



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

What is SIPAAA?

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

- ✔ **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
- ✔ **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
BANKS JR	GRANZLEE	Principal	X	28-Feb-2011	09-Mar-2011
BELLE	CORLISS	Classroom tchr.		02-Mar-2011	09-Mar-2011
BROWN	VICKIE	LSC member		28-Feb-2011	09-Mar-2011
BROY	MARLA	Classroom tchr.		28-Feb-2011	09-Mar-2011
Burnett	Karen	Classroom tchr.		09-Mar-2011	09-Mar-2011
COVINGTON	CAROL	Asst. Principal		28-Feb-2011	09-Mar-2011
GREEN	MORRIS	Support staff		28-Feb-2011	09-Mar-2011
GRIER	LOVIE	LSC member		28-Feb-2011	09-Mar-2011
Jackson	Sabrina	LSC member		28-Feb-2011	09-Mar-2011
PURKETT	KARON	Lead/resource tchr.		28-Feb-2011	09-Mar-2011
Pruitt	Kenya	Counselor/case mgr.		28-Feb-2011	09-Mar-2011
REPTA	BETTY	Lead/resource tchr.		28-Feb-2011	09-Mar-2011
REPTA	JENNIFER	Classroom tchr.		28-Feb-2011	09-Mar-2011
WASHINGTON	IZETTA	Classroom tchr.		28-Feb-2011	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 school by school need. Parent 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 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)

Mr. Adrian G. Willis, CAO
 Ms. Victoria D. Ford, MSD
 Mrs. Tashania Chumrley, Math Coach
 Ms. Donna Thigpen, Science Coach
 Ms. Michelle Addison, Reading Coach
 Ms. Marie Sainvilus, Attendance Coordinator
 Ms. Joi Lewis, Teacher Differentiation Coach
 Ms. Candace Pasquale RTI/Differentiation 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.

The SIPAAA Team gathered input from faculty and community stakeholders through reviewing data and surveys associated with achievement and school climate. The SIPAAA Team was provided with data at each meeting to review and provide input at the SIPAAA Team meetings. Forming the SIPAAA Team was done by informing the learning community about addressing the new SIPAAA and providing input. Grade chairpersons were encouraged to participate, parents and community members were invited to join. Some stakeholders with expertise were invited by the Instructional Leadership Team. There were approximately 14 members in the learning community that contributed to the process.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	3	8	1	1	0	0	1

Summary of Meetings

Meeting Date	Meeting Type	Description
09-Mar-2011	Working group	Identify area of needs in the learning community
02-Mar-2011	Working group	Review/identify strengths and needs of the learning community
28-Feb-2011	SIPAAA Team	Reviewed data associated with student achievement and the learning community
24-Feb-2011	Other	SIPAAA Training (Principal/ Business Mgr.)

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:

Perkins Bass School strives to create a culture that inspires and empowers

Vision Statement:

We will create a safe learning community where students can achieve academic

students to meet the academic and social norms needed to become a productive member of society. We believe that all students are capable of success and can achieve "high academic" expectations through innovative instruction, family and community involvement.

growth by affording them the opportunity to become engaged in their own learning, to utilize programs that are integrated with technology and partner with family, community, and all stakeholders to ensure a culture of hope for every child.

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:

Freshmen On-Track to Graduate has improved over the last 3 years from 59.0% to 72.70% for the 2009-2010 school year. Students at the highest grade enrolled continue to indicate upward trends in meeting/exceeding State Standards.

Student achievement gains continue to be a concern at the upper grades. There has been some fluctuation but trends continue to indicate gains. Despite mobility rate, data indicates a positive trend for Freshmen On-Track Graduation.

Academic Progress

Academic Progress Strengths and Concerns

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

School level data used to inform school improvement decisions are our SRI Survey associated with the Success For All reading program. Acuity is our adopted (5) week assessment implemented for obtaining student learning needs and instructional focus in reading and mathematics. Interventions were implemented in grades 3 & 6 to address student learning needs. VMath was implemented for those two grades. Scantron data is used in reading and mathematics 3 times per year for informing student learning needs. There is growth noted in Scantron and Acuity data with concerns in Vocabulary development, and non-fiction reading across grade levels. Reading strategies on the ISAT is a concern

across grade levels. In mathematics gains are noted. Concerns across grade levels continue to be measurements, data analysis, and probability Algebra is a concern for grades 5-8 based on the ISAT data. Quarterly assessments associated with SFA are examined. Students are making gains on this assessment but we have some that are making no gains and little improvements. We continue to use DIBELS in our primary grades. mClass Math was implemented this school year. There are noted deficits in primary grades with this instrument. Students in Kdg.-2nd grade have moved significantly to proficient. There are some noted weakness at the 2nd grade level as it relates to this data. Our challenges at the primary level include students not prepared for the curriculum. Mobility, exposure to readiness skills and attendance impact negatively in the primary grades.

