills implementation across the curriculum for all students including those who did not meet AYP, ELL's and students with disabilities.</p> <p>2. Writing across the curriculum addresses skills that are relevant</p>	X		SLC Lead Teachers			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						
	participation.	to the student learning and standardized tests in all content areas. 3. The SLC Leads and the Literacy team will be responsible for implementation. 4. Monitoring will be facilitated through the SLC's, the Literacy Team and the Instructional Leadership Team; minimum bi monthly basis.								
N	Provide travel costs for teachers to off site professional development workshops that support the implementation of the mission and vision of the school.	1. Teacher attendance at PD workshops will allow best practice strategies to be acquired and implemented at Staff Development meetings and incorporated into the school wide mission/ vision and ILT goals, across all SLC's. 2. Teacher PD allows best practice strategies to be learned an implemented via the SLC structure and incorporated into		X	Assistant Principal	\$5,000.00	\$5,000.00	INPROGRESS		46031.332.54205.119015.430119.2012_\$5,000.00 + 46031.332.54205.119015.430106.2012_\$0.00



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		<p>the daily lesson plans that effect the teaching and learning of all students, including those who have not met AYP goals, including at risk populations, ELL's and students with disabilities.</p> <p>3. The assistant Principal along with the Instructional Leadership Team will facilitate the teacher training workshops attended.</p> <p>4. These PD opportunities will be monitored by the administration as part of the ILT structure to ensure the mission and vision of the school is being implemented</p>								
N	<p>Purchase supplemental reading materials to support the targeted instructional area focus for the school involving writing across the curriculum. Materials include</p>	<p>1. Supplemental readings are used in core courses and after school tutoring programs to support the school's targeted instructional area; writing</p>		X	Assistant Principal	\$30,000.00	\$30,000.00	INPROGRESS		<p>46031.332.53305.119010.430119.2012_\$30,000.00 + 46031.332.53305.119010.430106.2012_\$0.00</p>



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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						
		Provide for travel costs to off site professional development workshops that support the implementation of the mission and vision of the school.								
N	Each SLC will provide after school tutoring in all core subject areas to help students maintain On Track and On Pace metrics.	1. SLC tutoring per core subject area will improve students pass rates and increase student at risk populations; failure rates, including students who did not meet AYP, Ell's, and students with disabilities. 2. Tutoring will be per core areas based on subject/skill specific deficiencies to help students pass core courses. 3. Each SLC will designate teacher tutors for its core subject areas. 4. Slc's leads will be responsible for the implementation and monitoring of the after school tutoring	X		SLC Lead Teachers			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						
		programs.								
N	Provide fees for teacher attendance at professional development seminars and workshops related to ILT initiatives, TIA implementation plans and Differentiated Instruction.	<p>1. Teacher attendance at PD workshops will allow best practice strategies to be acquired and implemented at Staff Development meetings and incorporated into the school wide mission/ vision and ILT goals, across all SLC's.</p> <p>2. Teacher PD allows best practice strategies to be learned and implemented via the SLC structure and incorporated into the daily lesson plans that effect the teaching and learning of all students, including those who have not met AYP goals, including at risk populations, ELL's and students with disabilities.</p> <p>3. The assistant Principal along with the Instructional</p>		X	Instructional Leadership Team			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						
		Leadership Team will facilitate the teacher training workshops attended. 4. These PD opportunities will be monitored by the administration as part of the ILT structure to ensure the mission and vision of the school is being implemented.								
N	Each SLC will participate in Best Practice Sharing. A school wide initiative that involves teachers visiting teachers to observe "Best Practices" that revolve around the ILT goals and metrics. For example, methods for ensuring students are on track; personalization techniques that involve at risk students; Literacy Team meeting goals via powerful practices.	1. The strategy allows teachers to learn from each other to address content specific and targeted metrics that will improve the learning efficiency of all students including those who did not meet AYP, especially minority populations, at risk students, ELL's, and students with disabilities. 2. Best Practicing Sharing allows teachers to address common students among teachers to best		X	SLC Lead Teachers			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						
		differentiate instruction in order to meet the students needs. 3. The people responsible for establishing and maintaining these visits will be the SLC lead teachers. 4. The activity will be monitored through SLC meetings on agendas and through by monthly meetings held to discuss improvement in metrics addressed through Best Practice Sharing.								
N	Fund sub buckets for teacher attendance at professional development/field trips.	1. Our field trip strategy is to cultivate a rich and nurturing experience by providing a supplementary literacy curriculum with field trips, plays and literacy events that support the educational learning process for all students including those groups that did not meet AYP; including ELL's and students	X		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						
		objectives. Permission will be via the administration.								
N	Improve EPAS scores through purchase of test prep materials.	<p>1. Our overall strategy is to provide test prep materials to improve the EPAS scores of all students, including those sub groups who have not made AYP, including ell's and students with disabilities. The test prep materials will aid 9th-12th grade students within that subgroup.</p> <p>2) The test prep materials will be offered to all students who are not meeting AYP. The test prep materials will simulate the standardized exams so that students will have the test-taking skills to improve their Explore, Plan or ACT exams.</p> <p>3) Our counselors and IB coordinator are also the responsible for</p>		X	Test Prep. Coordinator			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						
		<p>administering the simulation exams to the students. Classroom teachers will encourage a positive participation of all students to generate improved EPAS results.</p> <p>4) The test prep coordinator and small learning community coordinators will review the results of the test prep materials to provide teachers with the appropriate data to drive classroom instruction.</p>								
N	Open Reduced Class Size Position	<p>1&2. The strategy is to allow for reduced class size in English. All student populations will benefit from reduced class size to facilitate more direct teaching and learning opportunities.</p> <p>3. The principal is responsible to ensure the activity is met.</p>	X		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						
		4. The principal will monitor the effectiveness of the position through evaluations.								
N	IB Diploma and Middle Years Program teachers will work together to plan the scope and sequence of writing instruction in the IB Program	<p>1) Our strategy is to have our 9th-12th grade teachers create a rigorous, standards-based scope and sequence of writing instruction for all levels involved in the MYP and IB Diploma Programs.</p> <p>2) The scope and sequence of the newly created writing instruction will be offered to our 9th-12th grade students who are not meeting AYP in reading, math, and science. The scope and sequence will provide a clear 9th-12th grade curricular flow so that teachers can deliver a purposeful and scaffolded writing instruction that aligns with the College</p>		X	IB Coordinators			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						
		The diagnostics will be part of an ongoing formative assessment process to ensure that Hispanic and economically disadvantaged students that didn't meet AYP are being properly prepared for success.								
N	Provide fees for teacher attendance at seminars and workshops.	<p>1) Our strategy is to provide 9th-12th grade teachers with supplemental reading materials to support our Literacy Across the Curriculum. The supplemental readings are to provide a research-based background to target 9th-12th grade students who did not meet AYP.</p> <p>2) The supplemental reading materials will be offered to our teachers serving 9th-12th grade economically disadvantaged</p>		X	Principal	\$5,000.00	\$5,000.00	INPROGRESS		46031.332.54505.119015.430119.2012_\$5,000.00 + 46031.332.54505.119015.430106.2012_\$0.00



