



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
Kotis	Chris	Principal	X		
Beschoner	Kim	Counselor/case mgr.			
Colovos	Patia	Classroom tchr.			
Fritz	Nancy	Classroom tchr.			
Galassini	Antonina	Classroom tchr.			
Jeffers	Amy	Classroom tchr.			
Kasten	Sherry	Classroom tchr.			
Lambropoulos	Georgia	Classroom tchr.			
Ludford	Michelle	Asst. Principal			
Manchester	Sue	Lead/resource tchr.			
Renkosiak	Michael	LSC member			
Sande	Pat	Lead/resource tchr.			
Sepanik	Dennis	LSC member			
Siewierski	Sherry	Parent/guardian			
Sineni	Kimberly	Classroom tchr.			
Solka	Deborah	Lead/resource tchr.			
Stoll	Karen	ELL faculty			

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).

 **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)

We are an AMPS school and report to Melissa Zakos the Chief Area Officer for AMPS. Our Management Support Director is Jacqueline Davis and Debbie Solka is our lead literacy coach. We currently have partnerships with Northeastern University and DePaul University.

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

A SIPAAA team was formed in December of 2009. Several before and after school meetings and one LSC meeting were held to obtain input from Beaubien stakeholders. Teachers used grade level meetings to discuss the curriculum and instruction. The team, included school administration, teachers and parents who analyzed the data and drafted the SIPAAA for LSC approval.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	20		1		1	3

Summary of Meetings

Meeting Date	Meeting Type	Description
09-Mar-2010	Small group discussion	LSC discussion and approval
11-Feb-2010	Small group discussion	Determining Priorities and Activities
29-Jan-2010	Small group discussion	Finalize 5 Fundamentals for School Success; Determining Priorities and Activities
27-Jan-2010	Small group discussion	Finalize Mission and Vision; 5 Fundamentals for School Success
11-Dec-2009	SIPAAA Team	Overview of SIPAAA; Timeline; Mission and Vision Statement

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:


Our mission is to continue improving upon programs which allow students opportunities to pursue and develop their abilities to their fullest potential. In collaboration with parents, teachers, and members of the community, Beaubien will promote self-discipline, self-awareness, tolerance, and acceptance. ALL students including ESL, Bilingual and Special Education will be prepared to successfully complete high school, and compete in a higher level education of their choice.

Vision Statement:

We envision Beaubien School to provide each of our students with quality academic programs and character building activities to enable them to become successful, productive, and integral members of society.

Student Outcomes

Student Outcomes Strengths and Concerns

 **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include

any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

✔ **TIP** The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Concerns:

Strengths:

Students meeting or exceeding state standards are holding steady at 89.6%. Beaubien's graduation rate in 2009 was 100%. According to the data from 2008-2009, Beaubiens third graders were promoted at 97.5% and 6th grade was at 95.7%. We have continued to increase our Before and After school programs to address student needs. Our Before and After school programs, special education, bilingual, Beta Club and summer programs are in place to remediate those students who are experiencing difficulty. Our staff is dedicated to implementing strategies to assist those students who are struggling. Many of our professional development sessions have focused on strategies to assist those types of students. We have School Based Problem Solving, teacher tutoring before and after school to address the needs of at risk students.

Although our mobility rate went down, a high percentage of students transfer into Beaubien from other schools without a strong primary base. The majority of our transient students enroll in the middle/upper grades. These students are not able to get the Beaubien foundation and are not with us from grades K-8. We continue to seek resources to maintain and enhance our after school programs, and professional development to address the academic difficulties faced by some students.

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?

2009-2010 is the first year we are using the NWEA/MAP testing through the AMPS department. Our teachers use this immediate data to drive their instruction and curriculum. According to the Winter Median data, all of our students were meeting standards. The data also shows those students who are weak in reading and math but then goes on to target exactly what area within each discipline they need help with. Teachers also use a variety of assessments such as: publishers's assessments and their own teacher created assessments. These assessments are crafted to determine if students understand the exact state standard that the teacher is currently working on.

- 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.

We continue to strive to increase student achievement with our students who have a high mobility rate. We would like all of our students to have a strong academic base within the primary grades.

- 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?

The district could support the students with the lowest achievement by financially supporting more before and after school programs. The next step is to continue using the NWEA/MAP data to drive instruction.

- 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?

