



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
Coleman	Lennette	Principal	X	10-Sep-2010	
Brady	Phyllis	LSC member		10-Sep-2010	
Dones	Yanista	ELL faculty		10-Sep-2010	
Lacey	Brian	Magnet Program Staff		10-Sep-2010	
Moran	John	Parent/guardian		10-Sep-2010	
Nikalou	Evangelia	Special ed. faculty		10-Sep-2010	
Shelton	Judith	Partner		10-Sep-2010	
Sufferdin	Michelle	Assessment/Data faculty		10-Sep-2010	
Tabb	Robin	Parent/guardian		10-Sep-2010	

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.

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

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

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

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

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

Melissa Megolia-Zakos' CAO
Jacqueline Davis, MSD
Tonya Williams, OAE Math & Science

 **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.

SIPAAA team gathered input from stakeholders, during LSC, PAC, Men's Club and volunteer regular and sub committee meetings.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	29	8	75	50	8	

Summary of Meetings

Meeting Date	Meeting Type	Description
08-Nov-2010	Small group discussion	data review, review school report card
13-Sep-2010	Small group discussion	meet with PAC to review parent training/involvement needs
10-Sep-2010	SIPAAA Team	review SIPAA, review data, assign committees
10-Nov-2009	Working group	MCLT, Science team use data to assess science efforts
09-Nov-2009	Working group	MCLT, Math team and Curriculum Director use data, assess short term goals and identify goals



Meeting Date	Meeting Type	Description
06-Nov-2009	Small group discussion	presentation on PM and data analysis, school goals
28-Sep-2009	Working group	create sub committees, meet with PAC
14-Sep-2009	SIPAAA Team	Initial meeting, planning and calendar for timeline

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: 80
 Number of Student Survey Responses: 45
 Number of Teacher Survey Responses: 16
 Number of Staff Survey Responses: 8

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:


Ariel Community Academy (ACA), is a Math and Science Magnet Cluster school founded on a student-family-school-community partnership that educates and nurtures ALL* students to help them fulfill their potential socially, emotionally, cognitively, physically, linguistically and creatively.

Vision Statement:

Our vision is to prepare ALL* students with the academic knowledge and skills necessary in math, science and all academic areas to be (a) strong communicators who share their ideas and the ideas of others in any discipline for a variety of purposes and audiences; (b) critical thinkers and problem solvers who use the knowledge and skills of all disciplines to find solutions to real world issues and events and (c) strong writers who write in all disciplines for a variety of purposes and audiences.* ALL students include students with disabilities, special instructional needs, diverse learners, diverse populations (ethnic, socio-economic, religious affiliations, sexual preference) gifted, bilingual/ELL and students with specialized health and medical needs, regardless of race and/or gender.

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:

Curriculum focus on high student achievement in math and science includes high school rigor resulting in (a) increases in numbers of students moving to 'exceeds' in mathematics by grade 8; (b) all Algebra students succeed in high school Geometry; (c) majority of students selected for elite private and public schools in the city of Chicago. Student growth in science continues to rise with 80% in grade four and 95.1% of students in grade 7 meeting and exceeding state standards.

School has received two national awards for strong curriculum integration and instructional innovation. ALL students experience the connection of core content area skills and concepts to hands on, real world problem solving experiences that require critical thinking skills and rely on many modalities and interests. World Language program promotes the understanding of cultures through integrated foreign language, history, and language arts learning experiences. This connection to a global community motivates students for high school and college success. Students are able to read, write and present their ideas to a variety of audiences using content and skills from all disciplines areas. Students' learning efficacy is high due to curriculum and instruction designed to accelerate and remediate through instructional support that is strategic, personal and accessible. Students share ownership in the data analysis process and work with the staff in setting appropriate learning goals. School data through NWEA, SRA, and student classroom assessments indicates that the Read 180 program has been an effective intervention for middle school students in school based problem solving.

