



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](http://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
Joyner-Sanders	Elaine	Asst. Principal	X		
Berry	Latanya	Classroom tchr.			
Clark	Loretta	Special ed. faculty			
Erves	Vernetta	Classroom tchr.			
Grinnard-Davis	Marcia	Classroom tchr.			
Hodo	Barbara	Classroom tchr.			
Nze	Christian	Special ed. faculty			
Patrick	Rosetta	LSC member			
Perry	Carol	Principal			
Woodruff	Archetta	Counselor/case mgr.			
Workman	Gaylord	Classroom tchr.			

### 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. "Fresh Start Partnership with CTU CPS and the Chicago Teachers' Union (CTU) have a partnership agreement in which the union shares management responsibility for the school for a five year period. Schools in the Fresh Start Partnership are engaged in comprehensive reform models such as Success for All and Talent Development School and have begun implementing a new teacher evaluation process modeled after the "Toledo Plan." Provide mentor teachers to support teachers; implement a research based curriculum; plan for and provide professional development to support curriculum model; order instructional materials and supplies to support curriculum model; integrate internal and external evaluations; and provide extended day opportunities and supports to improve instruction. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

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


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

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is 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)

CAO: Dr. Shawn Smith; MSD: Valeria Olds; Coach: Janice Brown; Instructional Analysts: Rebecca Davis and Amy Zaher; Math/Science Coach: Rashida Washington; Data Analyst: Cassandra Davis; CPS/CTU Fresh Start Partnership; Chicago Math and Science Initiative; AVID; McKinsey and Co.; Chicago Communities in Schools; Junior Achievement; Kids at Hope; Chicago Cares; Urban Initiatives Inc.; Firman Community Services; DuSable Museum; Terra Foundation for the Arts; The Art Institute and DePaul University.

 **TIP** Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

The SIPAAA Team gathered input from faculty and stakeholders via Data Analysis Meetings, ILT Meetings, Grade Level Meetings, Staff Meetings, the CREP Report, and the Five Fundamentals of Success REPORT. Community stakeholders provided input via Community Forums, LSC/NCLB Meetings, Parent Meetings and My Voice , My School. Students provided input via Student Government, informal gatherings and My Voice, My School.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	7	19	4	10	14	4	2

### Summary of Meetings

Meeting Date	Meeting Type	Description
23-Mar-2010	Small group discussion	LSC/NCLB input for Family/Community involvement for SIPAAA
11-Mar-2010	Other	Student input for learning Climate/Safety for SIPAAA
08-Mar-2010	SIPAAA Team	Analyze data to determine strengths and concerns for School Characteristics
05-Mar-2010	SIPAAA Team	Determine review process for Outcome Analysis
23-Feb-2010	SIPAAA Team	Review Mission and Vision Statements
17-Feb-2010	Small group discussion	Principal provided overview of SIPAA changes and timeline at ILT/SIPAAA Team Meeting
09-Feb-2010	Working group	Principal provided overview of SIPAAA changes and timeline at LSC/NCLB Meeting
05-Feb-2010	Working group	Teachers analyze school data to input into SIPAAA
28-Jan-2010	Other	CAO provided overview of SIPAAA at Principal Institute

### Five Fundamentals Surveys

 **TIP** Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of Staff Survey Responses:

### Mission/Vision

 **TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").

 **TIP** Enter the mission and vision in the spaces below.

#### Mission Statement:

At Crispus Attucks Academy we are committed to becoming a model of academic excellence for all students and a center of pride for the community by maintaining a safe and orderly environment that fosters teaching and learning. We will provide an educational program that is inclusive of the core subjects and technology, thereby promoting educational success, personal -

#### Vision Statement:

We envision an ideal school that promotes mutual respect, positive attitudes toward education, self, others and the community at large whereby all students will experience success at Crispus Attucks Academy, their high school of choice and in their pursuit of post-secondary studies.

social development and the quest for higher learning. We believe all children are capable of success, NO EXCEPTIONS.

## 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:

There was a steady increase of more than nine percent of eighth-grade students who met/exceeded the State Standards from 2006-2009. Over fifty percent of Attucks students who moved on to high school are still on track to graduate.

There was a decrease of over seventeen percent from 2008 to 2009 of those students who are on track to graduate.

## Academic Progress

### Academic Progress Strengths and Concerns

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

The school-level data we use to inform our school improvement decisions include benchmark assessments (Scantron, grades 3-8), DIBELS (grades K-2) Reading Roots Formal Assessment, Scholastic Reading Inventory, Curriculum Instructional Framework, Teacher-made tests, Success for All Story Tests, Everyday Math unit tests, and the Connected Math Unit Assessments. Students were trending upward in 2006-2007.

- 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.

There was a huge disruption due to the forced relocation to another site. Attucks lost its server and therefore could not administer the SRI , and thus, conduct progress monitoring for areas of deficiency. Due to the move, Attucks suffered a loss of computers and therefore could not accommodate all students using technology for support. Decreased funding forced the discontinuation fo reading support personnel. Because of our location on the corner of State and 51st street, safety and security issues arose.

- 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?

CPS could support our lowest-achieving students by providing more technological equipment, provide professional development for teachers, refurbish the library, reconsider administering DWAs a month later, provide support personnel (Reading Facilitator, tutor, technologist).

- 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?

Student achievement is trending slowly upward in math. However, we are not meeting AYP and remain below the State level.

- 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>

Attucks' student achievement does not meet the State standard level for this academic level.

There was a drop from the previous year in student achievement in reading from 52. 5% to 45.2%. Students were trending upward, but then had a setback in 2008-2009.

There was a 12% drop in science for 4th- and 7th- grade students.

Fifth-grade and 7th-grade ISAT scores experienced significant decreases in 2008-2009 in Reading.

There was a significant decrease in fourth-grade and sith-grade scores in Math.

**Strengths:**

Gains are being made in math from the baseline, including special education. Our value-added scores have increased.

**Concerns:**

Different students are being tracked in scienc, so what does the data really show?

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

There is a perception of a family atmosphere at Attucks.

Students poerceive the teachers as supportive.

Students' participation in extracurricular activities increased.

Students are taking ownership of their learning.

**Concerns:**

The number of suspensions is a concern.

Students have concerns about the academic rigor.

Safety and security concerns have increased.

An increase in technology-based academic support for students has increased and higher-order thinking is being promoted.

## 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?

Challenges: Mobility rate of 14% is still high. Student discipline and lack of anger management is still a concern

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

Research has shown that when students move repeatedly their reading skills fall below their peers.




#### Strengths:

Attributes-- Attucks has maintained a school climate that is cohesive, nurturing, and positive.  
 The mobility rate has decreased, indicating more stability.  
 According to NCLB, teachers are highly qualified in subjects which they teach.  
 Homeless students have a safe haven in Attucks, where they have stability.  
 School building is maintained and clean.