Overall we are holding steady at 89.6% meeting or exceeding state standards. We continue to strive to reach the 90-100 percentile. Students with disabilities sub group does not meet AYP. Current scores are 30.0% for reading and 42.9% for math.

- 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>

According to the 2009 AYP, our deficiency lies with our LEP students in reading-58.3% and our Students with Disabilities in reading-30.1% and math-42.9%. Otherwise, we have met AYP in all other areas.

Strengths:

Our overall ISAT reading score was 87.8% and our overall math score was 91.9%. 3rd grade had an increase in reading by 4.4% and 0.6% in math. 45.1% of all students are exceeding State standards.
test

Concerns:

We continue to strive to reach the 90-100 percentile in state standards for all students.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The 2009 attendance rate is 95.5%. The average absent per student is 8.8 days. The strength of our attendance can be attributed to the commitment on the part of our staff and parents to achieve high attendance rates. We reward students who have good attendance, and we make every effort to assist those students who do not. We have an attendance coordinator who addresses the issues that cause particular students to have poor attendance. Communication with parents is essential in maintaining high attendance rates, and our teachers have been instrumental in accomplishing this.

Concerns:

Our concerns are the accuracy of completing attendance records and follow up with parents and students for absences. Some students continue to take vacations during the school year and this directly affects their achievement in school.

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?

Looking at the data below, our free and reduced lunch has continued to increase. We are at an all time high of 52.8%. Our mobility rate continues to be higher than we would like. This tells us that we have more low income families attending Beaubien as well as a continuation of families moving over the summer months.

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

We have not seen a significant student performance difference with the increase of free and and reduced lunch.

Strengths:

Beaubien's student enrollment has been steadily increasing over the past several years. Our enrollment is currently 1,163 students, 240 of which are enrolled in our Options Program. Our neighborhood program serves students from Pre-Kindergarten through 8th grade. Beaubien's strong academic programs are a big draw for neighborhood families with school aged children. Families move into our attendance area because of our consistently high academic standing. Beaubien's White and Hispanic populations have remained fairly stable over the past several years averaging 38.7% and 38.6% respectively. The percent of Black students is 5.4% and the percentage of Asian students is 16.2%. The percentage of Limited English students is 11.7% and Special Education students make up 14.3% of our population. All of our teachers are highly qualified and the majority of our teachers have advanced degrees or have completed post graduate course work. The broad range of ethnicity in our school creates an environment in which students can learn to respect and get along with other children who may have different cultural backgrounds. Through scheduling and programming, we foster and encourage a sense of community among all of our students.

Concerns:

The Jefferson Park community, particularly, Beaubien's attendance area, is continuing to experience new home construction. Our school may face a shortage of space to accommodate the school-age children moving in. We are also concerned with families using extended family addresses or fake addresses in order to attend Beaubien. We have reports of many students who don't actually live in our attendance area but have managed to produce documents for enrollment purposes.

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
Arts Education	Teacher-Created	2 Full time Arts Education Teachers			X	X	X	X	X	X	X	X	
Social Studies	Other	Prentice Hall 2009									X	X	X
Reading	Harcourt	Trophies 2005			X	X	X	X	X	X			
Reading	Prentice Hall (Pearson)	2005									X	X	X
Social Studies	Other	Harcourt 2007			X	X	X	X	X	X			
Math	Everyday Math	Options Program				X	X	X	X	X			
Math	McDougal Littell (Houghton Mifflin Harcourt)	Neighborhood Program 6-8									X	X	X
Math	Saxon (Houghton Mifflin Harcourt)	Neighborhood Program K-5			X	X	X	X	X	X			
Science	Houghton Mifflin Harcourt	Harcourt 2009			X	X	X	X	X	X			
Science	Prentice Hall (Pearson)	Prentice Hall 2009									X	X	X

Partner Name	Partner Description	# of Students
PTO	Parent Teacher Organizaton	1168
Northeastern University	Student Teachers/Clinical Hours	1168
Imagination Theatre	Character Education	1168
DePaul University	Student Teachers	90
Target	% of sales go back to the school	1168
Kohl's	Donations & discounts for school events	1168
Jefferson Park Library	Support of school curriculm	1168
Office Max	Donations & discounts	1168
Artzonía	Display of student work and % of proceds go back to school	1168

✓ **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).