MCLT Math and Science teacher must continue to provide co-teaching, curriculum integration support and professional development in order for ALL students to meet/exceed standards. While 53% of special education students meet standards in math, 28.6% meet in reading. Middle school Read 180 addresses identified gaps in reading strategies and comprehension and must be continued. Slight decline in math achievement reflects program restructuring to accommodate a new academic demographic. Strategic math interventions extend instruction, remediate and strengthen skills of new students and students in school based problem solving must be on-going.

The collection and quality of data has increased but the capacity for all staff and new teachers to understand, analyze and design effective individual and small group instructional units based on data needs must increase. The level of parent and student involvement in data dialogue with teachers must increase for goal setting to be clear and achievable. ALL students and parents need to be more involved and motivated in student's academic growth.

Interventions for homework completion must occur in departmentalized grades to increase college readiness and strengthen student organization, study habits, self-monitoring, and overall grades.

Stronger vertical connections and benchmarks for student writing and language arts through the use of criteria based, student portfolio's and homework folders are needed to strengthen student-teacher-parent communication; clarify standards for student work and; monitor student progress. Parents will be trained to score student writing and serve as external support for bringing student writing to high publication standards.

Student performance in fall EXPLORE tests must be increased through early goal setting; greater student understanding of assessment; and summer learning connections.

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?

A strong magnet cluster focus resulted in a 49% increase in student performance in science with strand analysis indicating program development is needed in the space sciences. For special education students, 53.6% met standards in math, but only 28.6% in reading. The school is in the second year of utilizing NWEA assessments in grades two through eight. This longitudinal data is used by teacher teams along with school based assessments, ISAT data, and EXPLORE results to analyze achievement; target interventions; and direct instructional efforts toward higher overall school norms. Throughout the year, writing samples, student work and NWEA data is used to identify the learning needs of ALL learners and design curriculum and instruction to meet those needs. DIBEL assessments are used in kindergarten and first grades in addition to reading, writing, and math classroom assessments. Strong curriculum and instruction consistently supports a majority of students meeting and exceeding standards. Data suggested the need for reading intervention for middle school new students and students on tiers to bring them up to grade level and Read 180 (middle) and intervention materials (lower grades) addressed this need. Data suggests similar remediation in math with exit benchmarks is needed for grades four, five and six. To address lower reading performance in grades four and five, the instructional period was extended to meet the diverse needs of ALL learners. Strand analysis indicates integration and extensions are needed in the areas of measurement and geometry. Strong student achievement by ALL students in math but negative value added scores indicate a need to continue to strengthen rigor for high performing students, while providing more opportunities for targeted, small group intervention for students needing support. Technology compliments math and reading instruction, enhances instruction and accommodates individual student learning needs.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

The school program is designed to accelerate students particularly in the areas of math and science. An increase of students with IEP's, NCLB students, and new students in departmentalized grades, decreased overall performance slightly and identified the need for an intervention that brings students up to grade level. A new teacher at grade four and five mathematics resulted in instructional pacing that was slower than usual. MCLT has supported instruction and pacing particularly in grades that have new teachers.

- 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?

Students with low achievement must be assessed frequently to insure that areas of challenge and gaps in concepts and skills are being addressed effectively through instruction. Math and reading instruction followed by quarterly benchmark assessments, will identify weak areas of curriculum and instruction as well as those students needing additional instruction. Students below grade level need focused individual and small group instruction, as well as social-emotional interventions to reverse acquired behaviors not conducive to the learning environment and support such things as organizational skills. Our school data and classroom processes analysis indicate smaller instructional groups with appropriate levels of challenge paired with short-term academic goals will benefit ALL learners and move more students to exceeds levels. We will: (a) employ paper and pencil benchmark assessments to identify student needs based on response to specific problems and students approach to problem solving; (b) involve students in data analysis and goal setting of specific concepts and skills; (c) increase involvement of parents in understanding their child's growth data and learning goals; (d) continue modification and clarification of classroom curriculum, instruction, and program processes to achieve greater growth for ALL students; (e) provide designated time for teacher grade level and content teams to review, analyze, and report classroom data with strong emphasis on individual and classroom growth; (f) Collaborate, review and plan with Principal, Curriculum Director, MCLT data dialogues with focus on achieving school goal for ALL students to meet standards and greater numbers to exceed; (g) increase opportunities for Special Education teacher to co-teach and develop inclusive interventions within the classroom so that greater growth for ALL students may be realized.