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		successful applications of the supplemental reading materials in classroom practice via bi-weekly Literacy Across the Curriculum meetings. The pre and post writing diagnostics will determine the effectiveness of the supplemental reading materials.								
N	Purchase supplemental reading materials to support ILT Literacy Across the Curriculum	<p>1) Our strategy is to provide 9th-12th grade teachers with supplemental reading materials to support our Literacy Across the Curriculum. The supplemental readings are to provide a research-based background to target 9th-12th grade students who did not meet AYP.</p> <p>2) The supplemental reading materials will be offered to our teachers serving</p>		X	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						
		English Lead Teacher--will monitor the successful applications of the supplemental reading materials in classroom practice via bi-weekly Literacy Across the Curriculum meetings. The pre and post writing diagnostics will determine the effectiveness of the supplemental reading materials.								

3 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds for AVID tutors to support student on track rates specifically involved in the AVID Program.	1. The strategy provides core instruction to help students maintain on track through guided instruction in core courses. 2. Tutoring is provided to those students in the AVID Program	X		AVID Coordinator			INPROGRESS	429000	



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3 - On Track to Graduation

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		including students who are part of the sub categories that did not meet AYP. 3.The AVID Coordinator is responsible for the implementation of the AVID tutors and scheduling student involvement. 4. The AVID Coordinator will monitor the tutors and measure student success per core course to ensure on track rates are increased via the tutoring program.								

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	Purchase extra support personnel.	add	X		Principal	\$856,060.00	\$839,404.51	COMPLETE	150970,235566,220970,165710,156013,159021,163859,162907,152743,278905,148668,156419,157367,258074,427343	



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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						
N	Fund Tech XL Network Support Fee using NCLB funds	add		X	Principal			COMPLETE		
N	Provide services for students who are homeless.	add		X	Principal	\$3,165.00	\$3,165.00	COMPLETE		46031.332.53405.111069.430119.2012_\$3,160.00 + 46031.332.53405.111069.430106.2012_\$0.00 + 46031.225.53405.111069.000703.2012_\$5.00
N	Provide Lifeguard Position	add	X		Principal			COMPLETE		
N	Provide Extended Day hours for ESP to help facilitate SLC after school programs and initiatives.	1. SLC tutoring per core subject area will improve students pass rates and increase student at risk populations, failure rates, including students who did not meet AYP, Ell's, and students with disabilities. 2. Tutoring will be per core areas based on subject/skill specific deficiencies to help students pass core courses. 3. Each SLC will designate teacher tutors for its core subject areas. 4. SLC's leads will be responsible for the	X		Principal			COMPLETE		