#### Concerns:

Attucks has a lack of teachers endorsed in the subjectw which they teach.  
 There are no Nationally Certified teachers on staff. There is a lack of resources to address the needs of the homeless. Research has shown that rates of hunger, health, and learning disabilities are higher in homeless students, which leads to more absences and lowere achievement.  
 We have a high rate of veteran teachers who are set in their ways and oppose new ideas.  
 There is a high level of disrespect shown from student to teacher, and from parent to teacher.

## 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
Reading	Other	OWL		X									
Math	Other	OWL		X									
Science	Other	OWL		X									
Writing	Other	Lucy Calkins and teacher created activities aligned with the Language Arts Standards	X										
Social Studies	Other	Harcourt Social Studies Textbooks			X	X	X	X	X	X			
Reading	Success For All	Aligned with Language Arts Standards			X	X	X	X	X	X	X	X	X
Math	Connected Mathematics Project	C(M+S)I									X	X	X
Math	Everyday Math	C(M+S)I			X	X	X	X	X	X			
Science	FOSS Kits	C(M+S)I			X	X	X	X	X	X			
Science	STC	C(M+S)I							X	X			
Science	IES	C(M+S)I									X		
Science	SEPUP	C(M+S)I										X	X
Science	Other	Houghton Mifflin Textbooks										X	
Social Studies	Other	Prentice Hall Textbooks, Novels and intergrated teacher created actiivites									X	X	X
Other	Other	AVID							X	X	X		
Math	Other	CIF						X	X	X	X	X	X

Partner Name	Partner Description	# of Students
CPS/CTU Fresh Start Partnership	External Partner	285
Success for All Foundation	Reading Curriculum	265
McKinsey & Co.	Tutoring in Grades 3 and 6, also, Junior Achievement for All Students.	285
Kids at Hope	Provides Affective Support (belief system) to Assist in Creating a Culture of Calm	285
Chicago Communities in School	Provides Affective Support	285
Black Star Project	Provides Mentoring Support	98
Urban Initiatives	Provides Athletic Support	40
Du Sable Museum	Building Blocks Program	32
Chicago Children's Choir	Provides Musical Instruction and Coaching	25
Art Institute Terra Project	Provides Art Appreciation, Instruction and Support	87
Princeton Review	Provides SES	16
Cambridge	Provides SES	7

Partner Name	Partner Description	# of Students
Aim High	Provides SES	28
Babbage	Provides SES Program	16
Chicago Cares	Provides Environmental Affect	285

 **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).

Attucks' teachers have common planning time, vertical grade level meetings, data analysis meetings and staff meetings. We also have an ILT (Instructional Leadership Team) whose members chair the vertical teams. We also have ILT, LSC and Student Government performance management meetings. As a Fresh Start School PD is provided to support instruction. We also participate in SFA PD, C(M+S)I PD, CIF PD and AVID PD. Participation in CPS University and the Quest Center are utilized on an ongoing basis. SES is offered as well as before school programs. Student tutoring for grade 3 and grade 6 is provided by McKinsey and Company. Schoolwide tutoring is provided by SFA. Technology instructional support is provided through MIND, Kid's College and Study Island.

- 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...).

The Attucks School is currently under reconstruction to meet ADA guidelines. We provide complete inclusion for students with disabilities. We also provide primary, interermediate and upper cross cat. resources where necessary.

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

- Next Steps for Instruction:**

The Success For all Reading Program is used in grades K-8. K uses KinderRoots, 2-5 uses Reading Wings and 6,7,and \* uses The Reading Edge. to maintain the integrity of the program teachers must adhere to the SFA Pacing and Walk Through Check List. Apprise administration of textbook and material needs in a timely manner. Identify committee members to select a school-wide writing program for adoption and continue the use of teacher and student rubrics. In the Middle School the ISAT Math Standards should be reviewed to be sure they are covered in the pacing guide (Connected Math) prior to testing. Grades 3, 4,and 5 should maintain the iimplementation integrity of the CIF for Math and the MIND Institute(Jiji). An inventory of Science materials is necessary to ensure that all students have and accomodations schoolwide. Also consider purchase of Science context readers. AVID strategies will continue to be implemented in grades 3,4 and 5 to obtain certification.

Reading Wings

***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 2008-9 CREP, Leadership on a scale of 1-5 is 4.59. The highest levels of agreement are the belief that all students can learn, administration encourages teachers to be creative and try new methods, and principal provides useful feedback on staff performance. The lowest levels of agreement according to the CREP and minutes from grade level and staff meetings are rules for student behavior are consistently enforced, and student misbehavior interferes with the teaching process. Next Steps: Collaborate with the Office of Safety and Security for Main Entrance Sign (for proper access), Entrance/Exit Device System (to keep all doors locked), Request Additional Hand Wands (random student searches) and Hand Held Radios (more effective in-house communication). Review/Revise School Discipline Handbook and Teacher Handbook. Ensure all staff members have a copy of the Student Code of Conduct. Continue implementation of Kids at Hope belief system to support a culture of calm. Procure additional computers and software to enhance technology use schoolwide.

### **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?

In review, Quality Professional Development and access to new ideas remain far above average. Regarding Professional Capacity: Focused PD is far above average, Peer Collaboration is average, Continuous Learning is above average and Trust and Commitment are average.

- ✓ 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 capacity of both general and special education teachers to implement inclusive practices will be achieved through common planning time, all inclusive data analysis, grade level and staff meetings, an ILT representing all constituencies, and all inclusive on site and off site professional development. Resources for these practices will be the administration, staff, Area Office, Central Office, SFA, C(M+S)I, CPS University, Quest Center and the Fresh Start Partnership.

- ✓ TIP Record your findings from the self-assessment, surveys, and/or small group discussions below.
  - Next Steps for Professional Capacity:

To sustain professional capacity all teachers will participate in PD offered by Success for All, C(M+S)I, and CIF to ensure that teacher strategies address the needs of all students. Provide more PD for regular and special education teachers to foster more collaborative relationships and aligned inclusive instructional practices for all special education students. Other site - specific PD will be addressed as needed using the resources available. Encourage more teacher participation in national conferences.

### ***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).

Crispus Attucks Academy (formerly Farren) has been identified as an Empowerment Zone. Therefore it will be reconstructed to meet the requirements of the American Disability Act. All students will have access to the core curriculum and technology to the fullest extent possible. Extra-curricular activities are inclusive of all students including before and after-school programs, to the fullest extent possible. Students' personal, social and emotional needs will also be addressed to the fullest extent possible through mentoring, motivational speakers and referrals to the social worker where needed.