Beaubien currently has before and after school programs to help those students who are deficient in core academic subject areas. We are using the data from MAP testing to determine which students need the most help and specifically in what exact academic areas help is needed. Many of our teachers also offer students opportunities in the morning to receive tutoring using their own prep time. Our teachers have common planning periods which give them time to discuss MAP data in order to drive instruction. Currently we are a member of the BDHS cohort through the AMPS department, which funds our professional development with a focus on using data to improve student achievement.

- 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...).

Beaubien's school-wide instructional program is implemented with individualized instruction, departmentalization, book clubs, BDHS Cohort, Collaboration with colleagues, opportunities for professional development, curriculum mapping, and budgeting for smaller class sizes. We will continue to provide professional development to teachers, implement QAR and differentiate instruction in grades K-8 based on MAP and ISAT data. All of the above is implemented to close the achievement gap between students with and without disabilities.

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

- **Next Steps for Instruction:**

Our next steps for instruction are to continue using PM meetings to discuss the data available to us in order to drive instruction. Meeting with colleagues and engaging in authentic discussions focused on data is crucial in improving instruction as well as student achievement. Our main sources of data include, ISAT, ACCESS, MAP, DIBELS and 3D reading assessments. Our teachers will continue to align lessons with goals and standards to the Illinois State Standards. Their plans note when Extended Response is being taught, as well as the Chicago Reading Frameworks. Our next steps are to continue to improve upon differentiated instruction using MAP testing sub-categories and DesCarte.

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 Leadership at Beaubien continues to communicate to school staff goals for student achievement. Teachers are encouraged to use team meetings to discuss student outcomes/data in order to increase student achievement. Teachers are encouraged to attend workshops, and funding is provided. The school's instructional program is supported by the leadership team. Funding for classroom instructional materials and lab supplies is allocated. Funding was provided for all teachers to have laptop computers as well as new computers in the PC and MAC labs. The school's mission is advanced by school staff participating in decision making. Teachers are held accountable for developing lesson plans and keeping an accurate grade book. Evaluations are conducted yearly by the leadership team, focusing on how to improve instruction. Our next steps would be to continue to reflect on data to determine best teaching practices in order to expand the knowledge of our teachers and to provide opportunities for supportive team teaching and observation.

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?

Through our BDHS cohort, Beaubien teachers are receiving authentic professional development. Currently we are studying: What Successful Teachers Do-101 Research Based Classroom Strategies for New and Veteran teachers by Neal Glasgow and Cathy Hicks. During our cohort meetings, grade level teams are also meeting and discussing strategies on how best to use MAP data to drive instruction. After each Prof. Development opportunity, teachers and staff fill out questionnaires so that the planning team can determine and meet the needs of the teachers. All of this drives our goal for increased student performance results.

✓ **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...)

Beaubien has always had common planning time and joint professional development in order to implement inclusive practices. We pride ourselves on being one big family who can draw upon each other experiences, strategies and expertise to help our students and each other.

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

- Next Steps for Professional Capacity:

The next steps for Professional Capacity is to continue to align our professional development with SIPAAA priorities. Professional development is constantly evolving based on our teachers needs. We will continue focusing on meeting with one another to analyze student work and test data based on MAP testing, DIBELS, ISAT and ACCESS results. The leadership team actively recruits, develops, and maintains quality staff by attending job fairs, networking with other principals, and partnering with Northeastern Illinois University.

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).

Beaubien has always strived to create an inclusive learning climate for all students. We hold activity periods monthly that mix up grade level students. We provide an after school sports program that encourages teamwork with all students in grades 6-8 and we hold several dances and movie nights every school year. Another opportunity for our students and families to come together are our PTO events outside of school.

Teachers provide challenging learning opportunities through the integration of Special Education (inclusion), LRE, and differentiated instruction. Our school environment is conducive to learning and is monitored by the annual review of the emergency plan, regular fire drills, and recycling program. All student behavior is monitored by the Student Code of Conduct. Feedback and participation of families can be communicated at conferences with parents, the our Beaubien communication folders given to each child, as well as through voice mail for every teacher.

- Next Steps for Learning Climate:

Our next step is to continue to provide opportunities for our students to take pride in being part of the Beaubien Family. Activiy periods will continue as well as our after school programs and our PTO sponsored events. We will always strive for an inclusive learning climate.

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 commitment of the parents, staff and community to make Beaubien a school of excellence shows. We can attribute our high test scores in part to the importance we place on communication, the partnerships we share with outside organizations and the investment the community has made on making Beaubien School a school of excellence.