- 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?

Value added data indicate that students who meet and exceed did not maximize their targeted growth. In addition, a larger population of students with IEP's require a greater range of instructional accommodations. The creation of a data wall, as well as engaging teachers in recording and analyzing the individual growth targets of ALL students in their classrooms, resulted in the design of curriculum to more effectively meet these needs. The staff also engaged students in their own data in a process that permitted the student and teacher to share targeted learning goals.

- 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 has consistently achieved AYP status. However, increased numbers of new, NCLB students entering at upper grades has presented a need for interventions and support for these students. Because a third of our special education students did not achieve adequate yearly progress in reading last year, materials, assistive technology, and extended learning was employed for low performing students and students with special needs. Longitudinal analysis and value added data indicates that for those students who do have strong grade level concepts and skills, growth is not as strong as it could be. Teachers must continue to increase their capacity to assess curriculum and instruction in relation to identified needs of ALL learners, particularly in reading, so that ALL students will achieve growth targets. Language Arts Portfolio's will share common elements and advance with students each year in order to (1) increase alignment of instructional processes and goals between grades; (2) strengthen student writing; (3) help students better understand their progress and set goals; (4) and provide concrete evidence to teachers to increase expectations for and instructional rigor in writing and reading. Data also suggests student writing skills must be improved at all grades but particularly at fifth grade where greater numbers of students were below standards. The portfolios are designed to address this need.

Strengths:

As a Magnet Cluster Math and Science school, the curriculum and instructional emphasis has supported more students exceeding standards in math and science. The MCLT has co-taught lessons and focused on effective curriculum pacing. Because our students were initially identified as at risk, curriculum integration that incorporates core subjects and the arts into instructional units has increased the ability for content and skills to adapt to a wide variety of learning styles and increase student performance in general. The MCLT and Curriculum Director have worked with teachers to help curriculum and instruction adapt to the needs of a fluctuating population. The World Language Program helps students acquire a second language and has been a strong component for achieving high school success by fostering strong connections to the global world, increasing student interest in education, and promoting strong critical thinking and problem solving skills. Strong student attendance reflects a positive view of schooling by students.

Concerns:

While technology based assessments provide growth data in a timely manner, a quarterly benchmark paper-pencil assessment that permits teachers to (a) analyze their instructional program and (b) understand which students did not understand content taught and (c) identifies the kinds of problems students have difficulty. All teachers must be equally engaged in data decision making and share ownership in classroom growth analysis.

Student Connection Strengths and Concerns

Strengths:

Strong student attendance reflects a positive view of and interest in schooling. Students feel teachers and staff are supportive and interested in their learning. Teachers provide small group and individual tutoring; Ariel Men's Club and staff mentor students; and After School All Stars Elites program has reduced suspensions by 40% while increasing a value for scholarship in general. The after school enrichment program features hands on science activities in grades 3 to 8; literacy book clubs; Battle of the Books activities; Math Counts; Chess Clubs, Theatre; Community Service Projects, Model UN, debate, extended learning activities, and a wide array of creative and sports activities. Financial Literacy and World Language program involve students in global learning activities in which students write, problem solve and speak to larger audiences in the extended community. Programs are inclusive and ALL students, including those with special needs, participate in a wide range of offerings.

Concerns:

Efforts to reduce instructional size must continue for ALL students to meet and exceed. Academic rigor and support for high performing students needs to increase. The school wide focus on, and analysis of, student growth data must continue in order to raise the overall norm of achievement to ALL students meeting, and greater numbers exceeding, standards. Interventions to (a) address student learning gaps and bring ALL students up to grade level; (b) target additional acceleration and (c) address students socio-emotional needs must continue. The use of assisting technologies should be examined to facilitate these efforts. Maintaining the strong bridge between after school programs that focus on healthy living activities, community service projects, academic clubs, sports and creative activities, and the school day, has resulted in fewer suspensions, greater student achievement, and increased student efficacy and must be continued.