- 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.

Bass School continues to struggle with mobility. Social/emotional issues continue to impede academic focus. Bass School continues to have a core group (6) six parents that volunteer weekly. Support in the general population from parents is minimal. Students continue to express a concern with safety in the community based on "My Voice" surveys. Conflict impedes academic focus when children come to school. The area of student engagement has improved. We must continue to work towards fidelity in the instructional program.

- 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?

After reviewing and analyzing our data the district could support students with the lowest achievement through reduced class size and provide for tutoring within the instructional day with consistency. Bass School continues to struggle with providing support during the instructional day for those students not making expected progress. The school community has a full-time social worker/counselor to assist with the social/emotional needs of our students. A few students social/emotional needs are being addressed but hasn't improved achievement levels. Administrative activities impedes consistent follow-up. Bass School has a team that meets one day a week to address students academic and social/emotional needs. Our Student with special needs continue to present challenges for increasing student achievement.

- 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?

The data indicates that the girls have outscored the boys across the grade levels in reading. Scores in the reading subtest are similar with reading comprehension being a concern. There is an upward trend with meet/exceed scores in math. Grades 3-5 have had some upward trends with scores in mathematics. In grades 3, 5, 8, the boys outscored the girls in mathematics. Measurement is the weakest area, followed by geometry. In grades 5 & 7 Number Sense is a concern. Data Analysis is a concern at grades 5 & 6. 4th grade has upward trends in science, however our 7th grade has been inconsistent. Earth Science (7th grade), Physical Science (4th & 7th grade) and Science Technology at the 4th and 7th grades are concerns. There has been an upward trend in students exceeding in Science for grades 4 & 7. There is inconsistency for students exceeding in reading and mathematics overall.

- 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>

Perkins Bass Elementary School areas of deficiencies for making AYP are: Attendance, Reading and Mathematics.

Strengths:

Concerns:

Bass School continues to make gains in reading and mathematics in summary, but need to focus on all students across grade levels demonstrating growth, pushing students at every level towards exceeds. Bass continues to make gains in Science at the 7th grade level.

Bass School continues to demonstrate gains in student achievement but needs to examine what is occurring at grades 5 & 6. Attendance continues to be an area that Bass School must continue to address as it relates to making AYP. Math at the 7th grade is an area of concern with only 42.9% meeting/exceeding. There is a need to increase pacing, instructing with fidelity and intervention to address low achievement in math as it relates to the subtests.

Student Connection

Student Connection Strengths and Concerns

Strengths:

There has been an increase in students participating in extracurricular activities, which indicates a need to provide after school programs. Students reporting a supportive staff has improved over the last three years. 93% of our students feel that teachers and staff are supportive. There has been a decline in out of school suspensions and more alternative interventions used (i.e. after school detention).

Concerns:

There has been minimal changes over the last three years as it relates to average days absent per student. Over the last three years the data indicates averages between 18.4% and 20%. The data indicates a high absentee rate that the school continues to struggle and address. Suspensions are higher from the previous year. The high suspensions are associated with students with severe deficits and social/emotional development. Conflict requiring out of school suspensions have been fights that engage other family members in the school community. Suspensions also increase with new students efforts to adjust to the culture of Bass and the conflict associated with "acceptance".

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?

There are no National Board Certified Teachers. Teachers are taking more ownership in their professional development as it relates to addressing the curriculum. A challenge as it relates to professional development is observing new learnings being used consistently whereby the practice is deliberate. School cleanliness has improved consistently over the last three years. However our challenge is hiring the right people with a shared vision on what a clean environment "looks like". Our mobility rate has decreased from a high of 61.2% for 2007-2008 school year to 48.3% for the 2008-2009 school year. Mobility is a concern with maintaining an environment with a special reading program that is not implemented in most Chicago Public Schools. We are recognizing gains for students that remain at Bass for several years. Our special education population remain consistent, but the school continues to explore decreasing the number of minutes students are in self contained classrooms.

		assessments every 8 weeks												
Math	Everyday Math	Spiraling math curriculum			X	X	X	X	X	X				

Partner Name	Partner Description	# of Students
Idonije Foundation	Attendance incentive program for grades 5-7	135
Youth Guidance	Provide on-site after school programming	160
Chicago Police Dept.	Officer Friendly, DARE	35
17th Ward Office	Essay contests, Arbor Day	60

 **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).

The school has identified students that need additional support for greater academic achievement. Students needing this additional support are enrolled in afterschool programs, several teachers target students needing additional support before school. Professional development meetings held weekly contribute to examining "best practices" for the delivery of instruction. Lead21 Reading Program has been implemented in grades Kdg.-5th to differentiate instruction associated with literacy. Targeting and monitoring specific activities associated with observed lessons has increased. Teachers continue to engage in Area 14 provided professional development. The Area 14 coaches visit classrooms and collaborate with teachers for targeting specific student outcomes. Teachers continue to seek professional development related to our adopted curriculum. School-based problem solving activities has increased for identifying those students not making progress, assessing "root causes" and providing support. Restructured school days are used for staff professional development as it relates to "best practices", adopted curriculum and Area 14 support associated with curriculum and assessments.