We feel extremely fortunate to have a strong PTO who raises funds that go directly back to our students. The funds provide our students with extra programs and experiences that not only gives them life long experiences but also help attain high student performance results as well.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.

Parents are informed through the Beaubien Banner how to obtain school information using the State Report Card. Parents also receive progress reports and report cards at CPS scheduled times. Teachers set up conferences to discuss students performance and parents can schedule a conference at

anytime through out the school year.

Next Steps for Family & Community Involvement:

We will continue open communication between all member of the school community. This is demonstrated through conferences, Report Card pickup, LSC meetings, BAC (Bilingual Advisory Committee) SIPAAA, the school website, the Beaubien Banner, orientation packets, tours, Open House, PTO events, communicator folders, IAGC, the PTO bulletin board, and the counselors bulletin board. We continue to strive for 100% participation in Report Card pickup nigh and PTO membership. Main events will continue to be posted in the Beaubien Banner, the school marque as well as our website.

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	Meet/exceed school performance targets in literacy.	ISAT, ACCESS, MAP, DIBELS, and 3D Reading Scores	Weekly, Monthly and Yearly analysis of data.	Yes
2	Mathematics	Meet/exceed school performance targets in math.	ISAT, ACCESS, and MAP scores	Weekly, Monthly and Yearly analysis of data.	
3	Core Classroom Instruction	Meet/exceed school performance targets	ISAT, ACCESS, MAP, DIBELS, and 3D Reading Scores	Weekly, Monthly and Yearly analysis of data.	
4	Enrichment Instruction	Meet/exceed school performance targets	ISAT, ACCESS, MAP, DIBELS, and 3D Scores	Weekly, Monthly and Yearly analysis of data.	
5	Arts Education	Meet/exceed school performance targets	ISAT, ACCESS, MAP, DIBELS, and 3D Scores	Weekly, Monthly and Yearly analysis of data.	
6	Special Education	Meet/exceed school performance targets	ISAT, ACCESS, and MAP scores	Weekly, Monthly and Yearly analysis of data.	

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.

- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$556,480.00	\$550,163.48	INCOMPLETE	424103,430438, 426184,276199, 161362,424102, 430437	
N	Travel reimbursement for students and parents			X				INCOMPLETE		
N	115-Asst. Principal-Michelle Ludford-Naggatz		X		Principal	\$147,715.00	\$148,168.87	INCOMPLETE	119552	



CPS SIPAAA Planning Report

22201 - Jean Baptiste Beaubien School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115-Principal-Chris Kotis		X		Principal	\$196,654.00	\$196,219.42	INCOMPLETE	121977	
N	115-ESP-Custodian-Vince Mulligan		X		Principal	\$41,202.00	\$39,918.85	INCOMPLETE	157092	
N	115-ESP-Teacher Aide-Carol Feichtinger		X		Principal			INCOMPLETE		
N	115-Bus Monitor-Joseph Baird		X		Principal			INCOMPLETE		
N	115-Bus Aide-Tanya Gray		X		Principal	\$17,745.00	\$17,495.99	INCOMPLETE	161412	
N	115-Bus Aide-Katherine Gibbs		X		Principal	\$28,345.00	\$27,140.51	INCOMPLETE	163732	
N	115-ESP-Custodian-Mark Burks		X		Principal	\$49,874.00	\$48,539.59	INCOMPLETE	168442	
N	115-ESP-Lunchroom-Guissell Simental		X		Principal			INCOMPLETE		
N	115-ESP-Security-Betty Sepanik		X		Principal			INCOMPLETE		
N	115-Librarian-Susan Manchester		X		Principal	\$105,132.00	\$105,470.03	INCOMPLETE	142223	
N	115-Computer Teacher-Rick Karlin		X		Principal			INCOMPLETE		
N	115-MGS Science Teacher-Amy Jeffers		X		Principal	\$106,287.00	\$105,622.37	INCOMPLETE	143338	
N	115-Counselor-Maria Bohacsik		X		Principal			INCOMPLETE		