- Next Steps for Learning Climate:

Continue to implement the KIDS AT HOPE (KAH) belief system which is undergirded in the thoughts that all children have goals and dreams for the future, teachers are to search for the talents, skills and intelligences that exist in all children and "Failure is not an Option!" We shall also involve our families, the community and school partners in a relationship that supports a safe and orderly environment that is conducive to nurturing and rigorous teaching and learning. Reinforce the need for teachers to have all the materials and support necessary to address the needs of all students to the fullest extent possible.

### ***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?

Parent Support: Parental support for student learning remains far above average. Human and social resources in the community are above average. Teacher-Parent Trust, Parent Involvement in School, and Teacher Parent Interaction remain average. Parents are informed of school and student progress through Open House, Parent Meetings, Open Forums, Parent-teacher Conferences, Student Progress Reports, Report Card Pick-up, Star News (newspaper), Monthly Calendars, Written Communications, Telephone Calls, and LSC/NCLB Performance Management Meetings.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a

format and, to the extent practicable, in language the parents can understand.

Parents are informed of our school's academic status through written Communication provided by the Chicago Public Schools' "Performance, Remediation and Probation Policy". The school's academic status is provided in English also posted in a visible place in the school building.

#### Next Steps for Family & Community Involvement:

We will continue to explore new ways of involving more parent in Crispus Attucks such as Room Parents, Volunteers, School Safety Patrol, School Chaperones and increased attendance at Parent Meetings and LSC/NCLB Meetings.

## 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.

## CPS SIPAAA Planning Report

### 31021 - Crispus Attucks School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Improve reading and writing skills by implementing the Success For All Reading Program and Office of Literacy Initiatives. Utilize Curriculum Mapping strategies to specify and accelerate instruction. Provide tutoring and SES programs, develop Classroom Action Plans, use DIBELS, ISAT and Scantron data to identify "Catch - Up Students", NCLB students and HS/CR students in all grades, and use SRI data for grouping in Reading. Provide literacy and curriculum mapping PD for teachers. Regular and consistent computer lab use of Kid's College and Study Island.	20% of students in grades K-8 were identified by the Winter SCANTRON and MOY DIBELS assessments as needing intensive support. 268 students took the tests. 55 students will be targeted to accelerate their learning and achieve one and a half years growth by the Spring of 2010. In 2008-09, 45.5 % of students in grades 3-8 met or exceeded expectations on the ISAT. In 2010-2011, there will be an increase of 10% of students who will meet or exceed expectations (because our trends in the past two years have yielded approximately 10% growth for each year, our target is to meet Safe Harbor. Regarding high school and college readiness, 13 students were identified in grades 3-8 in the 2009 -2010 school year. 18 students will be high-school/college-ready in the 2010-2011 school year.	Administration , Instructional Leadership Team, SFA Lead Teachers will monitor progress by analyzing the data from benchmark and EOY assessments, teacher assessments across grade levels.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Mathematics	<p>Improve Mathematics achievement for all grades by fully implementing Everyday Math (K-5) and Connected Math (6-8). Encourage teachers to pursue Mathematics endorsement, and /or Algebra endorsement for middle school. Teachers will attend C(M&amp;S)I PD. Provide SES, develop Classroom Action Plans, use SCANTRON, ISAT, and CIF data to drive instruction. Regular computer lab use of APANGEA (6-8), ST Mind for grades 3-8, and Kids College for grades K-8. Students will complete seventy-five percent of the technology interventions before March 1 of 2011.</p>	<p>20% of students in grades K-8 were identified by the Winter SCANTRON, also report card grades, teacher assessments and teacher judgment as needing intensive support. 268 students participated. 45 students will be targeted to achieve one- and-a-half years' growth by the spring of 2010.</p> <p>In 2008-2009, 48.4% of our students met or exceeded expectations on the ISAT in Math. In 2010-2011, an increase of 10% of students in grades 3-8 will meet or exceed expectations on the ISAT (because our trends over time (past two years) have yielded approximately 8 to 10% growth each, and our target is Safe Harbor).</p> <p>For high school and college readiness, In the year 2011 ten of the students in grades 3-5, and eighteen of the students in grades 6-8 will be high-school- or college-ready in Math.</p>	<p>Administration, Instructional Leadership Team, MCLT, and Teachers will monitor progress by analyzing the data from benchmark and EOY assessments, teacher assessments across grade levels.</p>	Yes
3	Science	<p>Improve Science Instruction by fully implementing C(M+S)I. Increase teachers knowledge of best practices for Science . Teachers/Administration to attend all related PD. Encourage teachers to seek Science endorsement for Middle School. Provide Math/Science Newsletter for Parents in the primary and intermediate grades. Curriculum map IL Assessment Framework. Prove lab and classroom use of Study Island.</p>	<p>ISAT Science scores will increase by 10% in the 2010-2011 school year.</p>	<p>Adminstration, Instructional Leadership Team, MCLT, and Teachers will monitor progrss by analyzing benchmark assessments, teacher assessments, Study Island and report card grades for students in grades 4 and 7.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Technology	Provide students with technological assisted instruction in the classroom. Prepare our students to be technological successful in our school, high school and beyond. All students will use the available technology tools to enhance learning and understanding.	Increase students hours in use of technology in the classroom by 10% as reflected by classroom lesson plans for 2010-2011. Students in grades 3-8 will complete 75% usage of MIND (JiJi) by March 1, 2010. 50% increase in lease and acquisition of technology for adequate student access.	Administration will review lesson plans monthly to track use of classroom technology as well as inventory the lease and acquisition of additional technology. Teachers and Tech Monitor will monitor the use of JiJi to attain 75% of this parallel curriculum by March 1, 2010.	Yes
5	Learning Climate / Safety	Improve classroom management, student behavior and safety throughout our school to have an environment conducive to teaching and learning. Provide P.E. and Art. Ensure support for special needs students are provided.	100% parental signed approval of receipt of Student code of Conduct, Attucks School Rules and School Uniform/Dress Policy by September 2010. Implement Kids at Hope (KAH) Belief System, Attucks School Rules, School Uniform Policy, the Attucks School Discipline Plan and the 8th Grade Contract.. Establish Attucks Discipline Team to review student acts of violation and misconduct. The 2009 CREP indicates that 75% of teachers do not feel the school is a safe place to work. 100% of the teachers will feel safe in the 2010-2011 school year. 94.1% of the teachers feel that student behavior is generally positive in the school. 95% of the teachers will feel that student behavior is positive. Develop Master schedule that includes P.E. and Art for all students. Provide staff to meet the supportive needs of special needs students. Monitor Master and Special ed. Staff Schedules.	Administration will collaborate with the CPS School Safety Team to install an entrance/exit system(A-Phone) that will allow for identifiable access. Maintain metal detectors, walkie talkies and cameras for 1st and 2nd floors.. Number school doors. Acquire Main Entrance sign. Acquire panic device for exterior gym doors. Assistant Principal and Discipline Team will monitor level 4 and higher acts of misconduct for student intervention and/or referrals. Maintain parent signatures on file.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Family/Community Involve.	Improve parental and community support for instruction. Maintain 95% or higher attendance rate for the 2010-2011 school year.	!00% distribution of Parent Handbook by September 2010. Increase the numberof parent tutors from 1 to 5, volunteers from 5 to 8. and school partnerships.The attendance rate for the 2009-10 school year is 95%. Attendance rate will remain stable (95% or higher) for the 2010-11 school year. Our pres	Administration and Instructional Leadership Team will solicit and record the number of parent and community volunteers that will tutor students or become classroom volunteers. Administration and teachers will track parent attendance at Open House, Peport Card Pick- Ups , Parent Worshops, Meetings and Assemblies. Parent Administration, teachers, attendance clerk and STLS Liasion will implement and monitor the Attucks Attendance Plan to maintain an attendance rate of 95% or higher.	
7	School leadership	Maintain School Principal Maintain Assistant Principal	Provide instructional leadership. Provide a safe and orderly environment conducive to teaching and learning. Provide oversight management for day to day operations.	LSC Principal Rrview CAO Evaluation Assistant Principal Evaluation	

## Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
  
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
  
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
  
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$704,041.00	\$637,916.72	INCOMPLETE	167408,446879, 430649,446791, 158988,158630, 252548,360661, 446881,133118, 133118,158523, 267386,446791	
N	Lease computers through Tech XL.	Expand computer lab for student use. Increase the number of computers in classrooms for student use. Monitor through invoices , lab and classroom allocations.		X	Dr. Carol Y. Perry , Principal and Business Manager			INPROGRESS		
N	Maintain School Clerk. (Before, During, After)	Clerk provides clerical, Kronos, and financial management support services.	X		Dr. Carol Y. Perry, Principal and Business Manager			INPROGRESS		
N	Purchase Supplies for	Supplies are needed for the		X	Administration and School Clerk	\$640.00	\$640.00	INPROGRESS		31021.332.53405.119015.430119.2012_\$640.00 +



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	classrooms and School Office, (Before, During, After)	day to day operation of the classroom and school office. Monitor through inventory sheets and purchase orders which will be kept in the office.								31021.332.53405.119015.430106.2012_\$0.00
N	Investigate other instructional support models and programs.(Before, During, After)	Literacy, Math and Science AYP Deficiency: Review Best Practices Through ASCD Membership and Publications, NMSA Membership and Publications , NABSE Membership and Publications and "Education Week". Participation in Area PD and Annual Conferences. Memberships will be monitored through receipt of publications and Membership Cards. Attendance at Conferences and PD will be monitored through registrations, sign-in sheets, agendas, handouts and teacher		X	Administration and ILT			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		share-outs.								
N	Attend High School and College Fairs. (During)	Encourage students' pursuit of Higher education. Provide responsibilities for HS/CR students. Monitor attendance through permission slips. Maintain in counselor's office.		X	Administration and Counselor			INPROGRESS		
N	Participate in the Elementary Career Development Project. (During)	Write grant for participation. Provide responsibilities for HS/CR Students. Monitor activities for HS/CR students, strategies for school application. Monitor through student feedback, teacher feedback and Project Manager reports.		X	Administration and Counselor			INPROGRESS		
N	Participate in Attucks Career Day an College Day. (During)	Students will make the connection between High School, College and Careers. Provide responsibilities		X	Administration, ILT and Counselor			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		for HS/CR Students. Monitor activity through number of presenters, student feedback, teacher feedback and evaluations.								
N	Purchase Premium Business Services	Assist in budget management. Monitor through internal accounts oracle and CPS Audits.		X	Administration and Business Manger	\$7,500.00	\$7,500.00	INPROGRESS		31021.225.54105.241017.000703.2012_\$7,500.00
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE Plan.			X				INCOMPLETE		

6 - 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	Parents to purchase Crispus Attucks Wear. (Before, During, After)	Families can show their School Pride and market our school. Monitor through number of order forms received. Maintain in school office.		X	Administration, ILT, LSC/NCLB			INPROGRESS		
N	Open ESP	Liason will serve	X		Dr. Carol Y.			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

6 - 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						
	Position to serve as SLTS Liasion. (During)	as the link between school and home for SLTS students. Provide needed services for parents in the programs. Provide workshop for staff. Maintain rosters, sign-in sheets and agendas.			Perry, Principal and Business Manager					
N	Set aside funds for SLTS students. (During)	Funds will be used to purchase uniform, pay school and graduation fees. for STLS Students. Maintain rosters and checklists.		X	Dr. Csrol Y. Perry, Principal and Business Manager	\$6,500.00	\$6,500.00	INPROGRESS		31021.332.53405.111069.430119.2012_\$6,500.00 + 31021.332.53405.111069.430106.2012_\$0.00
N	Provide consultants for Parent Workshops. (During)	Consultants will be used to provide LSC/NCLB Training. Monitor attendance through sign in sheets, agenda and minutes.		X	Administration and LSC/NCLB	\$300.00	\$300.00	INPROGRESS		31021.332.54505.390030.430115.2012_\$0.00 + 31021.332.54505.390030.430128.2012_\$300.00
N	Provide Literacy, Math, and Science Workshops for Parents. (During)	Parents will particiipate in workshops to support classroom instruction. Monitor attendance through sign- in sheets, agendas and handouts.		X	Administration, ILT and LSC/NCLB			INPROGRESS		
N	Provide supplies	Refreshments		X	Dr. Carol Y.	\$500.00	\$500.00	INPROGRESS		31021.332.53205.390030.430115.2012_\$



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

6 - 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						
	and refreshments for Parent workshops. (During)	for meetings and workshops will be provided on an ongoing basis. Agenda will note that refreshments are provided through NCLB funds.			Perry, Principal and LSC/NCLB					341.25 + 31021.332.53205.390030.430128.2012_\$ 500.00
N	Provide transportation to workshops and parent field experiences. (During)	Parents will be reimbursed for transportation fees to workshops. Parents will sponsor one field experience in the 2010-2011 year. Monitor participation through receipts, stubs, handouts and sig-up sheets.		X	Dr. Carol Y. Perry, Principal and Business Manager	\$200.00	\$200.00	INPROGRESS		31021.332.54210.390030.430115.2012_\$ 0.00 + 31021.332.54210.390030.430128.2012_\$ 200.00
N	Provide supplies for Parent workshops. (During)	Supplies and materials will be provided for parent workshops. Monitor use by sign- up sheets, agendas and minutes.		X	Administration and LSC/NCLB	\$963.00	\$963.00	INPROGRESS		31021.332.53405.390030.430115.2012_\$ 0.00 + 31021.332.53405.390030.430128.2012_\$ 963.00
N	Increase parent volunteers and school partnerships.(Before, During, After)	Recruit a minimum of 4 parent tutors, 4 parent volunteers and 1additional school partner. Monitor sign-ups and maintain in school office.		X	Administration, ILT, Teachers, LSC/NCLB			INPROGRESS		
N	Subscribe to Math + Science	Subscription will be utilized by		X	Administration and MCLT			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

