



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
Jordan	Doris	Principal	X	09-Mar-2011	
Ali	Rajneesh	LSC member		09-Mar-2011	
Brooks	Jacqueline	LSC member		09-Mar-2011	
Carroll	Colleen	Classroom tchr.		09-Mar-2011	
Doran	Eileen	Classroom tchr.		09-Mar-2011	
Ewing	Cynthia	Classroom tchr.		09-Mar-2011	
Gaston	Mellonese	LSC member		09-Mar-2011	
Hosman	Maryjo	Lead/resource tchr.		09-Mar-2011	
Hudlin	Deborah	Counselor/case mgr.		09-Mar-2011	
Kazanecki	Adrienne	Classroom tchr.		09-Mar-2011	
Kelly	Michaeline	Classroom tchr.		09-Mar-2011	
Kelly	Polly	Classroom tchr.		09-Mar-2011	
Lee	Madeline	Classroom tchr.		09-Mar-2011	
Lilly	Lena	Classroom tchr.		09-Mar-2011	
Louis	Cynthia	Classroom tchr.		09-Mar-2011	
Mills	Cynthia	IB Coordinator		09-Mar-2011	
Minter	Caroline	Classroom tchr.		09-Mar-2011	
Mitchell	Robin	LSC member		09-Mar-2011	
Nolan-Muhammad	Mildred	Asst. Principal		09-Mar-2011	
Oliver	Robin	Classroom tchr.		09-Mar-2011	
Robinson	Howard	Classroom tchr.		09-Mar-2011	
Sabree	Abdullah	LSC member		09-Mar-2011	
Schiller	Valerie	Classroom tchr.		09-Mar-2011	
Sparks	Jeri	Classroom tchr.		09-Mar-2011	
Spivey	Regina	Classroom tchr.		09-Mar-2011	
Stringfellow	Priscilla	LSC member		09-Mar-2011	

### Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

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

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

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

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

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

Karen Saffold, Chief Area Officer; Ambra Brach, Management Support Director; Kaita Hayes, Paula Holubik, Arthurine Beaugard - Reading and Literacy Coaches; Leon Williams, Math Coach; Patricia Townes, Executive Assistant; Yvonne R. Williams, Data Analyst; Michiko Amos, Demetrius Haywood, Teresa Nagy, Specialized Services Administrators; Jacqueline M. Ramirez, Bilingual Coach

**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.

Teacher and parent committees were established to analyze student outcomes, student connections, school characteristics and academic data. Teachers, staff and parents met to discuss their findings and identified the strengths and concerns for each area. Each committee reported to all stakeholders their findings. There were two LSC/Parent meetings to discuss the first draft of the SIPAAA. Additional input was given and changes were made to the SIPAAA. Teachers, staff, parents and students completed surveys that were summarized by a committee of teachers and parents.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	24	7	35	133	2	1

### Summary of Meetings

Meeting Date	Meeting Type	Description
27-Apr-2011	Small group discussion	Vertical Team meeting: Student outcomes, school characteristic and student connection data
27-Apr-2011	Small group discussion	ILT Meeting: Student outcomes, connections and school characteristics
25-Apr-2011	Small group discussion	LSC: Studenty outcomes, school characteristics and student connection data
22-Mar-2011	Small group discussion	Reading committee - academic progress
22-Mar-2011	Small group discussion	Math committee - academic progress
21-Mar-2011	Small group discussion	Science Committee meeting - academic progress
21-Mar-2011	Small group discussion	Writing committee - academic progress
09-Mar-2011	Working group	Organized SIPAAA committees - Staff signed up for committees
08-Mar-2011	SIPAAA Team	ILT meeting - discussed SIPAAA committees organization
20-Mar-2010	Town hall/community mtg.	LSC Meeting - student connections, school characteristics, student outcomes
18-Mar-2010	Working group	Teachers Meeting - Process Analysis - Student outcomes, school characteristics, student connection
11-Mar-2010	Working group	Teachers Meeting
10-Mar-2010	Small group discussion	Math Academic Progress Meeting
10-Mar-2010	Small group discussion	special Education Academic Progress Meeting
09-Mar-2010	Small group discussion	Special Education Academic Progress Meeting
09-Mar-2010	Small group discussion	Lirearcy Academic Progress meeting
22-Feb-2010	Town hall/community mtg.	LSC Meeting - Family surveys-Family and community Involvement self-assessment
18-Feb-2010	SIPAAA Team	Academic progress Committes



### 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:	35
Number of Student Survey Responses:	133
Number of Teacher Survey Responses:	20
Number of Staff Survey Responses:	10

## Mission/Vision

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 **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:

The faculty and staff at Barnard are committed to ensure that all students are actively engaged in a variety of learning experiences that enhances their knowledge, skills, abilities and international mindedness. We will serve as models to our students by enhancing our own skills through professional development based on reflective practice. Individuality and diversity is respected and valued at Barnard. As an International Baccalaureate Middle Years school, the faculty and staff also aim to develop in students the disposition and capacity to be lifelong learners. Our students will be aware of global issues and the willingness to act responsibly. They will have respect for others and an appreciation of similarities and differences. There is active positive parental and community involvement.

### Vision Statement:


The faculty and staff at Barnard Computer, Math and Science Center envision the creation of a learning environment where all children, their families and staff are actively involved in the learning process. All students will be educated to their fullest potential. As an International Baccalaureate Middle Years School, the faculty and staff will develop students who are lifelong learners, critical thinkers and internationally-minded individuals who are aware of global issues. We will create a safe, nurturing, respectful and positive environment where diversity is celebrated and respected.

## Student Outcomes

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### Student Outcomes Strengths and Concerns

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 **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:

73% of the 8th grade students met/exceeded ISAT standards in the 2009-2010 school year. 72% of students are on track to graduate from high school. This is an upward trend from 72.70% in 2008-2009.

Although 72.7% of 8th grade student met/exceeded ISAT standards in 2008-2009 there is a downward trend in the number of students meeting/exceeding the ISAT standards.

This trend shows a 9.7% drop from 2007-2008 and a 13% drop from 2006-2007 school year.