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

The school instructional emphasis is on cross-disciplinary ways of thinking as mathematicians, historians, writers, artists, analysts, entrepreneurs, and scientists in a Learning Climate that recognizes and respects ALL learners, many talents, and variety of learning styles. Throughout the year, student performances reflect an integration of content areas and engage family and community members in Math and Science Nights, World Language Assemblies, Cultural Fairs, Financial Literacy Nights and dramatic performances. As a Math and Science Magnet Cluster School and World Language Academy, the school serves as a curriculum demonstration center and maintains classrooms open to pre-service teachers, student teachers, university educators, community members, teachers and principals from other schools throughout the year. Strong community connections provide health services to children and families at the school. Emphasis is placed on teaching students to give back to their communities through fund raising for children's cancer, flood and earthquake victims, and through community service projects and exchanges with nearby nursing facilities. In all of the schools activities, strong communication links rely on a variety of technologies and publications - math, science newsletters, a financial literacy newsletter, parent portals- are established between teachers and students; teachers and families; the school and community. Communication between school and families is on-going (teachers and parents meet frequently to discuss a variety of issues and needs) and accessible (parents, teachers, school staff and community members are easily

contacted and response is timely). School Data reflects this relationship reporting students feel supported in learning; there is strong student attendance; high parent satisfaction; and there is low student transiency. The school has received national awards as a National Magnet School of Excellence and many state awards.

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

The population of the school reflects the attrition of students identified early on as academically at-risk. 87% of our families are low-income and the majority of our families are single parent, female headed households. Responsive Classroom principles, mentoring from individuals from business and the Men's Club and tutoring from individuals in the community help support the social emotional needs of our students so that learning efficacy can be achieved. Continued support and intervention for students who do not have strong study skills and do not do homework should be established. Extended learning opportunities must continue for ALL students to receive timely help and intervention and bring students up to grade level. Strong parent connections and communication must continue in an on-going manner both to inform students and parents and to celebrate student progress.

Strengths:

Strong emphasis on professional teaching standards has resulted in a fifty percent increase in NBCT teachers and three teachers participating in NBCT this year. Special Education students and students with autism equally participate in and contribute to the overall well being of the school. The staff is highly engaged in: (a) developing curriculum and instruction innovations; (b) identifying areas for greater professional development; and (c) problem solving and supporting student social-emotional and academic success. The school demonstrates the importance of, and support for, developing strong family-student-school-community partnerships that engage community entities and individuals in a wide variety of activities that support student achievement and foster overall student well-being.

Concerns:

As the only elementary Math and Science Magnet Cluster school on the south side, our focus has reflected a commitment to smaller classroom sizes, high curricular rigor, and increased acceleration so that ALL students, including those at risk for academic failure, achieve. The influx of new students, increased class sizes and our review of assessment data collectively suggest that transitional support is needed to bring new students up to school social and academic norms as well as support, when needed, those students who may be falling behind. Common core elements for curriculum, instruction and student learning capacities, particularly in departmentalized grades, must be further articulated to students and parents to increase involvement in and commitment to student success. Common curricular portfolios that include, writing, reading response and analysis to literature, research and publications, math benchmark success etc. will clarify student and parent understanding of school expectations for student work. Continued recognition of clear expectations for community core values and collective leadership will strengthen student positive decision making, peer-to-peer support and overall positive school climate. Student goal setting must reflect social emotional, academic and interpersonal goals.

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](#).

The instructional program has a Math and Science emphasis designed to accelerate ALL students and close the achievement gap in gatekeeper subject areas of Algebra I and Biology. The program develops high school skills and concepts in both areas to prepare for high school success. Our inclusive program offers ALL students equal and common learning opportunities as well as small group and individual instruction to address student needs for accommodation and modification in all content areas.

General and special education teachers, MCLT, and Curriculum Director collaborate with grade level teams to plan (reflect, review, revise, re-assess,) curriculum to meet the learning needs of ALL students. Teachers utilize multiple modalities, integrated learning activities, and hands on experiential learning explorations to accommodate all learning styles.

Tutoring and individual learning support both during and after the school day are offered, as needed, to ALL students.