- 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...).

Students are assessed and grouped in reading according to data associated with the Success For All Reading program. Students with disabilities are grouped with non-disabled peers for reading. Some of our students with disabilities are integrated for mathematics and other subjects areas as outlined in the Individualized Educational Plan (IEP). Cooperative learning and differentiating instruction are implemented in some classrooms. Bass School continues to need work on differentiating instruction after reviewing related assessments. Grades 3 and 6 are using V-Math for students needing intervention associated with mathematics. Acuity data provides resources for students identified area of needs. Teachers use data from Acuity to form differentiated instructional groups and to drive instruction. Resources were reduced for after school programs under the SES program. Vmath has been implemented at other grade levels. The school provided interventions during breaks in the school calendar. Area 14 provided resources for extending learning for targeted students on Saturdays.

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

- Next Steps for Instruction:**

Teachers are clearly identifying students areas of needs through assessments. Students are improving in academic areas with the interventions. Quarterly Scantron assessments indicates a need to address reading and math skills at grades 5 and 6 where small gains were noted. The school continues to address the need to provide more differentiation in instruction across grade levels. Observation data indicates a need to increase "fidelity and pacing" with our adopted curriculum.

Five Fundamentals: Instructional Leadership

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

The instructional leader will establish higher standards for instructional practice and expectations. Leadership will provide opportunities for the learning community to examine data, have meaningful discussions around student data with action items to follow up as it relates to student data and observations associated with instruction. School leadership will continue to participate in Area 14 performance management session to examine school level data and develop action items. The performance management sessions at the school will facilitate teachers professional growth and development.

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?

There is a need to increase accountability associated with professional development. Staff is taking advantage of attending and participating in professional development associated with student learning. There is a need to dialogue around "Danielson" observation tool. Teachers were introduced to this tool, but increased discussion is needed. Our data indicates that student achievement has increased with focused professional development and monitoring of instructional strategies. The teachers ability to examine data closely to pull specific skill deficits associated with their students has increased collaboration and strategies to address specific needs. Bass School continues to explore grouping for instruction as it relates to the data and consistency with follow through once data is available associated with student outcomes. The principal will establish higher standards and expectations through the use of Danielson model for excellence in teaching.

- ✓ **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...)

Bass School has engaged in professional development to address inclusion for students with disabilities. Teachers have attended after school workshops and developed and LRE plan through the Education Connection Grant. There were several items addressed this year associated with Phase I. Phase II planning has occurred. Professional development around differentiated instruction, integrated planning where all teachers meet in respective grade level meetings for planning student learning needs, continue to be addressed monthly. Teachers with specific strengths associated with differentiated instruction will be the teacher leaders for moving towards an inclusive model, thus reducing the time students with specific needs are spending less time in self-contained classrooms. Differentiated instruction is important for addressing student needs associated with inclusive practices. Teachers continue to need more professional development associated with RtI. Area 14 has been a resource for professional development associated with RtI.

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

- Next Steps for Professional Capacity:

Teachers will continue to require professional development in the areas of Least Restrictive Environment, differentiating instruction, planning and managing student learning needs and working collaboratively as a team to address the needs of students. Teachers will need to take ownership for school-based problem solving with interventions documented and supporting assessments.

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).

The school plan is to decrease time for students with special needs that are placed in self-contained classrooms as much as possible. The self-contained classroom teacher will collaborate with the regular education classroom teacher and develop a team model for integrating students with disabilities within the general education population. More development through activities associated with Phase II of the Education Connection Grant will assist with integrative services.

- Next Steps for Learning Climate:

Review IEP of students spending a significant number of minutes in the self-contained classroom.

Provide on-going professional development for teachers to work collaboratively to address the needs of students entrusted to them.

Provide time in grade level meetings for collaboration.

Utilize teacher leaders identified with strong skills associated with differentiating instruction to lead professional development.

Monitor strategies practiced in targeted classrooms for fidelity in an inclusive model.

Ensure all staff understand the underlying concept of school-based problem solving being a teacher directed activity.

Five Fundamentals: Family & Involvement

✓ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.

✓ **TIP** This snapshot highlights partnerships the school can use to continue to improve.

✓ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.

✓ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?