## 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?

ASSESSMENTS: DIBELS, mClass:Math, mClass:3D Reading, IAA, Scantron, Epath, Districtwide Writing Assessment, ISAT, bi-weekly extended and short answer responses in reading and math.

READING: DIBELS (gr. K-2) shows 46% of students are Benchmark, 37% are Strategic and 17% are Intensive. Strengths: Nonsense Word Fluency and Letter Naming Fluency (Gr. K) and Phoneme Segmentation Fluency (Gr. 1). Weakness: Initial Sound Fluency (Gr. 1), Oral Reading Fluency (Grades 1-2).

Grades 3-8 Reading: 67.10% students met/exceeded standards in reading on the ISAT an increase of 2.2%. Schoolwide our strength is in Reading Comprehension (64.70%) followed by Literature (64.30%). Schoolwide our Weakness is in Reading Strategy (60.80%) followed by Vocabulary (62.50%).

MATH: 68.4% students met/exceeded the standards on the ISAT, a decrease of .7%. As a school our overall strength is Algebra (57.9%) followed by Number Sense (55.4%). Our overall weakness is Measurement (48.2%) followed by Data Analysis, Statistics & Probability (49.6%).

SCIENCE: 61.10% of students met/exceeded the standards on the ISAT, which is a decrease of 12.70 from the previous school year.

Weakness: Low scores in physical science school wide.

WRITING: The writing scores increased in grades 5, 6 and 8. The feature of focus remains to be a strength. Also, we met our SMART Goal in Writing. Weakness: The 6th grade went down in narrative writing.

Subgroup analysis: Female students score higher than male students in reading school wide. In math, male students in grades 4, 5 and 8 scored higher than female students, however, females scored higher in grades 3, 6 and 7.

#### SPECIAL EDUCATION

Strength: In reading 25.80% met/exceeded the standards and 35.50% met/exceeded the standards in math.

Weakness: At least half of the special education population did not meet/exceed standards.

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

Internal Factors: Students are not responsive to after-school programs (poor attendance), large class size (especially in the benchmark grades), students transferring in Barnard are low achievers and they exhibit inappropriate behavior patterns, students do not complete class or homework assignments, loss of full time staff positions and inadequate funding for materials, books, technology and specialized programs.

External Factors: Increase in mobility rate, students transferring into the school have academic skills below their peers, an increase of special education students transferring in from other schools, an increase in low-income students, and lack of parental involvement in school functions and homework completion.

- 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?

District Help: Lower class size, provide funding for classroom aides and parent works to assist the teacher in each classroom, provide parent quarterly workshops, continue with professional development regarding RTI, provide or purchase programs for RTI as additional support for the teacher, funding for new upper grade math series, provide a full - time literacy/math coach and technology coordinator.

The conclusions we have reached from reviewing the data:

1) Need more collaboration and support between special education team and classroom teachers 2) Accelerated Reading and Math Program with test should be mandatory in grades 3-8. 3) Study Island should be mandatory school-wide in reading and math 4) We need to design and maintain superior classroom libraries at every grade level 5) Provide enrichment program for EXCEEDS students in math and reading 6) Prof. dev. in the area of rigorous instruction 7) Provide prof. dev. for parents in reading, math, and writing

Special Education: The district could support students with lowest achievement by providing tutorial programs, funding for walking reading and math based on functional level. Provide citywide parent educational programs including updating skills in reading, math and writing. Provide local homework assistance programs and trained professionals to assist with particular needs.

- 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?

Reading: There are no significant gains or losses, however, we need to focus on reading comprehension, strategies, author's purpose, extended and short answer responses to make gains necessary in order to trend up.

Math: Grades 5-8 scored below 50% in measurement. Grades 6 and 8 scored below 50% in geometry and data analysis/statistics/probability. We need to see a positive gain in mathematics.

Science: The data shows an upward trend however, we do need look at the curriculum regarding science-technology (49.7% met standards) and earth/space (49.5% met standards) in grade 7 and physical science (54.6% met standards) in grade 4.

Students Exceeding State Standards: Schoolwide, 11.5% of students are exceeding the state standards. A +2.8% gain over the 2007-08 school year and a +4.3 gain over the 2006-2007 school year. Reading: In 2008-09, 10.7% of students in reading were in the exceeds category. In 2007-08 school year 13.7% of students were exceeding. There was a three percent drop of students in the exceeds category. Math: In 2008/09, 13.7% of students were in the exceeds category. In 2007-08, 10.7% of students were in the exceeds category. The result was a +7.7% gain in math. Science: In 2007-08, 1.8% exceeded in science. However, in 2008-2009, 8.2% exceeded in science, thus leading to a +6.4% gain in science.

Promotion: 100% graduation rate for the past 3 years in 8th grade. Grade 6 is trending up in graduation rate percent. However, Grade 3 is trending down in graduation rate percent-this is a major concern.

SWD perform as well as their non-disabled peers in science.

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- 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>

We did not meet the minimum AYP target of 77.5% in reading (67.40%) and math (68.40%)

Special Education: 25.80% met the standards in reading and 35.5% met the standards in math.

**Strengths:**

We met AYP in attendance(95.4%).

**Concerns:**

- \*There is no significant gain/losses in reading and math
- \*SWD are performing far below peers in reading and math.
- \*Students are meeting the standards in extended responses and short answer responses in reading and math
- \*Male students are not performing as well as female students.

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

Student attendance is good with only 8.3 days absent per school year. 90% of students report that they are in a safe and respectful school. 86% of students report that the academic program is rigorous and 88% report that the teachers and staff are supportive.

**Concerns:**

A major concern is the upward trend in suspensions. The number of suspension days have increased from 75 (08 - 09) to 115 (09-10). There is a downward trend for extracurricular activities. Although only 73% of student report that they participate in extracurricular activities there are many opportunities for them to participate. Barnard provides many sports activities that include tennis, basketball, cross country. There are academic clubs/activities that include science, academic olympic bowl, technology and math. Other activities are student council, and community service projects.