<b>6 - Family/Community Involve.</b>										
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						
	Connection to be distributed to parents monthly in the primary and intermediate grades. (during and After)	parents to support classroom instruction in Math and Science. Monitor use through student and parent feedback also parent survey.								
N	Monthly calendar and quarterly newsletter. (During)	Students and Families receive positive communication regarding school activities and upcoming events and recognizes staff enforces consistent expectations for students.		X	Administration			INPROGRESS		
N	Maintain attendance rate at 95%. (During)	Implementation of the Crispus Attucks Attendance Plan. Monitor Through gradebook and Dashboard.		X	Administration, Teachers, ILT, Attendance Clerk and FLTS Lia			INPROGRESS		
N	Open Misc. Employee Bucket		X		Principal			INCOMPLETE		
N	Open Misc Employee Bucket		X		Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

4 - 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	Increase students hours in use of technology in the classroom. (During)	Place additional computers in the classroom. Monitor use through teacher lesson plans, classroom observations, teacher conferences and completion of targets for technology interventions.		X	Administration and Classroom Teachers			INPROGRESS		
N	Lease and acquire computers to accomodate a 50% increase in student use in computer lab and classroom. (Before, During, After)	Lease computers from Tech XL. Pursue acquisition of computers from school partners. The present number of student computers is 35. Increase that number to 70 or more.		X	Administration , ILT , Tech Monitors and Teachers			INPROGRESS		
N	Maintain computer software program to accelerate and intensify instruction.	MIND (JiJi), Kids' College and Study Island will be updated as needed to support classroom instruction.		X	Administration and Tech Monitor			INPROGRESS		
N	Compile a list of additonal software and sites to support classroom instruction.	Search websites for software to be used on dated computers.		X	ILT, Tech Monitor and Teachers			INPROGRESS		
N	Develop Master Schedule to ensure adequate	Master schedule should reflect three periods of		X	Administraction, Tech Monitor			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

4 - 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						
	use of technological parallel curriculums. (Before , During and After.)	lab use for students in grades 3-8. Monitor Master Schedule and before and after-school programs.								
N	Conduct tours of new Media Center.	Building should meet ADA requirements by September 2010. Students will be introduced to the new Media Center to use it appropriately. Classroom sign-in sheets will be used to monitor tours.		X	Administration and Tech. Monitor			INPROGRESS		

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	Open Professional Development Bucket to enhance teachers reading skills		X		Principal			INCOMPLETE		
N	Implement Office of Literacy Writing Initiatives in grades K-5 and Lucy Caulkins in the Middle School.	Continue to implement the writing process utilizing teacher and student rubrics. Writngs with rubrics are		X	Administration, ILT and Teachers.			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
	(During)	to be displayed in the classroom and hallways. Journals will be utilized in grades 1-8. Schoolwide writing samples will be collected monthly.								
N	Open Substitute Bucket for teachers to attend PD. (During)	Literacy and Math AYP Deficiency: Teachers related PD to ensure successful implementation of instructional programs. Monitor attendance through agendas, sign in sheets and handouts. Implementation will be monitored through lesson plans, classroom observation, teacher conferences and report card grades.	X		Administration			INPROGRESS		
N	Purchase SFA contract agreement			X	Principal			INPROGRESS		
N	Provide Reading instructional materials . (During)	Literacy AYP Deficiency: Ensure appropriate funds allocated to purchase all necessary materials for successful		X	Dr. Carol Y. Perry, Principal and business Manager			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		implementation.								
N	Implement Success for All and SFA Professional Development. (During)	Literacy AYP Deficiency: Teachers will attend related PD to ensure successful implementation. Monitor attendance through sign in sheets and agendas provided by teachers. Monitor implementation through lesson plans, classroom observations teacher conferences and report cards.		X	Aminstration			INPROGRESS		
N	Administer and analyze SRI every 8 weeks . (During)	Literacy AYP Deficiency: Utilize data results from SRI for appropriate group placement in reading.		X	Administration, Critical Friends, ILT and teachers.			INPROGRESS		
N	Develop "Classroom Action Plans". (During)	Literacy AYP Deficiency: Accelerated and Intensive support plans targeting areas of concern will be developed for identified students from ISAT, DIBELS, Scranton and teacher		X	Administration, ILT and Teachers			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		judgement. Copies to be given to the administration for review and monitoring. Benchmark assessments and report card grades will be used to monitor student progress.								
N	Provide common planning periods. (During)	Literacy and Math AYP Deficiency: Common planning periods increase coherence of instruction across grade levels and across the curriculum. Develop master schedule to ensure common planning periods. Monitor through use of informal minutes inclusive of attendance.		X	Administration, ILT, Grade Level Chairs and Teachers.			INPROGRESS		
N	Purchase reading software program. (During)	Literacy Deficiency: Install SRI Assessment materials . Test and regroup every 8 weeks. Garner teacher input for regrouping. Maintain printed record of results. Begin SFA in		X	Dr. Carol Y. Perry,Principal and Business Manager			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		Week 3.								
N	Provide tutoring for "Catch-Up" and NCLB students. (During)	Literacy and Math AYP Deficiency: Identified students will be provided tutoring twice a week by Critical Friends, College Tutors, Retired Teacher Tutor and HS/CR Peer tutors. Review student progress through benchmark assessments, teacher assessments, reportcard grades and tutor progress monitoring.		X	Administration			INPROGRESS		
N	Establish Professional Library. (Before, During, After)	Literacy and Math AYP Deficiency: Professional Library for teachers will be established in the School Media Center as a resource for teachers to enhance instructional strategies, develop "Classroom Action Plans" and stay abreast of the "Best		X	Administration			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		Practices" in education. The use and advantage of the library as a resource will be monitored through the book check out process.								
N	Administer and analyze Scrantron and DIBELS data to monitor students gains. Review student report cards. (During)	Literacy and Math AYP Deficiency: Continue use of data wall to track individual progress on Scrantron Reading, Math, and Science and also DIBELS. Adjust instruction where necessary. Report cards will also be reviewed for student progress. School wide data will also be posted for overall progress monitoring.		X	Administration, ILT and Teachers			INPROGRESS		
N	Implement use of Study Island and Kids' College (Before, During, After)	Literacy , Math and Science AYP Deficiency. Computer assisted instructional support for school lab, classroom and home use. Monthly reports to the		X	Administration, Tech Monitor, eachers and Parents.	\$4,000.00	\$4,000.00	INPROGRESS		31021.332.54505.119068.430106.2012_\$0.00 + 31021.332.54505.119068.430119.2012_\$4,000.00