Special education staff participate in all curriculum planning and professional development activities, co-teach in the classroom and ensure that on-going professional development increases staff capacities and strategic knowledge regarding meeting the needs of ALL learners.

Reading intervention instructional resources accompanied by data driven instructional practices provide timely and appropriate instruction for primary, intermediate and middle school grades. The Read 180 program was employed at grades 6 to 8 to provide remediation and bring students up to grade level. Accelerated Math and individual-small group tutoring and co-teaching differentiate instruction to meet the needs in ALL subjects.

Inclusive after school programming integrates students with disabilities in after school enrichment activities - sports, science enrichment, dramatic arts, clubs and tutoring etc. foster healthy lifestyles and positive student attitudes and interest in academics, high school success and college goals.

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

- **Next Steps for Instruction:**

Integrated units that address the learning needs of students who share similar, identified (through multi data sources) content area needs, must continue so that ALL students meet or exceed. MCLT will continue collaborations with classroom teachers to maintain strong student achievement, cross disciplinary integration, and curriculum pacing in math and science. Teacher teams at primary, intermediate and middle school must use multiple assessment data to develop intervention programs based on specific needs of ALL students, new students in grades three through eight, and special education and students on tiers. Prompts, short term, strategic interventions will increase the numbers of students taking high school level coursework in grade eight; insure that ALL students meet on state assessments; and move more students to exceeds levels on state assessments.

Individual components of RTI should be fully examined as entities in themselves to fully accommodate all learning possibilities.


School wide data (from NWEA, classroom assessments, Read 180 assessments etc.) and findings from grade level teams and leadership teams suggest that Read 180 is an effective intervention program for middle school students on tiers and students with special needs and must be continued.

Data suggests Geometry Fridays and Language Arts Fridays provide integrated, theme based units that strengthen identified skill areas in cross grade level learning activities are effective and should be continued. Instruction must be responsive to data identified needs and benchmark assessments arising needs identified through teacher collaborative data dialogues to increase student enthusiasm and achievement.

Increase a rigorous intervention program for intermediate and middle school students in tiers 2 and 3 of school based problem solving in mathematics so that more, and eventually ALL students may enter high school Algebra program in grade eight.

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:

The staff is 100% highly qualified and schedules permit common planning times for grade level teachers , MCLT, Curriculum Director, special education teachers and content area teachers in departmentalized grades to meet, design accelerated curriculum and implement RTI instructional strategies. This also insures that the learning needs of ALL students are met. Leadership teams, Curriculum Director and MCLT plan cross grade level integrated learning enrichment activities that target content area concepts and skills. The Principal, MCLT and Curriculum Director attend grade level team meetings and Leadership Team meetings to review student assessment data, and collaborate on school, student, and staff instructional needs. Team structure has been effective and permits all teachers opportunities to share their expertise. MCLT models teaching strategies and co-teachers units and provides on-going professional development, all which support strong student achievement in math and science and help address needs of new students. MCLT must work with teachers to develop clear paths of remediation for new students and students on tiers and address the need to broaden the participation in advance coursework continue to be offered both within and outside of the school and district to foster academic and instructional innovations.

Continued teacher growth in the area of data analysis, assessing the effectiveness of classroom instruction and in designing integrated curriculum that address specific learning needs suggested by the data must be emphasized in staff development. School Data Leadership Teams will continue to attend professional development to strengthen data analysis capacities. Staff development must include the innovative use of technology to support student learning, classroom instruction and foster more effective communication and learning connections between the home and school.

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?

Peer observations increase the level of professionalism and competence amongst teachers. Teachers who are National Board Certified lead other teachers into incorporating National Board Standards into their own practice and professional growth. The School Leadership Team and staff will continue to maintain and seek opportunities for inter-school collaborations both within our Magnet Cluster Network and with AMP schools which provides teachers with opportunities to share expertise; learn from the expertise of others; create integrated curricular programs and instructional strategies that maximize the learning of ALL learners; and capitalize on professional development and learning opportunities provided by the community such as nature centers and museums.

✔ **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...)