## School Characteristics

### Student Characteristics Strengths and Concerns

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

The poverty rate has increased from 78.90% to 83.2% and the mobility rate has decreased to 17.10%. Many of the transfer-in students are performing well below level. All of these factors create a challenging environment. Parent involvement of low performing students is very low. They do not attend ISAT, DIBELS and other meetings that support the academic progress of their children.

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

Highly qualified teachers provide rigorous instruction to ensure that all students meet/exceed state standards. Teachers differentiate instruction to meet the needs of all students. The parent groups (LSC, PTO, PAC and Parent Patrol) actively support the academic programs.

**Strengths:**

Although the poverty rate has increased our academics have continued to increase in reading. There is one National Board Certified Teacher and one teacher with a PhD. Teacher write grants that bring additional resources to the school. The school is clean and safe and 79% of the parents are satisfied with the school.

**Concerns:**

High poverty (83.2%) , mobility (21.8%), transfer-in students who do not meeting ISAT standards and low parent involvement of low performing students negatively effect student performance. Less than 50% of Special need student meet ISAT reading and math standards.

**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	Open Court	Imaginie It!			X	X	X	X	X	X			
Reading	McGraw-Hill	Treasures									X		

Math	Everyday Math	Math textbook			X	X	X	X	X	X			
Math	Connected Mathematics Project	Math textbook									X	X	X
Science	FOSS/STC	Hands-on Science Kits			X	X	X	X	X	X			
Science	Scott Foresman (Pearson)	Science Textbook						X	X	X			
Science	IES	Hands-on Science Kit									X	X	X
Reading	McDougal Littell (Houghton Mifflin Harcourt)	Literature										X	X
Science	Macmillan (McGraw-Hill)	Science Textbooks									X	X	X
Writing	Other	Lucy Calulkins/Nancy Etwel			X	X	X	X	X	X	X	X	X
Writing	Other	Writing Destination					X	X	X	X	X	X	X
Reading	Reading in Motion	fluency and Comprehension			X	X	X						
Reading	Accelerated Reader	Recreational Reading						X	X	X	X	X	X
Reading	Study Island	Reading, math, science						X	X	X	X	X	X

Partner Name	Partner Description	# of Students
Little Company of Mary Hospital	Beverly Breast Camcer Awareness Walk	100
19th Ward	Family Movie Night	300
Alderman Ginger Rugi	Student Council Breakfast	2
Black McDonald's Organization	Write to Achieve grades 5-8	100
Basket Ball Coaches	volunteer to coach boys and girls bakset ball teams grades 4-8	75
Chicago Police Depatment	GREAT Program grades 5 and 6	50
Ford City	Choir sings at Christmas	60
House of Blues	sponsor field trips	100
Chicago Fire Department	Fire Safety Van	300
Literacy volunteers	Retired teacher, community member read to Kindergarten and coordinate Book Fair	
University of Illinois at Chicago	Education Outreach Program	100
Chicago State University	Tutors and Student Teachers	65
St. Xavier University	Student Teachers	65
Urban Gateway	assemblies and field trips	300
Alderman Matt O'Shay	Principal for a Day	300

 **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).

Students participate in morning and intercession reading and math tutoring. There is small group pull-out tutoring 2-3 times a week. After School All Stars classes consist of Technology and Science Clubs, and homework assistance in reading and math. Teachers differentiate instruction to meet the needs of

all students. Teachers have weekly Vertical Team Meetings.

- 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...).

Teachers have weekly vertical Team Meeting for professional development for reading and math. Lead literacy Teacher visits classroom to model guided reading and writers workshop and assist teachers with implementing the reading program. Special education and general education teachers collaborate weekly to make accommodations and modifications for special needs students and to plan co-teaching lessons. Students with IEP's have small group reading and math instruction as needed. Principal visits classrooms daily to monitor instruction. Implementation of School Based Problem Solving for students who are making very little progress in reading and math.

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

- **Next Steps for Instruction:**

Increase rigor in all subjects by elevating mastery level each year. Continue 90 minutes reading for block all grades. Continue weekly Vertical Team Meetings to discuss school-wide instructional program and provide professional development. Continue to use CIM system to analyze reading, math, writing and science ISAT data and Reading and Math Benchmark data. Continue to analyze DIBELS data and progress monitor students in grades K-2. Teachers will use data to write actions plans and plan instruction that is data driven.

### ***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:**

Principal, assistant principal, lead literacy teacher, counselor, special education teacher and IB/MYP coordinator have weekly Leadership Team Meetings to plan for LRE collaboration, vertical team meetings and professional development. Continue daily classroom visits, internal walkthroughs, peer walkthroughs, and formal and informal observations. Continue to provide instructional resources and professional development to improve professional capacity and student outcomes. IB/MYP Coordinator meets weekly with MYP teachers and collaborates with community agencies.

### ***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?

Weekly vertical team meetings to analyze data and plan for data driven instructions in all subjects. Teachers will identify their professional development needs, attend workshops and share their key learning from the PD with colleagues. Professional development needs will be determined by observed instructional practices identified in formal and informal observations and internal and peer walkthroughs. Continue to include teacher assistant in monthly Professional development days. Begin to include teacher assistants in weekly vertical team meetings.

✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program
- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

Provide professional development for teachers on researched-based instructional practices, differentiated instruction and co teaching and team teaching in an inclusion classroom. Both general education, special education teachers and teacher assistants will identify their professional development needs and attend workshops that will address those needs. Provide weekly collaboration time at vertical team meetings and common planning time.

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

- Next Steps for Professional Capacity:

Continue vertical team meetings to discuss instructional issues in all subjects. Provide professional development as determined by the staff development survey. Identify professional development needs for special education teacher assistants. Give feedback after each internal walkthrough to all staff members. Continue peer walkthroughs and teachers sharing information obtained at various workshops.

## ***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).

Students with disabilities will be included in all social and extra curricular activities. Students with disabilities in grades K-4 will be included in academic classes according to their IEP. Students with disabilities in grades 5-8 will be included in all classes with teacher assistant and special education teacher support and small group pull out when needed.