The Attendance Team interventions, increased incentives and recognition associated with attendance has increased. The Idonije Foundation has provided field trip and school supply incentives associated with student perfect attendance for grades 6 and 7. The Gillie Foundation has contributed to funding student incentives. The Solution Team targeted specific students associated with student data and provided additional support during afternoon session, Intercession, and after school programs. Community Schools address the social/emotional and academic needs of the students. Community Schools link parent involvement with the school priority goals through parent involvement activities. The Family Reading and Math Nights provided opportunities for families to engage in targeted learning activities.

Some teachers are providing opportunities to support students through early morning tutoring and after school assistance.

Teachers examining student data associated with assessments has increased their ability to address specific needs associated with instruction.

- 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.

A copy of the school's Annual Yearly Progress Report has been distributed to the parents. This report contains data associated with reading, math, and attendance gains/losses and if AYP was obtained.

Next Steps for Family & Community Involvement:

The school will increase parental involvement activities centered around student learning needs and provide opportunities to address parent learning needs. Attendance is a concern and the school will advertise the importance of attendance at every parent meeting, increase telephone contact with parents and target those students with home visits and supports for keeping them in school.

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	To increase literacy achievement with a focus on Success For All Reading Program and use of guided reading for addressing skills at grade level.	100% of the teachers will implement guided reading with a focus associated with skills and aligned with the IL Learning Standards. Increase students predicted to Meet/Exceed ISAT reading based on SRI and Scantron data. Increase to 60% students meeting and exceeding standards on the ISAT by April 2011.	Bi-weekly grade level Performance Management meetings to: Align lesson plans to quarterly assessments. Align PD across grade levels to address reading instructional needs. Conduct detail reviews of data associated with reading scores and quarterly assessment outcomes.	Yes
2	Mathematics	To increase student achievement with a focus on pacing in the curriculum and addressing instructional needs of all students.	Increase to 60% students meeting and exceeding standards on the ISAT by April 2011. 100% of the teachers will use data associated with local assessments to guide instruction.	Bi-weekly grade level Performance Management meetings to : Develop pacing and skill gaps associated with student assessments. Use observation feedback to dialogue and develop action items to address student needs. V-Math is an intervention/assessment tool for grades 3,6 for those students needing additional support.	Yes
3	Attendance	To ensure students have the opportunity for maximum learning time, and decrease truancy rate.	Increase student attendance cumulative to 95%.	Daily attendance will be monitored by the teachers, clerk & administration. Weekly attendance reports and teacher follow up with phone call to parents, documentation is indicated through the teacher log as it relates to outcomes. Solutions Team address serious infractions. Monthly attendance reports and data discussed with the	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				learning community. Home visits as designated by administration will be documented accordingly. Adm. will follow up with adjudication as needed.	
4	Technology	To increase student/staff opportunities to incorporate assessments, review data associated with assessments, integrating technology into the curriculum and maintaining working stations for student /staff/parent use.	Successful completion of assessments prior to calendar deadlines. Keeping working stations at 100% operations.	Technology Coordinator/Business Manager will receive written request forms from teachers/staff associated with technology troubleshooting. Techo will keep track of inventory and maintain computers in optimal working condition.	Yes
5	Science	To increase student achievement in grades 4 & 7 in science.	60% of the students will Meet/Exceed on the ISAT.	Decrease students receiving D's and F's in Science by 20%. Increase use of CMSI Observation Tool for guiding instruction, and use of assessment instruments.	Yes
6	Core Classroom Instruction	Teachers are responsible for the core classroom instruction in literacy, mathematics, science and social sciences in grades Kdg.-8.	Increase to 60% students meeting and exceeding standards on the ISAT by April 2011. 100% of the teachers will use data associated with local assessments to guide instruction.	Bi-weekly grade level Performance Management meetings to : Develop pacing and skill gaps associated with student assessments. Use observation feedback to dialogue and develop action items to address student needs.	Yes
7	Special Education	Special Education personnel including Teachers, paraprofessionals, and teacher's aides	10% decrease in the gap between SPED and non-SPED students predicted to M/E ISAT reading and math based on Scantron by June 2011.	Bi-weekly grade level Performance Management meetings to: Align lesson plans to quarterly assessments.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				Align PD across grade levels to address reading instructional needs. Conduct detail reviews of data associated with reading scores and quarterly assessment outcomes.	
8	Operations Schools	Engineering and custodial staff responsible for keeping the building clean and all facilities in proper working order.	Increase by 10% in student/parent satisfaction with the facility as demonstrated through "Over Voices, Our School".	Weekly walk through of entire building by principal and engineer. Physical Plant efficiency monitored by the Engineer.	Yes
9	School leadership	Principal and Assistant Principal will be responsible for instructional leadership that establishe higher standards and expectations to change key behaviors	10% increase in ISAT scores on Reading/Math/Science and writing by June 2011.	Bi-weekly ILT meetings to review student-level data and plan/monitor individual interventions and teachers meetings (grade level, data, PD days).	Yes