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		administrator will be used to monitor progress.								
N	Provide individualized support systems for HS/CR students. (During)	HS/CR students will be provided with a High School or College Student on site mentor to continue to motivate them to pursue higher learning. Schedules and sign-in sheets will be used to monitor participation.		X	Adminstration, ILT and Counselor			INPROGRESS		
N	Purchase Middle School Teacher (During)	Literacy and Math AYP Deficiency: Maintain small class size in the Middle Grades to implement the Middle School Philosophy. Provide students with highly qualified teachers in the 4 Core Subject Areas. Teachers will submit requests for core subject to teach. Administration will determine assignments and develop Master Schedule. Lesson Plans,	X		Dr. Carol Y. Perry ,Principaland Business Manager			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		Classroom Observations and Teacher Conferences will determine effectiveness.								
N	Open Reduced Class Size Position (During)	Literacy and Math AYP Deficiency: Maintain small class size in the intermediate grades for successful implementation of curriculum. Provide students with highly qualified teachers. Lesson Plans, Classroom Observations and Teacher Conferences will determine effectiveness.	X		Dr. Carol Y. Perry ,Principal and Business Manager			INPROGRESS		
N	Purchase instructional materials for Pre-K (Use Board Funds) (During)	School readiness: Academic, personal, social and emotional growth. review Progress Reports.		X	Dr. Carol Y. Perry, Principal and Pre-K Teacher			INPROGRESS		
N	Purchase supplies for Pre-K. (Use Board Funds) (During)	School Readiness: Academic, personal, social and emotional growth. Review Progress Reports.		X	Dr. Carol Y. Perry Principal and Pre-K teacher	\$400.00	\$400.00	INPROGRESS		31021.225.53405.111048.000703.2012_\$400.00
N	Provide transportation for	School Readiness:		X	Dr. Carol Y. Perry, Principal	\$373.00	\$373.00	INPROGRESS		31021.225.54210.111048.000703.2012_\$373.00



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
	Pre-K. (use Board Funds) (During)	Academic, personal, social and emotional growth. Review Progress Reports.			and Pre-K Teacher					
N	Provide nutrition for Pre-K. (Use Board Funds). (During)	School Readiness: Academic, personal, social and emotional growth. Review Progress Reports.		X	Dr. Carol Y. Perry Principal and Pre-K Teacher	\$250.00	\$250.00	INPROGRESS		31021.225.53205.111048.000703.2012_\$250.00
N	Provide admissions for Pre-K. Use Board Funds). (During)	School Readiness: Academic, personal, social and emotional growth. Review Progress Reports.		X	Dr. Carol Y. Perry, Principal and Pre-K Teacher	\$200.00	\$200.00	INPROGRESS		31021.225.54505.111048.000703.2012_\$200.00
N	Map Illinois Assessment Frameworks. (Before ,During, After)	Literacy AYP Deficiency: Teachers in grades 3-8 will meet to develop a scope and sequence for the Illinois Assessment Framework for literacy and writing. Teachers are to compare the scope and sequence of skills tested wth the skills presented in the text This will ensure alignment with text and assessments.		X	Administration, ILT and Teachers			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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	Open .5 Primary position with Board Funds (During)	Maintain Full day Primary classroom	X		Dr. Carol Y. Perry, Principal and Business Manager			INPROGRESS		
N	Purchase .5 Kindergarten Teacher (During)	Maintain full day Kindergarten classroom	X		Dr. Carol Y. Perry, Principal and Business Manager	\$61,240.00	\$56,931.95	INPROGRESS	421651	
N	Provide transportation to related field experiences for SLTS. (During)	Literacy and Math AYP Deficiency: Students will participate in extra-curricular and field experiences to supplement and enhance their literacy, math and science experiences. Develop and monitor Fird Trip Calendar.		X	Administration, ILT and Teachers			INPROGRESS		
N	Open primary teachers positions. (Before, During, After)	Maintain full day Primary classrooms	X		Dr. Carol Y. Perry, Principal and Business Manager	\$237,357.00	\$226,797.84	INPROGRESS	122192,267388	
N	Open intermediate teachers positions. (Before, During, After)	Maintain full day Intermediate classrooms.	X		Dr. Carol Y. Perry, Principal and business Manager			INPROGRESS		
N	Open MGS teacher position. (Before, During After)	Provide Literacy Instruction for Middle School Students..	X		Dr. Carol Y. Perry, Principal and Business Manager	\$182,105.00	\$172,759.61	INPROGRESS	127155,445419	
N	Provide Special Education Teachers. (During)	Maintain Full day resource classrooms for special needs students.	X		Dr. Carol Y. Perry and Business Manager	\$234,033.00	\$224,688.81	INPROGRESS	127683,116729	



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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 Pre-K Teacher. (During)	Maintain full day Pre- K classroom.	X		Dr. Carol Y. Perry and Business			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
					Manager					
N	Provide consultant service for staff			X	Principal			INCOMPLETE		
N	Provide Special Education Teachers.(During			X	Principal	\$124,666.00	\$124,666.00	INPROGRESS		
N	Open Substitute Bucket for classroom teachers (During)		X		Principal			INCOMPLETE		
N	Provide Consultant Services to enhance reading skills			X	Principal			INCOMPLETE		