- Next Steps for Learning Climate:

Increase academic rigor by analyzing student work in all grades and subjects. Continue to participate in Academic Olympics and have school-wide competitions for speech arts, math, spelling and academic bowl.

## 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?

79% of parents report that they are satisfied with the school and 77% teachers report frequent interactions with parents. Although there are many opportunities for parents to be involved, only a few parents attend ISAT, Science Fair, DIBELS, IB/MYP information meetings that involve the academic progress of students. More parent attend Family Literacy Night, Math Science Technology Night, and assemblies. More parent involvement would increase student performance.

- 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.

At the Open House in August, parents are given the preliminary ISAT results for reading, math and science. At all ISAT Parent and DIBELS meetings reading and math data are analyzed and strategies are presented to parents to assist in improving academic skills. The AYP is presented at LSC,PTO,PAC meetings. Parents receive ISAT, reading and Math Benchmark and DIBELS reports for their child(ren).

### Next Steps for Family & Community Involvement:

Continue monthly calendars and establish a monthly newsletter for parents and community member. Continue to have news articles about school events published in the Beverly Review. Continue to work with Alderman Matt O'Shea and 19th Ward organization for Family Movie Night and other Youth foundation activities. Continue parent workshops: ISAT Parent meetings, Family Literacy Night, Math Science and Technology Night, Back to School Celebration, PTO,PAC and parent Patrol. The Black McDonald's organization sponsors fieldtrips and essay contest. IB/MYP will continue to sponsor the following activities: Beverly Morgan Park Cluster; Beverly Breast Cancer Awareness Walk/Little Company of Mary Hospital (Barnard Legacy Project), IB/MYP Family Information Night and Activity Night, Pennies for Peace, St Jude Research Hospital and Valentines for Vets. Continue grade 1 after school parent/child tutoring, K-2 parent/child Bookmaking and Grandparent Day.

## Priorities / Categories

- ✔ TIP Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ TIP If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.

✔TIP If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Increase student achievement in reading and writing with a focus on students who did not meet ISAT standards in reading.	80% of students will meet/exceed ISAT and Learning First standards in grades 3-8. 80% of K-2 students will achieve benchmark status on DIBELS. Increase the % of special education students who meet/exceed ISAT and benchmark standards by 5%.	Analyze ISAT, Reading Benchmark Assessments data for Fall, Winter and Spring and write actions plans with intervention strategies. Analyze Beginning, Middle and End to the year DIBELS data to assess progress and create action plans with intervention strategies for students who do not meet. Biweekly extended responses and writing compositions scored and submitted to Literacy Coach and discussed at Vertical Team Meetings.	Yes
2	Mathematics	Increase student achievement in math with a focus on students who did not ISAT standards.	80% of students will meet/exceed ISAT math standards and Math Benchmark standards in grades 3-8. K-2 students will pass the end the year Every Day Math assessment. IB/MYP students will successfully participate in the St. Jude Math-A-Thon.	Analyze math ISAT and Math Benchmark data and create action plans with intervention strategies for student who do not meet. Analyze Everyday Math and Connected Math end of unit test. Analyze math extended responses monthly.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Science	Increase student achievement in Science with a focus on students who did not meet ISAT standards.	80% Of 7th and 4th grade students will meet/exceed ISAT Science standards. All student will participate in the school-wide Science Fair. IB/MYP students will research and complete community service projects on Breast Cancer Awareness(Barnad School Legacy Project).	Analyze ISAT science data and write an action plan with intervention strategies. Review end of unit test/chapter test for FOSS/STC and Science textbooks. Use ISATcoach and Study Island to analyze student responses to various topics. Students will use the scientific process for their science fair projects. % of students who not participate in the school-wide science fair.	Yes
4	Special Education	Increase student achievement in reading, math and science for students with disabilities.	Increase the number of students who meet/exceed on the ISAT reading(16.1), math (32.3%) and science (75%) by 5%. Increase % of students who are predicted to meet on the reading and math Benchmark assessments.	Special Ed. Team will review OSS Snapshot and address deficiencies, make sure that all teachers with students' with IEPs have a copy of the IEP. Conduct weekly collaboration meeting with general education and special needs teacher to review lesson plans and make accomodations and modificaitons for students. Teachers will analyze ISAT and Benchmark reading and math data and write action plans to address deficiets. Progress monitoring of each student using reading Imagine It! Program and DIBELS.	Yes

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	School leadership	Principal and Assitant Principal are responsible for instructional leadership to ensure the implementation of a rigorous curriculum including the IB/MYP curriculum and to manage the day to day operations of the school.	80% of students who meet/exceed ISAT and Benchmark standards in reading, math, and science by April 2011. Increase value-add in reading and math by June 2011.	Analyze ISAT and Benchmark assessment data. Meet with teachers to review action plans and progress monitoring of students. Be present at vertical team meetings and collaboration meeting with general education teachers and special education teachers meeting. Leadership Team will meet weekly to plan/discuss vertical team meetings, professional development, and school-wide events. Conduct daily walkthroughs, quarterly internal and peer walkthroughs.	
6	Core Classroom Instruction	Pre-K - 8 grade teahcers, Physicial Education, Librarian, and Fine Arts teachers and teacher assistants are responsible for increasing ISAT reading, math and science scores.	80% of students will meet/exceed ISAT and Benchmark standards in reading, math, and science with a focus on students who did not mett/exceed standards.	Weekly lesson plans submitted that show differntiated instruction and guided reading, ISAT and Benchmark assessments action plans submitted and implemented, DIBELS and Imagine It! progress monitoring, daily walkthroughs by principal, assistant principal, quarterly internal walkthroughs, formal and informal observations.	