CPS SIPAAA Planning Report

22201 - Jean Baptiste Beaubien School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	225-Annex Clerk-Laura Arteaga		X		Principal	\$69,255.00	\$68,012.34	INCOMPLETE	149751	
N	115-ESP-Lunchr oom Manager-Patricia Baird		X		Principal			INCOMPLETE		
N	115-ESP School Clerk-Paula Barnhart		X		Principal	\$75,577.00	\$74,372.38	INCOMPLETE	163949	
N	115-Engineer-Ke vin Cooke		X		Principal	\$110,005.00	\$109,088.17	INCOMPLETE	168140	
N	115-MSG-Scienc e Teacher-Aekyun g Choi		X		Principal	\$96,845.00	\$96,151.83	INCOMPLETE	207583	
N	115-PE Teacher-Jacqueli ne Hernandez		X		Principal	\$111,530.00	\$110,897.07	INCOMPLETE	239604	
N	Teacher Karen Stoll		X		Principal			INCOMPLETE		
N	115-Postage			X	Principal			INCOMPLETE		
N	Bilingual Teacher-Brenda Calvillo		X		Principal	\$91,740.00	\$91,033.74	INCOMPLETE	126313	
N	115-Custodian-S andra Perez		X		Principal	\$58,644.00	\$56,901.93	INCOMPLETE	167631	
N	115-ESP-Lunchr oom Staff-Eugenia Chrisanthou			X				INCOMPLETE		
N	Purchase Textbooks for school curriculum			X	Principal			INCOMPLETE		



CPS SIPAAA Planning Report

22201 - Jean Baptiste Beaubien School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	After School counts buckets		X		Principal			INCOMPLETE		
N	After School Counts Supplies			X	Principal	\$24,590.00	\$24,590.00	INCOMPLETE		22201.225.54105.320020.000703.2012_\$0.00 + 22201.225.54105.119015.000703.2012_\$10,000.00 + 22201.225.53405.119015.000703.2012_\$14,590.00
N	After School Sports Buckets		X		Principal			INCOMPLETE		
N	After School Sports Supplies			X	Principal			INCOMPLETE		
N	Conference Fees for Prof. Development			X	Principal			INCOMPLETE		
N	Sub bucket		X		Principal			INCOMPLETE		

5 - Arts 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	115-Quota Art Teacher-Kimberly O'Malley		X		Principal	\$83,068.00	\$69,330.05	INCOMPLETE	444263	
N	To provide funds towards the school band program.			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						
N	115-MGS Teacher-William Burns		X		Principal	\$90,722.00	\$89,937.47	INCOMPLETE	116534	
N	115-Teacher-Deborah Solka		X		Principal	\$102,176.00	\$102,503.55	INCOMPLETE	133604	
N	115-Teacher-Dawn Wiley		X		Principal	\$92,560.00	\$91,763.93	INCOMPLETE	147048	
N	115-MGS LA Teacher-Renee Frytz		X		Principal	\$91,640.00	\$90,856.18	INCOMPLETE	169359	
N	115-MGS LA Teacher-Nancy Fritz		X		Principal	\$113,630.00	\$113,005.52	INCOMPLETE	277861	

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	115-MGS Teacher-Sharon Oconnell		X		Principal	\$116,979.00	\$116,365.55	INCOMPLETE	140098	
N	115-Teacher MGS/Math-Mary Patek		X		Principal	\$119,080.00	\$118,473.42	INCOMPLETE	128604	
N	115-MGS Math Teacher-Jason Major		X		Principal	\$92,251.00	\$91,544.30	INCOMPLETE	143328	
N	115 MGS Math Teacher-Chris Barrett		X		Principal	\$105,955.00	\$105,261.64	INCOMPLETE	143843	



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6 - 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	115-Sped Teacher-Debra Boone-Monroe		X		Principal	\$111,530.00	\$110,897.07	INCOMPLETE	118959	
N	115-Sped Teacher-Maria Latona		X		Principal	\$112,776.00	\$112,092.61	INCOMPLETE	119684	
N	115-Sped Teacher-Deborah Sanchez		X		Principal	\$118,109.00	\$113,791.67	INCOMPLETE	135579	
N	115-Sped-Kimberly Beschoner		X		Principal	\$107,324.00	\$106,679.29	INCOMPLETE	116484	
N	115-ESP-Sped. Aide- Denise Koumbis		X		Principal	\$51,622.00	\$50,417.18	INCOMPLETE	158361	
N	115-ESP-Spec. Ed. Aide- Muna Saleh		X		Principal	\$51,622.00	\$50,417.18	INCOMPLETE	158412	
N	115-Sped. Aide-Malgorzata Ornowska		X		Principal	\$49,724.00	\$48,519.80	INCOMPLETE	163274	
N	115-ESP-Sped. Aide-Mary Ann Ehrlich		X		Principal	\$51,130.00	\$49,925.32	INCOMPLETE	258396	
N	115-ESP-Sped. Aide- Evelyn Santana		X		Principal	\$37,859.00	\$37,656.40	INCOMPLETE	260349	
N	115-ESP-Sped. Aide-Estina Murtic		X		Principal	\$51,130.00	\$50,317.92	INCOMPLETE	260350	
N	115-Sped Teacher-Andromachi Marsha Koumbis		X		Principal	\$101,259.00	\$100,442.65	INCOMPLETE	143856	
N	115-Sped Teacher- Lorraine Lynch		X		Principal	\$119,080.00	\$118,473.42	INCOMPLETE	145897	
N	115-Sped Teacher-Therese		X		Principal			INCOMPLETE		