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school



CPS SIPAAA Planning Report

22161 - Perkins Bass School : 2010-2012 Year 2

improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

TIP If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst			INCOMPLETE	404784,133849,352940	22161.220.51130.221010.462056.2012_\$3,299.40 + 22161.220.51330.221010.462056.2012_\$68.93 + 22161.220.52130.221010.462056.2012_\$175.58 + 22161.220.51500.221010.462056.2012_\$1,279.14
N	Provide security for after school programs	To maintain a safe and orderly environment.	X		Principal/Assistant Principal			INCOMPLETE		
N	Provide transportation for parents to attend conferences and training activities conducted outside the school.	Parent involvement and learning are integral to student support.		X	Principal/Business Mgr. LSC Chair	\$150.00	\$150.00	INCOMPLETE		22161.332.54210.390030.430128.2012_\$150.00 + 22161.332.54210.390030.430115.2012_\$0.00
N	Provide teacher extended day bucket forSIPAAA planning and review.	Review data associated with student growth and develop plans and actions to address areas of concern.	X		Principal/Assistant Principal			INCOMPLETE		
N	Provide admission fees for student field trips.	Field trips support the students learning and allows them to explore new learnings.		X	Principal/Assistant Principal			INCOMPLETE		



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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 transportation for student for student field trips.	Transportation is needed for student learning outside the classroom.		X	Principal/Business Manager	\$4,700.00	\$4,700.00	INCOMPLETE		22161.225.54210.119010.000703.2012_\$4,700.00
N	Provide transportation for student field trips to support Pre-K Program	Provide support for outside the classroom learning activities.		X	Principal/Business Manager	\$450.00	\$450.00	INCOMPLETE		22161.225.54210.111048.000703.2012_\$450.00
N	To provide student opportunities in the creative arts, by providing a .5 Art position.	Students will be exposed to the creative arts as it relates to the Illinois Learning Standards.	X		Principal			INCOMPLETE		
N	Provide admission fees for student field trips to support Pre-K Program.	Field trips support the students learning and allows them to explore new learnings.		X	Principal/Business Manager	\$250.00	\$250.00	INCOMPLETE		22161.225.54505.111048.000703.2012_\$250.00
N	Set-Aside funds to support students in Temporary Living Situations.	Ensure students mandatory fees are waived and that all students adhere to uniform policy.		X	Assistant Principal/Counselor	\$5,000.00	\$5,000.00	INCOMPLETE		22161.225.53405.111069.000703.2012_\$5,000.00
N	Provide instructional supplies for Pre-K classroom	Supplies associated with various early childhood classroom activities.		X	Principal/Business Manager	\$650.00	\$650.00	INCOMPLETE		22161.225.53405.111048.000703.2012_\$650.00
N	Allocate funding for off duty police officer.	To provide additional safety to students, staff and the learning community.	X		Principal			INCOMPLETE		
N	To provide a physical education instructor that will promote exercise, healthy	Instruct students at grades k-8 in the physical/health curriculum.	X		Principal and Teacher	\$89,192.00	\$87,321.62	INCOMPLETE	444927,444923	



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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						
	diet and positive socialization skills.									
N	Purchase supplies and refreshments to support parent training meetings.	Parents will support the learning community as partners through parent collaboration and workshops.		X	Principal and Counselor	\$183.00	\$183.00	INCOMPLETE		22161.332.53405.390030.430115.2012_\$403.00 + 22161.332.53405.390030.430128.2012_\$183.00
N	Provide funds to pay admission and fees for parent involvement training and conference activities conducted outside the school.	Parents will engage in activities that support student learning and address personal goals associated with being a contributing member of the learning community.		X	Principal and Counselor	\$1,400.00	\$1,400.00	INCOMPLETE		22161.332.54505.390030.430115.2012_\$0.00 + 22161.332.54505.390030.430128.2012_\$1,400.00
N	Provide parent training at NCLB meetings by professionals in their field of expertise.	Parents will select topics that contribute to the learning community and will need expertise in areas such as counseling, develop life skills, parenting, and job training.		X	Principal/Business Manager	\$1,400.00	\$1,400.00	INCOMPLETE		22161.332.54125.390030.430115.2012_\$0.00 + 22161.332.54125.390030.430128.2012_\$1,400.00
N	Provide ESP extended day bucket for security.	To provide additional safety to students, staff and the learning community during after-school programs.	X		Principal/Clerk			INCOMPLETE	446756	
N	Provide funding	Professional		X	Principal	\$7,000.00	\$7,000.00	INCOMPLETE		22161.225.54505.119015.000703.2012_\$