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Operations Schools	Clerks are responsible for maintaining a bussiness climate in the main office by welcoming visitors, students and staff and addressing their needs. Engineering and custodial staff are responsible for keeping the building and school grounds clean, safe and all facilities in excellent working order.	Clerks:Maintain Dashboard scores of A's and B's, Monthly internal accounts, on time 100%, daily attendance reviewed 100%, 90% of purchase orders are Pod-up. Engineer and custodial staff: 95% of monthly building reports submitted on time, complete work orders and monitor vendor's work 100%, make repairs to ensure a clean and safe environment.	Clerks:Dashboard, submit interal accounts on time, Engineer: Submit copy of monthly report to principal, meet monthly with principal/assistnat principal for safety meeting, Daily walkthrough by principal/assistant principal,review work orders repairs and budget.	
8	International Baccalaureate	Increase IB/MYP student achievement in reading, math and science with a focus on student who did not meet ISAT standards. Increase number of students who complete Community Service Hours.	80% of IB/MYP students will meet/exceed on the ISAT. 80% of students predicted to meet/exceed on the Fall Winter and Spring Benchmark assessments for reading and math. Successful completion of 90% of the components of the 5 year IB Evaluation (October 2010).	IB/MYP teachers and administrators will complete the IB/MYP self study. Review feedback on the mointoring samples of Level 3 student work for Llanguage A, Math, PE and Fine Arts. Weekly IB/MYP teacher conferences with IB Coordinator to discuss student work, unit plans and students' assessed work. Quarterly professional development to review curriculum, rubrics, assessments and other needs identified by the IB cluster.	
9	Family/Community Involve.	Increase parent involvement and parent satisfaction to 90%	90% of students will report on surveys that they are satisfied with the school and that more tahn 50% of prarent attend ISAT Parent Night, Science Technology Night etc.	Parents will sign in for all events so that we can determine how many parents attende the event.	

### Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst			INCOMPLETE	132840,132840, 132840,165822, 271942	
N	Provide funds for mandatory homeless program	To support students who are homeless		X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		22131.225.53405.111069.000703.2012_\$ 1,000.00
N	Provide funds for service contracts for copiers and fax machine	To support school wide activitiesa for all students		X	Principal	\$7,700.00	\$7,700.00	INCOMPLETE		22131.332.56105.119010.430106.2012_\$ 0.00 + 22131.332.56105.119010.430119.2012_\$ 3,850.00



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds for computer internet services for all subjects ans students	To support technology integration across the curriculum		X	Principal			INCOMPLETE		
N	Provide funds for the Spanish folkloric Dance Program (During School)	To support the IB fine Arts Program		X	Principal			INCOMPLETE		

9 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide supplies for Parent Workshops.	Will purchase supplies for parent workshops.		X	Principal, Assistant principal			INCOMPLETE		
N	Provide Funds for Consultant Fees.	Consultant Fees for Parent Workshops.		X	Principal, Assistant principal.	\$500.00	\$500.00	INCOMPLETE		22131.332.54125.390030.430128.2012_\$500.00 + 22131.332.54125.390030.430115.2012_\$0.00
N	Provide funds for food/refreshment s for PAC Meetings (After)	To support parent involvement and workshops		X	Principal, asst. principal	\$500.00	\$500.00	INCOMPLETE		22131.332.53205.390030.430128.2012_\$500.00 + 22131.332.53205.390030.430115.2012_\$3.36
N	Purchse supplies for PAC Meetings and workshops (After)	To support parent involvement and student learning		X	Principal	\$560.00	\$560.00	INCOMPLETE		22131.332.53405.390030.430128.2012_\$560.00 + 22131.332.53405.390030.430115.2012_\$9.95
N	Provide funds for transportation for PAC (After)	To support parent involvement		X	Principal			INCOMPLETE		
N	Sponsor new family orientation (After School)	To review Parent-Teacher Handbook and other information		X				INCOMPLETE		



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9 - 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						
		regarding the climate and culture of our school								