General and special education teachers participate in joint professional development and share common planning times. General education and special education teachers also participate in AMPS, Magnet Cluster, and outside workshops. Teachers and special education teachers will collaborate using NWEA, benchmark data, classroom work and other data employed in intervention to create integrated curricular units that remediate and target learning gaps across grades.

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

- **Next Steps for Professional Capacity:**

The LSC, School Leadership Team and staff will continue to grow in the ability to understand and use data analysis to align curriculum and instructional capacities at every grade level, as well as vertically, building student proficiency between grades through clearly understood goals and performance benchmarks. Alignment of both the process and form of student work in language arts through common portfolio elements will compliment this process and set clear expectations for student work and mastery. Student writing and extended response samples will be scored in cross grade level teams so that instruction will align to writing standards and state rubrics. In departmentalized grades, teachers will adopt common curriculum map templates that incorporate clear benchmark exits per quarter aligned to standards; student goal setting strategies; academic proficiencies; classroom community proficiencies and personal and collective problem solving capacities.

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).**

An inclusion program provides differentiated and individualized learning opportunities for ALL students. Students with special needs participate in all enrichment (dramatic arts, science explorations, community service projects) and sports activities and teams (football, basketball, baseball, track) during and after the school day. Extended learning activities during and after school offer additional support in small groups that represent children with and without disabilities but who share a common learning need. In all ways students share common learning and enrichment activities and this must continue.

- **Next Steps for Learning Climate:**

Emphasis on cross-disciplinary ways of thinking as mathematicians, historians, writers, analysts and scientists create a Learning Climate that recognizes and respects ALL learners and learning styles. Student performances of understanding for the school and community members include students with and without disabilities and create a value for core concepts and skills and education in general. A key element of our Learning Climate is the ability of students to take ownership of and be active participants in their learning environment. Students lead the class, teach younger students, create their own businesses, and are responsible for sharing classroom learning, as well as such things as the school mission to a variety of audiences. This process creates high self-efficacy, responsibility and strong parent-student-school-community connections. Our goal is for all grades and all students to be a part of this process.

In departmentalized grades the transition times must share common procedures and be kept at a minimum. The anti-bullying program must be promoted throughout the school year and equally maintained by all teachers and school staff so that there is overall greater student, parent and teacher awareness of bullying behaviors. Teacher teams should develop a process that preempts negative behaviors, promotes peer mediation, and encourages an overall standard of conduct and respect that is consistently enforced. Teacher-student-parent learning conversations should include socio-emotional goals that pertain to personal as well as collective responsibilities. Students often lack independent study skills and organizational habits which has led to the incompleteness of homework and disruptive classroom behavior. Recent interventions in this area have been positive leading to greater student learning efficacy and overall positive behaviors, thus, must be continued.

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?

Strong community involvement offered free Saturday tutoring to students in grades three to eight. A partnership with Ariel Investments offers students opportunities to visit community businesses; learning investing and financial literacy; and recognize the value of education to life long success. A strong Community in Schools network has provided such things as a vision program and the Neighborhood Schools Partnership has provided tutoring both during and after the school day. A parent network supports students in quarterly activities and mentoring.

- 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.

Communication to parents regarding the school's academic status and individual student academic status occurs on a variety of levels. School performance information is made available through the office staff, an all school data wall and in school publications. Parents are introduced to information, and informed of school and learning expectations in parent meetings at the beginning of the year and periodically throughout the year during which time Parent Portal information is also shared.

Next Steps for Family & Community Involvement:

Parent participation will be increased in identified need areas. More parents must be involved in supporting student learning at home. Clearly communicated quarterly expectations in departmentalized grades and continued parent-student-teacher data dialogues will help this process. Parent-to-parent network for such things as fund raising, field trip chaperones, family night volunteers; student publishing centers; library volunteers etc. will be established.