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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						
	for travel to conferences that support professional development.	development associated with instructional supports, curriculum development and leadership skills.								3,500.00 + 22161.225.54205.221234.000703.2012_\$ 3,500.00

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	To provide technical support for assisting teachers with integrating technology into the curriculum, providing assistance for a data driven environment and managing school operations.	Responsible for on-site troubleshooting for real time data/projects generated by the students and addressing fiscal activities associated with operations in the learning community.	X		Principal/Technology Coordinator	\$104,634.00	\$103,698.47	INCOMPLETE	166421	
N	Provide ESP extended day bucket for office support for program management.	Support afterschool programs associated with targeted students.	X		Principal/Business Mgr./Clerk			INCOMPLETE	445066	



CPS SIPAAA Planning Report

22161 - Perkins Bass 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	Purchase software associated with Study Island.	Support student learning associated with reading and mathematics (technology).		X	Principal/Business Mgr.	\$2,400.00	\$2,400.00	INCOMPLETE		22161.225.53306.119015.000703.2012_\$6.00 + 22161.225.53306.119016.000703.2012_\$6.00
N	Provide computer equipment to integrate technology in the classroom & support literacy. (NCLB)	Provide additional computer equipment in reading lab to support scantron testing, reading interventions, project based curriculum and student assessments (SRI).		X	Principal/Business Mgr.	\$2,500.00	\$2,500.00	INCOMPLETE		22161.332.55005.119015.430106.2012_\$0.00 + 22161.332.55005.119015.430119.2012_\$2,500.00
N	Provide teacher extended day bucket for professional development in literacy.	Professional development associated with literacy, intervention models and supports.	X		Principal/LLT			INCOMPLETE	445517	
N	Provide computer equipment to integrate technology in the classroom & support literacy.	Provide additional computer equipment in reading lab to support scantron testing, reading interventions, project based curriculum and student assessments (SRI).		X	Principal/LLT/Business Mgr./Techo			INCOMPLETE		
N	Provide funding for substitutes to support PD for literacy.	Teachers will receive training to support differentiation in reading instruction and	X		Principal/Teachers			INCOMPLETE	444936	



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22161 - Perkins Bass 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						
		guided reading activities.								
N	Purchase instructional materials to support literacy and purchase RIF Program.	Supplies associated with hand-outs, ink cartridges, supplemental materials and additional text for student to support independent reading.		X	Principal/LLT	\$9,800.00	\$9,800.00	INCOMPLETE		22161.225.53305.119015.000703.2012_\$2,223.62
N	Purchase supplies to use for instruction (NCLB)	Supplies associated with the adopted reading program to support reading and assessments.		X	Principal/LLT	\$2,487.00	\$2,487.00	INCOMPLETE		22161.332.53405.119015.430106.2012_\$0.00 + 22161.332.53405.119015.430119.2012_\$2,487.00
N	Purchase supplies to be used for instruction (SGSA)	Supplies associated with adopted reading program.		X	Principal/Business Manager	\$22,000.00	\$22,000.00	INCOMPLETE		22161.225.53405.119015.000703.2012_\$22,000.00
N	Purchase Lead Literacy Teacher (Purkett)	Coordinate Success For All Reading Program, provide support for teachers with PD, Review/Analyze reading data and support grades 3-8 social science instruction.	X		Principal	\$117,834.00	\$113,427.21	INCOMPLETE	295384	
N	Purchase Success For All Reading reform model with consultant.(Kat.)	Provide PD to teachers as it relates to SFA data, monitor classroom activities		X	Principal	\$24,120.00	\$24,120.00	INCOMPLETE		22161.332.54125.119015.430106.2012_\$0.00 + 22161.332.54125.119015.430119.2012_\$24,120.00



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		associated with developed action plan.								
N	Provide direct classroom support for reading reform model (SFA) at the primary grade levels.	Manage data in SFA Member Center, administers 8 week assessments, provides tutoring, instructional support and conduct component meetings with primary grades.		X	Principal	\$24,000.00	\$24,000.00	INCOMPLETE		22161.225.54125.119015.000703.2012_\$24,000.00
N	Provide direct classroom support for literacy through funding of Teacher Assistant II.	Supports SFA Reading Reform model and tutor as an intervention with the Solution Team.	X		Principal/LLT	\$35,258.00	\$35,008.93	INCOMPLETE	432170	
N	Allocate funds to address contracts to service, maintain equipment to support instruction (including copier, reading lab machines, and address services for the 2010-2011.	The use of technology for real time data associated with student assessments (SRI) and copies for implementing the reading curriculum.		X	Principal	\$11,150.00	\$11,150.00	INCOMPLETE		22161.225.56105.119015.000703.2012_\$9,750.00
N	To provide substitutes for data meetings associated with literacy.	Teachers will meet to discuss data associated with reading and develop action plan based on the data.	X		Principal			INCOMPLETE		
N	To provide	Implement	X		Principal/Assista	\$113,735.00	\$106,747.45	INCOMPLETE	117928	