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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						
		implementation and monitoring of the after school tutoring programs.								
N	Benefits for lifeguard bucket	add	X		Principal			COMPLETE		
N	Fund Benefits for ESP Bucket	add	X		Principal			COMPLETE		
N	Fund Extended Day bucket for ESP personnel	add	X		Principal			COMPLETE		

2 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide extended day funds for teachers to prepare students of the IB and AP programs for thier exams.	1. The strategy will help us address that while trends are for more students to be enrolled in these courses, success rates have declined. 2. These sessions will provide target instruction to address their test preparation and also help prepare for standardized	X		ILT/SLC leads/Administration			INPROGRESS		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		tests improving our meets and exceeds in reading math for all students including student subgroups not meeting AYP. 3. The ILT and SLC leads will be responsible for ensuring the activity is met. 4. This will be monitored by the administration.								
N	Purchase equipment to support instruction in core course areas; across all SLC's.	1. Our overall strategy is to appropriately provide instructional equipment for teachers to provide effective instruction for all student populations, including Ell's, and students with disabilities, and those sub groups not meeting AYP. The equipment will be provided to teachers from 9th-12th grade. 2) The instructional equipment will be purchased for teachers in English, math, and science and social studies.		X	Principal	\$10,715.00	\$10,715.00	INPROGRESS		46031.332.55005.119015.430106.2012_\$0.00 + 46031.332.55005.119015.430119.2012_\$10,715.00



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		lists to ensure that Hispanic and economically disadvantaged students who did not meeting AYP have appropriately equipped learning environments.								
N	Quota Teacher Position	add	X		Principal	\$9,492,470.00	\$9,398,041.55	INPROGRESS	136309,119029,147156,116027,136036,387417,137652,129765,224318,119939,117214,135485,251097,115727,129276,128900,374127,122689,387412,387371,114383,121047,275707,145976,145508,134021,127477,387416,147617,124648,115135,123993,133298,117022,387415,137610,115525,277716,113951,142133,117941,118065,144189,116153,129637,248670,121955,123440,296633,275577,245272,130022,117142,250079,141331,144194,142204,147156,130583,118701,147617,129637,114102,263741,422278,113831,137142,215559,	



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									280834,387385, 143854,128520, 140570,250420, 214643,140215, 134797,117840, 123078,126253, 422285,131520, 128177,137199, 216571,112936, 275708,422284, 125038,137729, 123234,119029, 263695,113264, 146590	
N	Purchase supplies to allow teachers to facilitate student learning.	<p>1. Our overall strategy is to provide a comprehensive curriculum for 9th-11th grade students, including those who have not met AYP and are at risk student populations.</p> <p>2) The Instructional Development System (IDS) will be offered to students in reading, math, and science. The IDS instructional strategy will utilize formative and summative results to drive the instruction within the classroom.</p> <p>3) The English, Science, and</p>		X	Principal			COMPLETE		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		<p>Math IDS teacher leads will have a key role in the successful implementation of the curriculum. Furthermore, the IDS coaches will aid the teacher leads in the implementation process.</p> <p>4) The IDS teacher leads and SLC coordinators and the ILT will conjunctively use the results from the formative and summative assessments to gauge the focus of classroom instruction.</p>								
N	Provide funds to replish garde 9 materials for IDS	<p>1. Our overall strategy is to provide a comprehensive curriculum for 9th-11th grade students, including those who have not met AYP and are at risk student populations.</p> <p>2) The Instructional Development System (IDS) will be offered to</p>		X	Principal			INPROGRESS		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		<p>students in reading, math, and science. The IDS instructional strategy will utilize formative and summative results to drive the instruction within the classroom.</p> <p>3) The English, Science, and Math IDS teacher leads will have a key role in the successful implementation of the curriculum. Furthermore, the IDS coaches will aid the teacher leads in the implementation process.</p> <p>4) The IDS teacher leads and SLC coordinators and the ILT will conjunctively use the results from the formative and summative assessments to gauge the focus of classroom instruction.</p>								
N	Teacher - Substitutes for Activities related to the Office of	add	X		Principal			INPROGRESS		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Academic Enhancement									

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	Provide funds for incentives at each grade level as part of the Parent Advisory Committee's efforts to increase participation in the school and community. Also supplies will be used in conjunction with quarterly meetings/parent trainings.	1. The strategy supports the school's efforts to increase the attendance rates for all students including groups not meeting AYP norms, including Ell's and students with disabilities. 2. Incentives will be purchased and distributed to students quarterly. 3. The Attendance Coordinator is responsible for implementing the quarterly lists of students who meet the criteria to receive the attendance awards. 4. The attendance will monitor the distribution of		X	Attendance Coordinator			INPROGRESS		