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Open Professional Development Bucket to enhance teachers math skills		X		Principal			INCOMPLETE		
N	Purchase subscriptions to support math instruction	Provide ST Math Program for students in grades K-8		X	Principal	\$3,500.00	\$3,500.00	INCOMPLETE		31021.332.54505.119016.430119.2012_\$3,500.00 + 31021.332.54505.119016.430106.2012_\$0.00
N	Provide Math Instructional Materials.	Math AYP Deficiency: Maintain Math		X	Administration and ILT			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(During)	instructional program for all grade levels. Inventory classroom materials to ensure full implementation.								
N	Purchase calculators to support and enhance instruction. (During) (During)	Math AYP Deficiency: Students will utilize calculators for classroom instruction and assessments.		X	Administration, Math MGS			INPROGRESS		
N	Implement use of Study Island and Kids'			X	Principal			INCOMPLETE		
N	Implement MIND (JiJi) for grades 3-8 . (During)	Math AYP Deficiency: Computer Assisted Instruction. Monitor implementation to ensure that all students complete 75% of this parallel curriculum before March 1.		X	Administration, Tech Monitor and aTeachers.			INPROGRESS		
N	Implement use of abcya.com. (During)	Math AYP Deficiency: Computer Assisted Instruction . Intervention for school and home use. MCLT will make monthly reports to the administrator to monitor use.		X	Administration, Tech Monitor, teachers and Parents			INPROGRESS		
N	Provide Algebra for identified	HS/CR students will be provide		X	Dr. Carol Y. Perry, Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students. (During)	Algebra by an endorsed on site teacher , high school partnerships or Area Office Assistance.								
N	Provide instructional materials for Everyday Math and CIF. (During)	Math AYP Deficiency: Ensure appropriate funds allocated to ensure successful implementation.		X	Dr. Carol Y. Perry and Business			INPROGRESS		
N	Develop "Classroom Action Plans". (During)	Math AYP Deficiency: Accelerated and intensive support plans targeting areas of concern will be developed for identified students from the ISAT, DIBELS, Scantron and Teacher Judgment . Copies to be given to administration for review and monitoring. Benchmark Assessments and report card grades will be used to monitor student progress.		X	Administration			INPROGRESS		
N	Provide substitute coverage for and	Math AYP Deficiency: Administration		X	Administration and MCLT			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	CIF PD.( Grants Provided) (During)	and teachers will participate in all related PD. Ensure teachers register for PD. Monitor attendance through sign in sheets, agendas and handouts.								
N	Implement Everyday Math, CIF and the related PD. (During)	Math AYP Deficiency: Utilize Everyday Math in K-2 and CIF in grades 3-8. Everyday CIF PD Days for teachers in grades 3-8. Implementation will be monitored through lesson plans, classroom observations, teacher conferences and report cards. PD will be monitored by sign in sheets, agendas and handouts.		X	Administration			INPROGRESS		
N	Open MGS teacher position. (Before, After, During)	Provide Math instruction for Middle School Students	X		Dr. Carol Y. Perry and Business Manager	\$107,326.00	\$106,286.69	INPROGRESS	445422	
N	Provide funds to purchase instructional supplies	Supplies along with other instructional materials will help enhance students Math skills		X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Refurbish Science Lab	Restore Science Lab to enhance instruction		X	Principal and Science Teacher	\$1,957.00	\$1,957.00	INCOMPLETE		31021.332.55005.119017.430106.2012_\$0.00 + 31021.332.55005.119017.430119.2012_\$1,957.00
N	Provide instructional materials for Science in all grades. (During)	Ensure appropriate funds allocated to ensure successful allocation.		X	Dr. Carol Y. Perry, Principal and Business Manager			INPROGRESS		
N	Maintain Science Laboratory. (During)	Lab will be used to support Science instruction in the Middle School. Middle School science Teacher and MCLT will inventory Lab on a regular basis.		X	Administration, Science teacher and MCLT			INPROGRESS		
N	Establish Resource List. (During)	Compile list of available materials available in the school to support instruction. Establish procedures for use. Distribute to teachers and Administration.		X	Administration and MCLT			INPROGRESS		
N	Participate in School Wide Science Fair and Area Science Fair. (Primary, Intermediate and Upper). (During)	Ensure Science Fair is inclusive of all grade levels. establish SFT. SFT will be monitored by sign-in sheets, agendas and minutes. Participation will be monitored by classroom		X	Administration, ILT MCLT and Grade Level Chairpersons.			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		representation and area participation.								
N	Pursue Museum Partnerships. (During)	Establish relationship with the Museum of Science and Industry and others to provide student with Hands-on experiences. Monitor participation through the number of field trip requests.		X	Administration, ILT and teachers.			INPROGRESS		
N	Implement Science Instruction (During)	Science Instruction in Grades K-5 will be FOSS; 6th will be IES; 7th will be SALI and 8th will be IEY. Monitor student progress in grades 4 and 7 through benchmark assessments and reportcard grades. Monitor implementation through lesson plans, classroom observations and teacher conferences.		X	Administration, MCLT, ILT and Teachers			INPROGRESS		
N	Open MGS teacher position. (Before, During, After)	Provide Science instruction for Middle School Students.	X		Dr. Carol Y. Perry, Principal and Business Manager	\$122,480.00	\$113,399.07	INPROGRESS	127675	



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

7 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Maintain Assistant Principal (Before, During After)	Assist with instructional leadership. Assist with providing a safe and orderly environment conducive to teaching and learning. assist in providing oversight management for day to day operations.	X		Dr. Carol Y. Perry, Principal	\$141,592.00	\$141,077.41	INPROGRESS	130475	
N	Maintain School Principal (Before, During, After)	Provide instructional leadership, increase student achievement, identify core curriculum, utilize data analysis in planning for student achievement. Observe, consult, coach and evaluate teachers. Provide a safe and orderly environment conducive to teaching and learning. Provide oversight management for day to day operations. Foster constructive	X		Dr. Carol Y. Perry, Principal and LSC	\$176,529.00	\$168,672.77	INPROGRESS	120048	



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

### 7 - School leadership

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		relationships with LSC, NCLB, parents and community.								
N	Provide School Counselor (Before, During, After)	Counselor will provide management for Corey H. and assist Case Manager with completion and monitoring of IEPS	X		Dr. Carol Y. Perry, Principal			INPROGRESS		