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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						
	support in literacy, the library teacher will provide curriculum, support for research and projects for all students (Kdg.-8th).	curriculum associated with library sciences and classroom activities.			nt Principal					
N	Provide teacher extended day bucket for instructional supports.	Teachers will tutor targeted students needing support in reading.	X		Principal/LLT			INCOMPLETE	445026	

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 software associated with Study Island.	Support student learning associated with reading and mathematics (technology).		X	Principal/Business Mgr./LLT			INCOMPLETE		
N	Purchase math supplies and calculators.	Supplies associated with adopted mathematics curriculum.		X	Principal/Business Mgr.	\$500.00	\$500.00	INCOMPLETE		22161.225.53405.119016.000703.2012_\$500.00
N	Grades Kdg.-5, purchase consumables associated with Everyday Math.	Journal 1 and 2 are student workbooks and Study Links associated with the adopted curriculum.		X	Principal/Business Manager	\$5,000.00	\$5,000.00	INCOMPLETE		22161.225.53305.119016.000703.2012_\$1,300.93
N	Grades 6-8th, purchase student	Replenish grade level unit		X	Principal/Business Manager			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						
	replenishment texts for Connected Math	themes.								
N	Provide substitutes for data meetings associated with mathematics and PD for those teachers new to a grade level.	Teachers will meet to discuss data associated with mathematics. With school reorganization, there are some anticipated grade level changes, provide support to staff adjustments associated with changes in grade level.	X		Principal/Assistant Principal			INCOMPLETE	444982	
N	Provide teacher extended day bucket for professional development in mathematics	Professional development associated with mathematics intervention models and supports.	X		Principal/Asst Principal			INCOMPLETE		

5 - 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	Purchase materials to support student Science Fair	Supplies associated with science fair activities.		X	Principal/Science Teacher	\$250.00	\$250.00	INCOMPLETE		22161.225.53405.119017.000703.2012_\$250.00
N	Purchase replenishments associated with the FOSS curriculum for	To replace used items and shortages in the science curriculum		X	Principal/Business Manager			INCOMPLETE		



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5 - 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						
	grades (3-5)									
N	Provide substitutes for data meetings associated with science PD and for those teachers new to the grade level in science.	Teachers will meet to discuss data associated with science. With school reorganization, there are some anticipated grade level changes, provide support to staff adjustments associated with the change in grade level.	X		Principal			INCOMPLETE	444985	

8 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	The engineer will be responsible for maintaining the physical plant and increasing student/parent satisfaction as it relates to "Our Voices, Our School".	The building and grounds will be maintained to support the learning environment to the extent of temperature, cleanliness, plumbing, electrical, outside maintenance and physical plant management.	X		Engineer/Principal	\$106,057.00	\$105,093.00	INCOMPLETE	168138	



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7 - 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	To provide counseling services to students and support teachers in development of LRE activities and case management.	To assist students with positive socialization skills, opportunities to address conflict/resolution and manage cases/records as the school counselor	X		Principal/Counselor	\$89,193.00	\$88,488.48	INCOMPLETE	112716	
N	To provide instruction in the Core Curriculum to students in SPED and Non-SPED students	Teachers will work collaboratively with the regular education teacher to provide curriculum support for those students identified through inclusion.	X		Principal	\$344,788.00	\$334,715.64	INCOMPLETE	130311,137441,119470	
N	To provide instructional support to the teachers and students in SPED and Non-SPED classrooms.	Teacher aides will assist in improving student learning through collaboration with the classroom teacher to ensure students are educated.	X		Principal	\$53,056.00	\$51,851.53	INCOMPLETE	271812	
N	Provide teacher extended day bucket to implement LRE Plans	Teachers will attend and observe an inclusive model school/ and attend workshops	X		Principal/Counselor/Business Mgr.			INCOMPLETE		



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7 - 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						
		provided by approved LRE consultants								
N	Provide ESP extended day bucket to implement LRE Plans	ESP will attend and observe an inclusive model school/and attend workshops provide by approved LRE consultants	X		Principal/Counselor/Business Mgr.			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE Plan.			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	Teachers are responsible for the core classroom instruction in literacy, mathematics, science and social sciences in grades Kdg.-8.	To provide core curriculum instruction to support primary grades.	X		Principal	\$1,387,793.00	\$1,348,838.20	INCOMPLETE	117529,118015,114558,137077,141753,138880,421094,117432,143412,427749,421093,421300	