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 funds for extended day for teachers and RTI coordinator	Teachers will meet after school for RTi professional development, analyze student data and progress monitor. This will improve the quality of the RTi intervention instruction and increase the number of students who will meet ISAT standards. RTi coordinator will facilitate the meeting and complete an agenda and next steps action form.	X		Principal, Literachy coach, Assistant Principal			INCOMPLETE		
N	Provide funds for RTi professional development for reading	Teachers will attend professional devlopment workshops on effective	X		Principal, Assistant Principal, Literacy coach			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		implementation of RTi. This will provide teachers with a variety of instructional strategies to ensure successful implementation and student learning. Teacher will share information learned at PDs								
N	Provide funds for an RTI instructional teacher assistant	TA will support small group intervention instruction in the classroom. The TA will monitor and tutor student, assist with progress monitoring and charting student progress. This will ensure that all students are actively engaged in reading and increase the number of students who will meet ISA standards. RTI Coordinator will visit classrooms to observe and monitor instruction daily. Weekly meeting with TA and teachers regarding	X		Principal, Assistant principal, TA			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		implementation and progress monitoring.								
N	To provide funds to purchase intervention instructional materials to implement response to Intervention.	Tier 3 students will meeet 5 days a week for 30 minutes and tier 2 student will meet 2-3 days a week for 30 minutes for RTi reading interventions. Small group instruction will increase the number of students who will meet/exceed on the ISAT. Teacher will progress monitor students weekly and chart their progress.		X	Principal			INCOMPLETE		
N	Provide textbooks for reading program.	Will purchase textbooks for reading program.		X	Principal, Assistant principal.	\$447.00	\$447.00	INCOMPLETE		22131.225.53305.119015.000703.2012_\$447.00
N	Provide funds for Pre-K Instructional Material.	Purchase instructional material for Pre-K.		X	Principal, Assista nt principal.	\$377.00	\$377.00	INCOMPLETE		22131.332.53305.111048.430106.2012_\$0.00 + 22131.332.53305.111048.430119.2012_\$377.00
N	Provide funds for consummables instructional materials to support K-5 SRA/McGraw Hill Open Court	Core Reading Program - Instructional materials to support the reading program		X	Principal, Lead Literacy coach			INCOMPLETE		
N	Provide funds for substitutes fo that teachers can attend reading professional	To build teacher capacity and add to the teachers "Tool Box" of effective	X		Principal, Lead Literacy Coach			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	development	researched-based reading strategies								
N	Provide funds for consultant fees for Reading Professional Development (During School)	To build teacher capacity and add to the teachers "Tool Box" of effective researched-based reading strategies		X	Principal			INCOMPLETE		
N	Imagine It! Technology (During School)	Core reading Program technology subscription. Students can access reading activities at home.		X	Principal	\$2,200.00	\$3,123.00	INCOMPLETE		22131.225.53306.119015.000703.2012_\$396.40 + 22131.115.53305.119035.000000.2012_\$0.19
N	Literacy Cach Position ( During School)	Literacy coach to provide professional development, instructional models/strategies, support teacher in implementing the Core Reading Program.	X		Lead Literacy Coach			INCOMPLETE		
N	Reading teachers for before, after school and intercessions reading	Improve reading achievement for students who did not meet ISAT reading standards.	X		Principal			INCOMPLETE		
N	Purchase library books for classroom libraries and school library	Improve reading skills of all students through recreational reading.		X	Principal, Lead Literacy Coach			INCOMPLETE		
N	Purchase classroom sets of magazines,	Provide a variety of reading genres including		X	Principal, Assistant Principal			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Time for Kids, etc. (During School)	non-fiction and fiction genres and news articles.								
N	Purchase newspaper subscription (During School)	Provide a variety of reading genres		X	Principal, Assistant Principal			INCOMPLETE		
N	Provide fund for ESPs to support before, after school and intercession reading program	To support reading achievement	X		Principal,			INCOMPLETE		
N	Provide funds for teacher to present and participate in parent workshops.	Teachers will present reading workshops and participate in Family Literacy Night, ISAT Parent Meetings, DIBELS and Imagine iT Technology Meetings.		X	Principal			INCOMPLETE		
N	Writing Destination Writing Program (During School)	Improve vocabulary and writing skills		X	Principal			INCOMPLETE		
N	Professional development and coaching for the writing Destination Program During and After School)	Consulting fees for PD		X	Principal			INCOMPLETE		
N	Reading incentives and supplies to enhance the reading program (During School)	Provide motivational reading incentives to support student learning and the instructional program.		X	Lead Literacy teacher, Teachers			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Study Island technology subscription (During and After School)	Improve reading, math and science test taking skills		X	Principal, Teachers	\$2,314.20	\$2,314.20	INCOMPLETE		22131.225.53306.119015.000703.2012_\$396.40
N	Reading in Motion Reading Program for grades K,1 and 2 (During)	Improve reading skills for all students with a special focus on students who are not at benchmark.		X	Principal, Literacy coach, Teachers			INCOMPLETE		
N	Technology Position (During and After School)	To provide greatly needed technology support for online assessments.	X		Principal			INCOMPLETE		
N	Funds to support literacy program in Pre-K (During School)	To provide students with a variety of instructional materials to support the literacy program. I materials		X	Principal, teachers			INCOMPLETE		
N	Provide funds for Pre-K teacher and teacher assistant to attend reading professional development workshops (During, After)	To improve listening, speaking, reading and writing skills of Pre-K students.		X	Principal, Teacher, Teacher assistant			INCOMPLETE		
N	Provide funds for Pre-K students' transportation. (During)	To allow student to have a variety of field trip experiences that will enhance their knowledge and skills and improve their language skills.		X	Teacher, teacher assistant			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	TECHXL Leasing	Lease computers for computer lab. Provide students with experiences to enable them to develop computer skills and literacy.		X	Principal			INCOMPLETE		
N	Purchase 20 Dell computers for computer lab.	Provide computers to enhance all instructional programs.		X	Principal			INCOMPLETE		
N	Accelerated Reading Program (During and After School)	Increase recreational reading and increase the number of books read so that each child reads 25 books each year.		X	Principal, Librarian, Teachers			INCOMPLETE		
N	Provide funds for after school literacy meeting for primary K-2 parents and students.	Parent and students will meet with classroom teachers for tutoring. Teacher will show parents how to assist their child with reading using DIBELS data and progress monitoring.	X		principal			INCOMPLETE		
N	Provide funds for Pre-K supplies (During)	To support literacy and learning activities for students		X	Principal	\$400.00	\$400.00	INCOMPLETE		22131.332.53405.111048.430106.2012_\$0.00 + 22131.332.53405.111048.430119.2012_\$400.00
N	To provide funds for furniture and equipment for	To support literacy instruction and		X	Principal			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	the Pre-K Program (During)	student learning								

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	Purchase math consummable materials for Everyday Math grades K-5 (During)	To support math instruction and student learning		X	Principal			INCOMPLETE		
N	Provide math computer software - IXL Computer Program.	Purchase IXL Math computer program to enrich math instruction.		X	Principal			INCOMPLETE		
N	Provide funds for Math technology, EM Games, Study Island( During and After School)	To enhance mathematics instructions and improve student learning.		X	Principal Assistant Principal, Tech coordinator			INCOMPLETE		
N	Teachers will utilize CPS On-Demand-Safari Montage for math technology integration. (During)	To enhance mathematics instruction and improve student learning		X	Teachers, Asst. principal			INCOMPLETE		
N	Provide funds for After School, Before school and intercession mathematics instruction for	To provide tutoring for tier 2 and 3 students Rti to improve student learning.	X		Principal			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students who did not meet standards									
N	Math olympics/bowl and math-a-thon for grades 4-8 (During School)	To provide math enrichment for grades 4-8 students		X	Principal			INCOMPLETE		
N	Provide funds for extended day for math, science and technology club and chess club (After School)	To provide enrichment for grades 3-8 students	X		Principal			INCOMPLETE		
N	Provide funds for math coach for math bowl and math olympics (After School)	To support math enrichment for grades 3-8 students	X		Principal			INCOMPLETE		
N	Provide funds for substitutes so that teachers can attend CIM, Everyday Math and Connected Math professional development. (During)	To support math instruction, data analysis and student achievement.	X		Principal			INCOMPLETE		
N	Teachers will meet monthly with mathematic coach for PD, lesson planning, progress monitoring, online assessments etc. (during School)	To support math instruction and student learning		X	Principal			INCOMPLETE		
N	Math Power of Ten weekly for students who	To increase math achievement for		X	Principal			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	have meet standard to move them to exceeds.(During School)	students who meet standards 3-8.								
N	Purchase Smartboard for math instruction	To support math instruction and student achievement.		X	Principal			INCOMPLETE		
N	Math ISAT parent Meetings and Everyday Math and Connected Math Parent Meetings (After School)	To imcrease parents' understanding of Everyday math and connected Math. To show parents how to access and utilize the online technology assistnace.		X	Principal			INCOMPLETE		
N	Provide funds for .5 math teacher (During School)	To improve math instruction for grades 6,7,8	X		Principal	\$44,595.00	\$43,279.32	INCOMPLETE	350492	