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22201 - Jean Baptiste Beaubien School : 2010-2012 Year 2

6 - 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						
	Wendt									
N	115-Sped Aide-Georgia Demertzis		X		Principal	\$49,695.00	\$48,490.81	INCOMPLETE	255811	
N	115-Sped. Aide-Maria Teresa Meraz		X		Principal	\$48,371.00	\$47,068.19	INCOMPLETE	263052	
N	115-Sped. Aide-Marilyn Infante		X		Principal	\$38,750.00	\$38,571.16	INCOMPLETE	264633	
N	115-Sped. Teacher-Therese Wendt		X		Principal			INCOMPLETE		
N	115-ESP-Sped-CWA-Valerie William		X		Principal	\$52,535.00	\$51,330.55	INCOMPLETE	152079,152079	

3 - 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	Full-Day Kindergarten position(s) funded out of quota		X					INCOMPLETE		
N	115-Teacher-Pat ia Colovos		X		Principal	\$111,530.00	\$110,897.07	INCOMPLETE	140105	
N	115-Teacher-Georgia Lambropoulos		X		Principal			INCOMPLETE		
N	115-Teacher-Carla Victoria		X		Principal	\$108,570.00	\$107,930.29	INCOMPLETE	115858	



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3 - 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						
	Delacotera									
N	115-Teacher-Lina Ori		X		Principal	\$114,877.00	\$114,256.52	INCOMPLETE	117074	
N	115-Teacher-Antonina Galassini		X		Principal	\$113,630.00	\$113,005.52	INCOMPLETE	118349	
N	115-Teacher-Sherry Kasten		X		Principal	\$113,737.00	\$109,181.29	INCOMPLETE	120062	
N	115-Teacher-Rachel Ochoa		X		Principal	\$150,431.00	\$149,188.06	INCOMPLETE	422682,441867	
N	115-Teacher-Hope Alkass		X		Principal	\$103,223.00	\$102,551.14	INCOMPLETE	121892	
N	115-Teacher-Gail Bassett		X		Principal	\$100,928.00	\$100,247.21	INCOMPLETE	122211	
N	115-Teacher-Patricia Sande		X		Principal	\$120,296.00	\$115,507.52	INCOMPLETE	126269	
N	115-Teacher-Daniela Nieves		X		Principal	\$79,815.00	\$80,031.36	INCOMPLETE	128742	
N	115-Kindergarten-Teacher-Mureen Bryers		X		Principal	\$108,570.00	\$107,930.30	INCOMPLETE	128765,135850	
N	115-Teacher-Maria Vlahos		X		Principal	\$94,191.00	\$93,453.34	INCOMPLETE	129888	
N	115-Teacher-Kerry Hurley		X		Principal			INCOMPLETE		
N	115-Teacher-Sandra Olson		X		Principal	\$100,620.00	\$101,962.27	INCOMPLETE	136167	