### 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	Maintain Safe Environment. (Before, During After)	Install the A-Phone that will allow for permissable access. Maintain metal detectors and walkie talkies for school wide communication. Obtain cameras for the 1st and 2nd floors. Number School doors and acquire Main Entrance Sign. Develop Check List for Monitoring.		X	Administration, Engineer and CPS School Safety Team			INPROGRESS		
N	Distribute school policies to	Maintain signed receipts of		X	Administration, Teachers and			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
	parents. (During)	Student Code of Conduct, Attucks School Rules , Promotion Policy and Uniform Policy by September 1010. Maintain signatures on file in the classroom. Provide check-off list to the Main Office.			School Clerks.					
N	Implement and articulate the Kids at Hope Cultural Strategies. (Before, During, After)	Children grow up holistically. Understanding this will help us to create a supportive school climate in which we build resiliency and positive futures for all youth. Monitor the reciting og the KAH and Treasure Hunters Pledge every morning. Ensure signs, marquee,and bulletin boards reflect the Cultural Stategies.		X	Administration , KAH Team, ILT and Teachers			INPROGRESS		
N	Establish Kids At Hope Team. (During)	Provide oversight to the KAH Cultural Stategies, Timelimne and Calendar of Activites. Copies to be distributed to		X	Administration, KAH Team			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		teachers and administration								
N	Maintain a clean and orderly environment conducive to teaching and learning. (During)	Ensure school has sufficient space allocation for learning, support services and recreational activities. Maintain copy of engineering team schedules and lunchroom schedules for environmental monitoring.		X	Administration, Lunchroom Manager and Engineer			INPROGRESS		
N	Implement Crispus Attucks Discipline Plan, School Rules, Uniform Policy and 8th Grade Contract. (During)	Conduct teacher meetings, parent meetings and student meetings to review Discipline Plan, School Rules, Uniform Policy and 8th grade contract. School Discipline team will monitor implementation and incidences of level 4 or higher for intervention and or referrals.		X	Administration and Discipline Team			INPROGRESS		
N	Maintain repair/maintenance contracts. (Before, During, After)	Ensure instructional support equipment is operable.		X	Administration			INPROGRESS		
N	Maintain participation in the Chicago Children's Choir. (During)	Students in grades 3, 4, and 5 will audition and participate in the Chicago		X	Administration			INPROGRESS		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
		Children's Choir. Concerts will be held in school and at city wide events.								
N	Provide Security Personnel. (Before, During, After)	Security Guards will assist in maintaining a safe and orderly environment conducive to teaching and learning. Security schedule will be developed and monitored by administration.	X		Administration			INPROGRESS		
N	Provide guidance counselor assistant. (During)	Assist counselor, Case Manager and Teachers in providing support services to all students. Develop Support Service Schedule to monitor services provided.	X		Dr. Carol Y. Perry, Principal and Business Manager	\$56,762.00	\$55,556.63	INPROGRESS	407548	
N	Maintain School Clerk (During, After)	Clerk provides clerical, payroll and financial management support services.	X		Administration and Business Manager	\$77,500.00	\$76,294.95	INPROGRESS	164299	
N	Open CWA Positions. (Before, During, After))	Provide transportation and physical support for special needs students.	X		Dr. Carol Y. Perry, Principal and Business Manager	\$54,287.00	\$53,081.01	INPROGRESS	155853,155853	
N	Open Bus Aide Position Before, After)	Provide transportation support for special needs students.	X		Dr. Carol Y. Perry, Principal and Business Manager	\$85,035.00	\$81,028.93	INPROGRESS	429191,429192, 223760	



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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	Provide Physical Education Teacher. (During, After)	Provide P.E., recreational and support activities for all students.	X		Dr. Carol Y. Perry and Business Manager	\$81,738.00	\$80,970.91	INPROGRESS	141614	
N	Open .5 Art Position with Board Funds. (During)	Provide Art Instruction for all students.	X		Dr. Carol Y. Perry, Principal and business Manager	\$58,961.00	\$58,161.91	INPROGRESS	142789	
N	Open Special Education Child Assistant. (During)	Provide daily support for transport, physical support and instructional assistance within the school	X		Dr. Carol Y. Pery, Principal and Business Manager	\$51,094.00	\$49,925.32	INPROGRESS	398650	
N	Provide Student Incentives. (During)	Incentives will be provided for attendance, honor roll, academic activities participation, sports teams participation, citizenship, extra-curricular activities participation , awards assemblies and 8th grade Students of Distinction. Teachers will complete Monthly Recognition summaries		X	Dr. Carol Y. Perry, ILT and Teachers			INPROGRESS		
N	Provide Copier for schoolwide use			X	Principal			INCOMPLETE		
N	Open bucket for clerk		X		Principal			INCOMPLETE		
N	Provide			X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

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						
	consultant service for students Other After School Program									
N	Provide funds for staff professional development			X	Principal			INCOMPLETE		
N	Hire Parent Workers	Parent Workers will provide support to students as well as other parents	X		Principal	\$31,886.00	\$30,681.65	INCOMPLETE	407551	
N	Purchase "Having A Ball" program for students			X	Principal			INCOMPLETE		
N	Purchase Having A Ball Program for students			X	Principal			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	SPED transportation			X	Principal			INPROGRESS		31021.115.54210.255004.376712.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		31021.225.54105.266408.000703.2012_\$1,800.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		31021.312.53205.256009.000000.2012_\$0.00 + 31021.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		31021.230.54105.254021.000000.2012_\$0.00 + 31021.230.54105.254011.000000.2012_\$



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00 + 31021.230.54105.254022.000000.2012_\$ 0.00 + 31021.230.54105.254002.000000.2012_\$ 2,052.00 + 31021.230.54105.254020.000000.2012_\$ 3,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		31021.230.56105.254002.000000.2012_\$ 22,916.05
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		31021.230.53405.254002.000000.2012_\$ 7,488.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		31021.230.53105.254002.000000.2012_\$ 0.00 + 31021.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		31021.230.53125.254002.000000.2012_\$ 0.00 + 31021.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		31021.230.54125.266402.000000.2012_\$ 0.00 + 31021.230.53306.266407.000000.2012_\$ 0.00 + 31021.230.56105.266414.000000.2012_\$ 0.00 + 31021.230.54125.009574.000000.2012_\$ 0.00 + 31021.230.53306.009573.000000.2012_\$ 0.00 + 31021.230.53306.254901.000000.2012_\$ 0.00 + 31021.230.54125.266410.000000.2012_\$ 0.00 + 31021.230.54125.254901.000000.2012_\$ 0.00 + 31021.230.54125.266407.000000.2012_\$ 0.00
N	Options for			X	OMB Budget			INCOMPLETE		31021.115.54210.255052.000065.2012_\$



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Knowledge Transportation				Analyst					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		31021.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		31021.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		31021.225.54105.266411.000703.2012_\$ 6,330.00

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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		31021.115.55005.254403.000000.2012_\$ 1,478.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		31021.115.53405.119035.000000.2012_\$ 1,609.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		31021.115.53305.119035.000000.2012_\$ 12,225.00



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		31021.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	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	452400	
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		31021.115.55005.119035.000000.2012_\$2,975.00 + 31021.115.56105.119035.000000.2012_\$499.00
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		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	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	\$136,315.00	\$131,614.05	INCOMPLETE	167480,215793,153913,167413	
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		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	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		31021.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	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	\$105,692.00	\$103,280.82	INCOMPLETE	156730,167172	
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		31021.332.57940.119031.430106.2012_\$0.00 + 31021.332.57940.390030.430115.2012_\$115.50 + 31021.225.57940.119020.000703.2012_\$1.00



# CPS SIPAAA Planning Report

## 31021 - Crispus Attucks School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		31021.332.54125.390030.430115.2012_\$ 534.00 + 31021.331.54505.390030.430103.2012_\$ 108.00 + 31021.332.57940.390030.430115.2012_\$ 115.50 + 31021.332.55005.390030.430115.2012_\$ 243.10 + 31021.331.53205.390030.430103.2012_\$ 32.93 + 31021.332.53205.390030.430115.2012_\$ 341.25 + 31021.331.53405.390030.430103.2012_\$ 1,076.02