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3 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase postage associated with 5 and 10 day letters as it relates to truancy and general office use.	Communication between school and parents in regards to student attendance.		X	Principal/Business Manager	\$925.00	\$925.00	INCOMPLETE		22161.225.53510.241006.000703.2012_\$925.00
N	Purchase office supplies associated with attendance records and general office use.	Paper, file folders, envelopes and other supplies associated with attendance communication and recordkeeping.		X	Principal/Business Manager	\$500.00	\$500.00	INCOMPLETE		22161.225.53405.241006.000703.2012_\$441.00
N	Monitor attendance with follow up telephone calls to address students with attendance concerns	Clerks submits absence list to technology coordinator and targeted students with attendance issues are addressed through phone calls and home visits.		X	Principal/Assistant Principal/Clerk			INCOMPLETE		
N	To provide support for addressing student attendance and data associated with attendance and duties assigned by the school leadership.	To assist with the school Attendance Improvement Plan and activities associated with school operations and data management.	X		Principal	\$66,731.00	\$64,400.70	INCOMPLETE	164611	



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9 - 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	To provide higher standards and expectations associated with student achievement in the Core Curriculum and other learning community needs.	Articulate/Collaborate and engage the learning community in activities that will increase student achievement across all grade levels to 60% through comprehensive data review, planning, performance management meetings, providing opportunities for professional growth in the community.	X		Principal	\$184,698.00	\$184,248.60	INCOMPLETE	116337	

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		22161.312.53210.256009.000000.2012_\$0.00 + 22161.312.53205.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22161.230.54105.254020.000000.2012_\$3,000.00 + 22161.230.54105.254027.000000.2012_\$2,050.00 + 22161.230.54105.254022.000000.2012_\$0.00 + 22161.230.54105.254021.000000.2012_\$0.00 + 22161.230.54105.254002.000000.2012_\$



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										1,556.16
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22161.230.56105.254002.000000.2012_\$35,286.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22161.230.53405.254002.000000.2012_\$9,224.58
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		22161.230.53115.254002.000000.2012_\$0.00 + 22161.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		22161.230.53120.254002.000000.2012_\$0.00 + 22161.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22161.230.56105.266414.000000.2012_\$0.00 + 22161.230.53306.254901.000000.2012_\$0.00 + 22161.230.54125.009574.000000.2012_\$0.00 + 22161.230.54125.266410.000000.2012_\$0.00 + 22161.230.54125.266407.000000.2012_\$0.00 + 22161.230.54125.254901.000000.2012_\$0.00 + 22161.230.53306.266407.000000.2012_\$0.00 + 22161.230.53306.009573.000000.2012_\$0.00 + 22161.230.54125.266402.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		22161.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22161.225.54105.266408.000703.2012_\$2,328.00
N	SPED transportation			X	Principal			INPROGRESS		22161.115.54210.255004.376712.2012_\$0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		22161.115.55005.254403.000000.2012_\$2,258.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		22161.115.53405.119035.000000.2012_\$2,849.84
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		22161.115.53305.119035.000000.2012_\$15,232.94
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic			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						
	Enhancement									
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		22161.331.54125.390011.430100.2012_\$ 20,651.50 + 22161.331.54210.390011.430100.2012_\$ 1,500.00 + 22161.331.53405.390011.430100.2012_\$ 848.50
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		22161.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ARRA (Fund 331/430103) parent involvement activities.				Analyst					
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		22161.115.55005.119035.000000.2012_\$2,479.00 + 22161.115.56105.119035.000000.2012_\$762.00
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		



CPS SIPAAA Planning Report

22161 - Perkins Bass 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	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	\$102,818.00	\$97,163.46	INCOMPLETE	151274,168742, 154085,167475	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic		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						
	Enhancement for magnet program(s).									
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		22161.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School		X		OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

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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						
	improvement grant activities (positions)				Analyst					
N	Security and Safety position(s)		X		OMB Budget Analyst	\$52,846.00	\$50,582.66	INCOMPLETE	156429	
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		22161.332.57940.119031.430106.2012_\$0.00 + 22161.225.57940.119020.000703.2012_\$0.00 + 22161.332.57940.390030.430115.2012_\$161.70
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		22161.332.53405.390030.430115.2012_\$ 403.00 + 22161.332.57940.390030.430115.2012_\$ 161.70 + 22161.220.53305.221010.462056.2012_\$ 1,222.10 + 22161.220.54125.221010.462056.2012_\$ 4,275.00 + 22161.331.54210.390030.430115.2012_\$ 130.00 + 22161.220.54205.221010.462056.2012_\$ 463.76 + 22161.331.54505.390030.430115.2012_\$ 260.60 + 22161.220.53405.221010.462056.2012_\$ 290.00
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		