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	Mathematics	Standards based K-8 curriculum relies on integration and hands on experiences to insure individual growth targets of ALL students are met.	50% of students in grade 8 will successfully complete high school Algebra; ALL students at all grades will meet or exceed standards in mathematics. High student participation in math enrichment activities such as Math Counts, Invest/stock analyst teams.	NWEA data and quarterly benchmark assessments provide indicators that ALL students meet or exceed yearly progress; MCLT and DATA team will monitor pacing, curriculum implementation and student performance/work; Principal. MCLT, Curriculum Director meet throughout year with grade level teams and math team.	Yes
2	Science	Standards based K-8 science curriculum results in 80% fourth grade and 95% seventh grade students meeting and exceeding state standards.	Student performance on ISAT will be maintained to reach the goal of ALL students meeting and exceeding standards. 100% middle school students participate in yearly science fair.	NWEA science data used to identify/insure that ALL students are on track. Science team monitors student participation in science fair activities, science clubs and enrichment activities, parent-community math and quarterly science nights.Principal. MCLT, Curriculum Director meet throughout year with grade level teams and science team.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	World Language/Culture	World language program teaches students Spanish language with emphasis on culture that builds a strong understanding of global communities and world issues while promoting strong interest in schooling and high school readiness.	ALL students demonstrate use of world language; 100% students participate Culture and World Language activities and demonstrate knowledge of and appreciation of world cultures through school exhibits, assemblies inter and intra school conferences. School will seek cultural exchange opportunities.	World Language and Fine Arts Team create and monitor student and parent participation.	Yes
4	Literacy	Literature-based program is designed to meet performance targets in all subjects by reducing class size and providing targeted, intensive intervention supported by text materials and technology, as well as opportunities to accelerate student literacy and writing capacity.	100% of students meet on ISAT with 10% yearly increase of students moving to exceed. ALL students demonstrate AYP progress.	NWEA data, quarterly benchmark assessments, SRA intervention data, and student work provide indicators that ALL students on track to meet or exceed standards. Literacy Team, Principal and Curriculum Director meet with grade level and language arts teams.	Yes
5	Family/Community Involve.	Parents are provided opportunities to learn about how to support students learning at home; how to use educational tools such as the parent portal; and participate in school activities that further support the physical, social-emotional, creative and academic growth of the whole child.	Parent 'Guest Book' indicates parent participation in events and parent comfort with contacting school staff.	All grade level teams will communicate to and engage parents in on-going yearly events and volunteer activities.	Yes
6	Technology	Technology is utilized to monitor student progress; support student enrichment; support student intervention and overall enrich the instructional capacities of the classroom.	School-wide data boards provide clearly communicate student progress to teachers, students and parents. Student-teacher data based goal setting supports report card. Teachers teach content supported by technological resources. ALL teachers participate in Data Dialogues within the school throughout the year and use data to target student learning and needs.	DATA team and Technology Team meets with grade level teams and staff to support use technology to monitor and assess instruction; enhance instruction; and monitor student learning throughout the year.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Attendance	High student attendance is promoted by a program designed to increase student interest and involvement in school through perfect attendance recognition and involvement extra-curricular activities that connect learning to overall healthy lifestyle well-being.	School attendance reflects at minimum 1% unexcused absences with the overall aim of ALL absences being those that are excused. 30% yearly decrease in student tardiness.	School clerk and principal will engage all grade level teams to monitor student attendance and tardiness; report to parents and engage parents in the importance of student attendance to student learning.	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.



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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	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$2,699,504.00	\$2,659,482.64	INCOMPLETE	399076,157147,125230,137342,117434,166007,112248,142452,268578,267567,387835,434354,387834,427003,452730,136841,142083,267606,112930,145053,381992,328549,215556,328527,268583,120063,131869,170862,268581,114805,128344,125313,118746,118027,447546	
N	To provide for supplemental classroom supplies			X				INCOMPLETE		
N	To provide for homeless student population			X		\$1,000.00	\$1,000.00	INCOMPLETE		23421.225.53405.111069.000703.2012_\$1,000.00
N	Provide for special ed classroom assistant position		X			\$93,996.00	\$91,545.32	INCOMPLETE	407269,428660	
N	To provide for parent supplies	Supplies		X		\$3,185.00	\$3,185.00	INCOMPLETE		23421.332.53405.390030.430128.2012_\$3,185.00 + 23421.332.53405.390030.430115.2012_\$2,873.00
N	Provide for financial consultant services	Miscellaneous employee	X					INCOMPLETE	306204	
N	Provide for copier maintenance/repair expenses			X				INCOMPLETE		
N	Provide for office supplies			X		\$1,890.00	\$1,890.00	INCOMPLETE		23421.225.53405.241006.000703.2012_\$1,890.00