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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						
		awards through lists providing names and evidence of their having met the criteria for the awards.								
N	Parents will be trained via consultants as part of the NCLB Parent Advisory Guidelines to increase parental involvement in the school and community.	<p>1. The strategy supports the school's efforts to increase the attendance rates for all students including groups not meeting AYP norms, including Ell's and students with disabilities.</p> <p>2. Meetings will be to inform parents about programs and concerns regarding progress and strategies to keep students on track.</p> <p>3. The SLC leads are responsible for implementing the meeting structure and implementation plans.</p> <p>4. The ILT will monitor the scheduling and results of the participation, including intervention strategies shared and</p>		X	ILT Team	\$7,500.00	\$19,017.00	INPROGRESS		46031.332.54125.390030.430128.2012_\$7,500.00 + 46031.332.54125.390030.430115.2012_\$1,504.00 + 46031.331.54125.390030.430103.2012_\$2,441.00 + 46031.331.55005.390030.430103.2012_\$0.78 + 46031.332.54125.390030.430115.2012_\$1,504.00



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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						
		tracked.								

5 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase security personnel	add	X		Principal	\$268,702.00	\$277,520.95	COMPLETE	431813,388793, 161984,163003, 150979,285718	
N	Fund School Security Aid Position - 1	DNA	X			\$54,849.00	\$53,644.82	COMPLETE	404314	
N	Fund Security Extended Day Bucket	add	X		Principal			COMPLETE		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46031.225.54105.266408.000703.2012_\$ 6,360.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		46031.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		46031.225.54105.266411.000703.2012_\$ 35,412.00



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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	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46031.312.53205.256009.000000.2012_\$0.00 + 46031.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46031.230.54105.254008.000000.2012_\$0.00 + 46031.230.54105.254011.000000.2012_\$0.00 + 46031.230.54105.254021.000000.2012_\$0.00 + 46031.230.54105.254002.000000.2012_\$14,391.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46031.230.56105.254008.000000.2012_\$0.00 + 46031.230.56105.254002.000000.2012_\$90,776.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46031.230.53405.254008.000000.2012_\$0.00 + 46031.230.53405.254002.000000.2012_\$20,779.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46031.230.53115.254002.000000.2012_\$0.00 + 46031.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46031.230.53120.254002.000000.2012_\$0.00 + 46031.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46031.230.54125.254901.000000.2012_\$0.00 + 46031.230.53306.254901.000000.2012_\$0.00 + 46031.230.53306.266407.000000.2012_\$0.00 + 46031.230.54125.266407.000000.2012_\$0.00 + 46031.230.54125.266410.000000.2012_\$0.00 + 46031.230.54125.009574.000000.2012_\$0.00 + 46031.230.53306.009573.000000.2012_\$



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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 + 46031.230.56105.266414.000000.2012_\$ 0.00 + 46031.230.54125.266402.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46031.115.54215.255052.000065.2012_\$ 0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46031.230.54405.254501.000000.2012_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE	451488	
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget			INCOMPLETE		46031.115.55005.254403.000000.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					14,354.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46031.115.53405.119035.000000.2012_\$ 19,573.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46031.115.53305.119035.000000.2012_\$ 118,411.00
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	\$144,019.00	\$139,663.54	INCOMPLETE	422874,410489,408516	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46031.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		X		OMB Budget			INCOMPLETE		



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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						
	ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.				Analyst					
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst	\$591,162.00	\$582,535.84	INCOMPLETE	149468,168387,159970,160080,167961,155979,161015,151448	
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		46031.115.56105.119035.000000.2012_\$4,847.00 + 46031.115.55005.119035.000000.2012_\$28,894.00
N	FY11 carryover of various grant			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						
	funds									
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	\$343,214.00	\$330,027.28	INCOMPLETE	156291,167234,154583,166257,166280,147821,166066,165259,148007,156115,147994	
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		



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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	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 Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		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						
	funded out of school special income fund				Analyst					
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46031.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$150,261.00	\$139,706.26	INCOMPLETE	150250,167140,168388	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46031.210.53405.254607.000000.2012_\$4,240.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network 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		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						
	Technology									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46031.332.57940.390030.430115.2012_\$548.10 + 46031.225.57940.119020.000703.2012_\$0.00 + 46031.332.57940.119031.430106.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst	\$114,066.00	\$81,739.85	INCOMPLETE	112790	
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46031.332.57940.390030.430115.2012_\$548.10 + 46031.332.53405.390030.430115.2012_\$0.00 + 46031.332.54125.390030.430115.2012_\$1,504.00 + 46031.331.57940.390030.430103.2012_\$0.90 + 46031.332.53510.390030.430115.2012_\$0.00