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	School-wide Science Fair	To support science Inquiry and competition and CPS District-wide Science Fair		X	Principal			INCOMPLETE		
N	Provide funds for 1 science field trip for each grade level. (During School)	To provide students with a variety of interactive field trip to support		X	Principal			INCOMPLETE		



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3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		the science curriculum.								
N	Replenish science laboratory materials for FOSS, STC, and primary butterfly project	To provide hands on science instruction and improve science achievement		X	Principal, Teachers			INCOMPLETE		
N	Purchase Pearsons - science textbooks for grade 6,7,8 (During)	To support science intruction and student achievement.		X	Principal, Teacher			INCOMPLETE		
N	Incorporate nonfiction reading and writing strategies , measurement, chart and diagrams, etc. to improve content area reading and study skills. (During)	To enhance science instruction and improve student achievement.		X	Teachers, Literacy coach			INCOMPLETE		
N	Provide funds for substitutes so that teachers can attend CMSI science workshops for FOSS, STC and IES.(During School)	To build professional capacity and enhance the instructional strategies of science teachers.	X		Principal, Teachers			INCOMPLETE		

7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						



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			Position	Line						
N	Fund slararies for office clerks (During)	To support the learning climate and day to day operations of the school including internal accounts, attendance, and budget	X		Principal	\$145,112.00	\$141,234.15	INCOMPLETE	165118,164609	
N	Fund salaries for lunchroom manager and lunch room staff (During)	To support the schoolwide lunch/nutrition program including breakfast, lunch and afternoon snacks.	X		Principal			INCOMPLETE		
N	Staff Vending Machine	Staff Vending Machine		X	Principal			INCOMPLETE		
N	Provide salary for engineer and custodial staff (During)	To maintain a safe and clean learning environment for students, teachers, staff and community members	X		Principal	\$178,907.00	\$176,629.16	INCOMPLETE	167380,167400,161033	
N	Provide salary for 2 part time security staff (During School)	To ensure a safe and orderly learning environment that is conducive to learning	X		Principal			INCOMPLETE		
N	Engineer will survey the school grounds daily to ensure that they are clean and safe, will meet with the principal or assistant principal, lunchroom manager, security and custodial staff to discuss	To support the learning environment and safety of students, staff and community members		X	Principal, assistant principal			INCOMPLETE		



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Pos itio n	Line									
	concerns/issues reagarding school safety.									

4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide salary for counselor/case manager (During)	To facilitate IEP meetings, supervise special education staff (psychologist, nurse, socail worker) and support the learning of students with disabilities.	X		Principal	\$117,835.00	\$117,222.94	INCOMPLETE	250927	
N	Provide extended day for special education teachers.	Provide extended day funds for Special Education Teachers to rewrite and revise IEPs and attend PD>	X		Principal			INCOMPLETE		
N	Provide funds for special educatin teachers and teacher assistants to attend reading, writing, math and other workshops (During School)	To improve instnction in all subjects and student achievement.	X		principal, Teachers, Teachers Assistants			INCOMPLETE		
N	Students will participate in all extracurricular, activities including student	To support the academic and social growth and achievement of students with		X	Teachers, Leadership team			INCOMPLETE		



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	council, sports programs, chess, music, dance etc. as their non disabled peers (After School)	disabilities.								
N	Provide salaries for special education teachers	To improve the academic achievemnt of students with disabilities	X		Principal	\$106,379.00	\$106,721.02	INCOMPLETE	123115	
N	Provide salaries for special education teacher assistants (During School)	To assist teachers and students with disabilities to improve their learning and academic environment	X		Principal	\$223,629.00	\$219,052.74	INCOMPLETE	152571,327170, 154959,294987, 428263	
N	Purchase reading, math, science and social studies textbooks, leveled readers and intervention materials for students with disabilities	To ensure that students with disabilities have access to the same curriculum as general education students		X	Principal, Teachers			INCOMPLETE		
N	General education and special education teachers will have weekly collaboration meetings to review lesson plans and make accommodations and modification for students with disabilities. (During0	To improve the academic achieve of students with disabilities		X	Principal, Counselor, Teachers			INCOMPLETE		
N	Special	To ensure that		X	Counselor,			INCOMPLETE		



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	educations teachers and counselor will meet weely to review and write IEP's and assess students achievement, write or revise behavior plans and plan parent meetings.During)	stuedents with disabilities are continuing to make academic and social progress			Teachers, Principal					

8 - International Baccalaureate										
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 salary for IB Coordinator (During)	To facilitate professional development, curriculum implementation, lesson and unit planning and the overall management of the IB Program.	X		Principal			INCOMPLETE		
N	Students will participate in the Beverly Area Breast Cancer Walk and conduct fundraisers to support the Breast Cancer Walk (After School)	To support the Beverly community, service learning and student learning		X	IB coordinator, School Clerk			INCOMPLETE		
N	IB/MYP Parent information	To support the IB/MYP		X	Principal, IB coordinator			INCOMPLETE		



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8 - International Baccalaureate										
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						
	meetings to inform parents of the IB mission, vision, activities, curriculum, achievement and service learning projects (After)	Programme								
N	Provide extended day funds for professional development for IB teachers (After)	To build teacher capacity and student learning	X		Principal, IB coordinator			INCOMPLETE		
N	Provide conference fees and travel funds so that IB teachers can attend workshops (After)	To increase teachers knowledge of curriculum implementation and student learning	X		Principal, IB Coordinator			INCOMPLETE		
N	Provide funds for IB MYP Program teachers, IB coordinator, Spanish, fine arts	To support the IB/MYP Program that is aligned with the IB/MYP curriculum.	X		Principal	\$227,365.00	\$221,793.46	INCOMPLETE	135650,142811	
N	IB students will read and report on novels, magazines that have an international theme. Students will create an IB/MYP Newspaper.	To support literacy and IB curriculum and student learning		X	IB Coordinator, Teachers			INCOMPLETE		
N	IB students will continue to do research and create community service	To support IB service learning projects and student learning		X	IB coordinator, Teachers			INCOMPLETE		