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3 - 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	115-Teacher-Anastasia Nikolopoulos		X		Principal	\$111,530.00	\$110,897.07	INCOMPLETE	112024	
N	115-Teacher-Kimberly Sineni		X		Principal	\$119,080.00	\$118,442.63	INCOMPLETE	115069	
N	115-Teacher-Karen Bejcek		X		Principal			INCOMPLETE		
N	115-Teacher-Evangelia Megremis		X		Principal			INCOMPLETE		
N	115-Teacher-Kerry Bergl		X		Principal	\$55,764.00	\$55,644.85	INCOMPLETE	422679	
N	115-Teacher-Susan Sebesta		X		Principal	\$119,080.00	\$118,866.02	INCOMPLETE	143382	
N	115-Teacher-Tonya Myers		X		Principal			INCOMPLETE	441797	
N	115-Teacher-Erica Loftus		X		Principal			INCOMPLETE		
N	115-Teacher-Lucy Hannah		X		Principal	\$71,855.00	\$72,033.99	INCOMPLETE	422680	
N	115-Teacher-Alma Ocampo		X		Principal			INCOMPLETE		
N	225-Teacher-Jennifer Scott		X		Principal			INCOMPLETE		
N	225-Teacher-Carolyn Sauer		X		Principal	\$82,046.00	\$79,987.87	INCOMPLETE	441869	
N	115-Teacher-Grace Jops		X		Principal	\$71,548.00	\$76,474.62	INCOMPLETE	422683	



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3 - 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	115-Teacher-Daneal Silvers		X		Principal	\$85,107.00	\$84,377.29	INCOMPLETE	422684	
N	115-Teacher-MaryEllen Cook		X		Principal	\$78,984.00	\$78,233.50	INCOMPLETE	143361	

4 - Enrichment 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	115-Physical Ed. Teacher-Ron Lewan		X		Principal	\$78,984.00	\$78,626.06	INCOMPLETE	277860,264635	

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		22201.312.53205.256009.000000.2012_\$0.00 + 22201.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22201.230.54105.254022.000000.2012_\$0.00 + 22201.230.54105.254002.000000.2012_\$1,599.20 + 22201.230.54105.254020.000000.2012_\$5,000.00 + 22201.230.54105.254021.000000.2012_\$0.00 + 22201.230.54105.254011.000000.2012_\$0.00 + 22201.230.54105.254027.000000.2012_\$



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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						
										4,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22201.230.56105.254002.000000.2012_\$ 42,052.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22201.230.53405.254002.000000.2012_\$ 7,187.68
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		22201.230.53115.254002.000000.2012_\$ 0.00 + 22201.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		22201.230.53125.254002.000000.2012_\$ 0.00 + 22201.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22201.230.56105.266414.000000.2012_\$ 0.00 + 22201.230.53306.009573.000000.2012_\$ 0.00 + 22201.230.54125.266407.000000.2012_\$ 0.00 + 22201.230.53306.254901.000000.2012_\$ 0.00 + 22201.230.54125.009574.000000.2012_\$ 0.00 + 22201.230.54125.266410.000000.2012_\$ 0.00 + 22201.230.54125.266402.000000.2012_\$ 0.00 + 22201.230.53306.266407.000000.2012_\$ 0.00 + 22201.230.54125.254901.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		22201.115.54210.255052.000065.2012_\$ 0.00
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		22201.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22201.225.54105.266408.000703.2012_\$3,312.00
N	SPED transportation			X	Principal			INPROGRESS		22201.115.54210.255004.376712.2012_\$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		22201.115.55005.254403.000000.2012_\$2,857.60
N	115 Supplies			X	OMB Budget Analyst	\$9,359.00	\$9,359.00	INCOMPLETE		22201.115.53405.119035.000000.2012_\$9,359.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		22201.115.53305.119035.000000.2012_\$56,779.00
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		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE	442162,442267, 442159,442264	
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$54,285.00	\$54,161.45	INCOMPLETE	410154	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		22201.115.53305.223012.000000.2012_\$ 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 ARRA (Fund 331/430103)		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						
	parent involvement activities.									
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	154156,136818,112810,157647	
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		22201.115.56105.119035.000000.2012_\$2,318.00 + 22201.115.55005.119035.000000.2012_\$13,816.00
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		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						
	kindergarten position(s) funded out of 115/000219				Analyst					
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	\$142,141.00	\$135,751.69	INCOMPLETE	155082,306184, 155155,216093	
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 Enhancement for		X		OMB Budget Analyst	\$429,327.00	\$422,571.58	INCOMPLETE	115312,142652, 132326,120397	



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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						
	magnet program(s).									
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst	\$56,869.00	\$54,394.35	INCOMPLETE	445331	
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		22201.115.54215.241013.000000.2012_\$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		



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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	\$54,648.00	\$53,467.08	INCOMPLETE	217545	
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		22201.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst	\$122,480.00	\$117,616.55	INCOMPLETE	146183	
N	unattached to SIPAAA(non-salary)			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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		