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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	Travel reimbursement for students and parents			X				INCOMPLETE		
N	Travel reimbursement for students and parents			X				INCOMPLETE		
N	laptop replacement			X				INCOMPLETE		
N	Provide for all quota positions		X			\$572,552.00	\$571,718.47	INCOMPLETE	421673,421584, 429323,427143, 421586,429320, 445348	

5 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide for homeless expenses			X				INCOMPLETE		

6 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To provide for supplemental technology supplies			X				INCOMPLETE		



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4 - 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 for reduced class size teachers		X			\$229,351.00	\$226,984.43	INCOMPLETE	406499,406486, 423907,406499, 408347,408347	
N	Provide for substitute bucket		X					INCOMPLETE		
N	Provide for reading consumables			X		\$5,566.00	\$1,566.00	INCOMPLETE		23421.225.53305.119015.000703.2012_\$ 0.00 + 23421.332.53305.119015.430106.2012_\$ 0.00 + 23421.332.53305.119015.430119.2012_\$ 1,566.00

1 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide for math consumables			X		\$4,000.00	\$0.00	INCOMPLETE		23421.225.53305.119016.000703.2012_\$ 0.00

3 - World Language/Culture										
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 student travel during the school year			X				INCOMPLETE		



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2 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide for supplemental science supplies			X				INCOMPLETE		

7 - 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 for student travel expenses			X				INCOMPLETE		

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		23421.225.54105.266408.000703.2012_\$ 2,760.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		23421.312.53205.256009.000000.2012_\$ 0.00 + 23421.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		23421.230.54105.254027.000000.2012_\$ 8,000.00 + 23421.230.54105.254021.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		23421.230.53115.254002.000000.2012_\$0.00 + 23421.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		23421.230.53120.254002.000000.2012_\$0.00 + 23421.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		23421.230.53306.009573.000000.2012_\$0.00 + 23421.230.54125.266410.000000.2012_\$0.00 + 23421.230.56105.266414.000000.2012_\$0.00 + 23421.230.54125.266407.000000.2012_\$0.00 + 23421.230.54125.254901.000000.2012_\$0.00 + 23421.230.53306.254901.000000.2012_\$0.00 + 23421.230.54125.009574.000000.2012_\$0.00 + 23421.230.53306.266407.000000.2012_\$0.00 + 23421.230.54125.266402.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		23421.230.54405.254501.000000.2012_\$0.00
N	SPED			X	Principal			INPROGRESS		23421.115.54210.255004.376712.2012_\$



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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						
	transportation									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	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE	445346	
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		23421.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement		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						
	Design Template for fund usage detail.									
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			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		23421.115.55005.119035.000000.2012_\$6,367.00 + 23421.115.56105.119035.000000.2012_\$1,068.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and		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						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
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	\$216,724.00	\$207,482.02	INCOMPLETE	161605,158020,437102,161552,161594,148262	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I		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						
	supplementary.									
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		23421.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		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	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			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		23421.332.57940.390030.430115.2012_\$0.00 + 23421.332.57940.119031.430106.2012_\$0.00 + 23421.225.57940.119020.000703.2012_\$2.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		23421.225.53306.119016.000703.2012_\$ 3,500.00 + 23421.331.53405.390030.430103.2012_\$ 650.00 + 23421.331.53205.390030.430103.2012_\$ 650.00 + 23421.331.57940.390030.430103.2012_\$ 1,356.80 + 23421.332.53405.390030.430115.2012_\$ 2,873.00
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		23421.115.55005.254403.000000.2012_\$ 3,163.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		23421.115.53405.119035.000000.2012_\$ 3,154.44
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		23421.115.53305.119035.000000.2012_\$ 6,665.22
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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		