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8 - International Baccalaureate										
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						
	information regarding breast cancer awareness (During and After School)									
N	Continue IB Theme "Sharing Our Humanity"	To support IB literacy, internationalism and student learning		X	IB coordinator, Teachers			INCOMPLETE		
N	IB students will participate in the Forensic Laboratory at Argone Lab. (During)	To support IB inquiry science curriculum and student learning		X				INCOMPLETE		

6 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To provide salary for a reduced class size 4-5 grade teacher (During)	To support literacy, math, science and social science instruction and student learning	X		Principal			INCOMPLETE		
N	Provide funds for a Pre-K teacher for students ages 3 and 4. (During)	To support language arts ,science and math instruction for Pre-K students.	X		Principal			INCOMPLETE		
N	Provide funds for special Education teachers-primary , intermediate and upper	To increase the academic achievement of students with disabilities in all subjects	X		Principal	\$194,183.00	\$188,511.47	INCOMPLETE	145776,126365	



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## 6 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(During)									
N	Provide funds for reading, math science and social science teachers in grades K-5 (During)	To support reading, math science and social studies Learning Standard and student achievement	X		Principal	\$518,839.00	\$508,415.07	INCOMPLETE	295009,450132, 450169,264306, 295009,147462	
N	Provide funds for language arts, math, humanities and science teachers in Grades 6,7,8 (During)	To support instruction in language arts, math and science that is aligned to the Illinois Learning Standards	X		Principal	\$255,237.00	\$249,845.09	INCOMPLETE	295533,311400, 143750	
N	Provide funds for .5 Physical Education and .5 Library and .5 art teachers (During)	To support enrichment and academic achievement of K-8 students	X		Principal	\$157,322.00	\$156,318.51	INCOMPLETE	112366,126267, 408587	

## 5 - 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	Meet weekly with teachers to discuss their action plans, instructional program, classroom environment, student progress monitoring, and	To support academic rigor, student engagement and student achievement in all subjects		X	Principal			INCOMPLETE		



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5 - 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						
	ISAT and Benchmark data (During)									
N	Meet weekly with leadership team to plan staff development and vertical team agenda and to analyze ISAT and Benchmark data for reading, math, science, and writing and review action plans (During)	To support academic rigor and student achievement		X	Principal, Leadership Team			INCOMPLETE		
N	Provide professional development for Charlotte Danielson's Teacher Excellence Framework (During)	To improve student engagement and teachers' knowledge and skills of effective teaching strategies		X	Principal, Leadership Team			INCOMPLETE		
N	To conduct daily learning walks, monthly internal walkthroughs and bimonthly peer walkthroughs to assess learning climate, instruction and student engagement (During)	To support academic rigor, learning environment and student engagement		X	Principal, Leadership Team, Teachers			INCOMPLETE		
N	Provide salary for instructional leader to facilitate student learning and build professional	To support student learning in all subjects, to build professional capacity and to manage daily	X		Principal	\$310,660.00	\$309,637.99	INCOMPLETE	135417,117400	



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5 - 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						
	capacity and to manage the day to day operations of the school.	operations of the school.								

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		22131.312.53205.256009.000000.2012_\$ 0.00 + 22131.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22131.230.54105.254027.000000.2012_\$ 2,182.00 + 22131.230.54105.254020.000000.2012_\$ 3,000.00 + 22131.230.54105.254011.000000.2012_\$ 0.00 + 22131.230.54105.254022.000000.2012_\$ 0.00 + 22131.230.54105.254021.000000.2012_\$ 0.00 + 22131.230.54105.254002.000000.2012_\$ 1,773.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22131.230.56105.254002.000000.2012_\$ 17,365.73
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22131.230.53405.254002.000000.2012_\$ 4,154.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		22131.230.53115.254002.000000.2012_\$ 0.00 + 22131.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		22131.230.53120.254002.000000.2012_\$ 0.00 + 22131.230.53125.254002.000000.2012_\$ 0.00



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22131.230.54125.254901.000000.2012_\$0.00 + 22131.230.54125.266402.000000.2012_\$0.00 + 22131.230.53306.266407.000000.2012_\$0.00 + 22131.230.54125.009574.000000.2012_\$0.00 + 22131.230.56105.266414.000000.2012_\$0.00 + 22131.230.54125.266410.000000.2012_\$0.00 + 22131.230.54125.266407.000000.2012_\$0.00 + 22131.230.53306.254901.000000.2012_\$0.00 + 22131.230.53306.009573.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		22131.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22131.225.54105.266408.000703.2012_\$3,192.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		22131.332.54105.266411.430106.2012_\$0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		22131.225.54105.266411.000703.2012_\$2,831.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		22131.115.55005.254403.000000.2012_\$1,473.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		22131.115.53405.119035.000000.2012_\$1,206.51
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		22131.115.53305.119035.000000.2012_\$0.19
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		22131.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	331/430100) supplementary funded activities.									
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE	451927	
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE	452446	
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		22131.115.55005.119035.000000.2012_\$ 2,041.00 +



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										22131.115.56105.119035.000000.2012_\$497.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$61,534.00	\$57,979.43	INCOMPLETE	162104,158834	
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			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst	\$56,814.00	\$56,306.39	INCOMPLETE	267340	
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Language Acquisition									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		22131.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	by SGSA									
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		22131.332.57940.390030.430115.2012_\$0.00 + 22131.332.57940.119031.430106.2012_\$0.00 + 22131.225.57940.119020.000703.2012_\$1.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		22131.332.53405.390030.430115.2012_\$9.95 + 22131.332.53205.390030.430115.2012_\$3.36
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		