



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
Ellis	Caroline	Asst. Principal	X		
Branch	Tanya	Special ed. faculty			
Browne	Ronald	Lead/resource tchr.			
Griffin	Arthur	LSC member			
Hutchinson	Juanita	Counselor/case mgr.			
Johnson	William	Principal			
Peoples	Terea	Assessment/Data faculty			
Taylor	Kimberly	Support staff			
Wiggins	Wiggins	Parent/guardian			

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.

NA

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and

numerous other workshops. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs
 NA

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


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

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

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

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

Akeisha Craven (Chief Area Officer) and Lauren Simmon (Management Support Director)

 **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.

Meetings were held to collect and disseminate data. During long division, students were given a survey to complete and return to their teacher. Parents and community organizations were mailed a survey with a returned postage to ensure responses. On February 11th, the staff completed a survey that focused on the five fundamental components. Surveys were analyzed by SIPAAA Team. A spread sheet was formulated. The document consisted of strengths, weaknesses, and areas of concerns.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	9	9	8	5	3	

Summary of Meetings



Meeting Date	Meeting Type	Description
06-Nov-2010	Small group discussion	Developed School Improvement Plan Teams
23-Mar-2010	Small group discussion	Review input from SIPAAA Retreat to make the necessary changes or correction to the document.
20-Mar-2010	SIPAAA Team	Refining Mission and Vision statements, review and refine SIPAAA activities, and final review of the SIPAAA for submission.
19-Mar-2010	SIPAAA Team	Look at data using the Performance Management System.
25-Feb-2010	Small group discussion	PSAE Meeting- SIPAAA Data Analysis/Academic Outcomes
23-Feb-2010	Working group	Worked on Academic Outcomes by analyzing data and determining strengths and concern affecting instructions.
18-Feb-2010	Small group discussion	Look at data and worked on the Outcome Analysis section.
11-Feb-2010	Small group discussion	SIPAAA staff completed school survey relating to the five fundamentals of leadership. Teams were given a task to work on the priorities in details using a matrix that entails priority description, indicators of success, and monitoring process.
28-Jan-2010	SIPAAA Team	Worked on Mission and Vision Statements. Established teams to pull and analyze data from school surveys
21-Jan-2010	SIPAAA Team	Formulated a survey for students, parents, and staff
07-Jan-2010	Small group discussion	SIPAAA Leadership Team Meeting
05-Jan-2010	Small group discussion	Worked with LSC members on timeline as well protocols for the SIPAAA
17-Dec-2009	SIPAAA Team	SIPAAA Workshop
08-Dec-2009	Working group	SIPAAA Leadership Team Meeting
17-Nov-2009	SIPAAA Team	Team met to establish priority goals
21-Oct-2009	Other	Discuss strengths and weaknesses of the school
19-Oct-2009	Small group discussion	Analyze pre-assessment data from Kaplan to work on student areas of needs

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: 55
 Number of Student Survey Responses: 95
 Number of Teacher Survey Responses: 9
 Number of Staff Survey Responses: 16

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:

The Mission of Best Practice High School is to enhance academics within a professional learning community. This community will work collaboratively to support academic excellence, college readiness, and academic rigor for our students. Best Practice High School seeks to provide a safe and clean environment, to improve the students' work ethics, confidence, and self-respect; while keeping students actively engaged and promoting critical thinking.

Vision Statement:

The vision of Best Practice High School is to establish a learning community that produces socially conscientious citizens who are able to generate and organize relevant information; and to complete and perform tasks with academic rigor in the 21st Century.

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.

Strengths:

Best Practice graduation rate is currently 69%. A Performance Management Plan has been implemented to reduce the number of years from 5 to 4 years, that it will take a student to successfully graduate from Best Practice High School. The school continues to display a 2% increase in the number of students who graduate and go on to College or enter in to a Postsecondary Education career. In 2008/2009, 96% of our students completed a FAFSA application. In Fiscal Year 09/10 the percentage of students completing FAFSA remains in the upper nineties.

Concerns:

The data discloses that our graduation rate has been fluctuating up and down for the past three years. We are losing 31% of the student population. Alternative placement for at risk students and conferencing with parents must be a part of our remediation plan. With the 2% yearly increase of students who are attending college or seeking other career opportunities, we still have a substantial amount of students who are not exploring alternative avenues. Explore or implement Career Day as an alternative program for the students who are at risk. Due to the phase-out initiative, sustaining or increasing our graduation rate and providing adequate programs to meet graduation requirements might be a challenge.

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?

We currently review and audit transcripts, grades, and attendance every 5 weeks. We track students who have not received adequate credits, to determine what course or courses that might need for Credit Recovery Classes or Evening School. A Performance Management Team has been established to monitor and analyze data to ensure academic success.

Our PSAE composite score has declined. Data further reveals that our males are not meeting or exceeding state standards on the PSAE assessment in science. We have continued to decrease over the past three years on the PSAE State Standards.

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

The following factors contributes to low achievement: student attendance; tardiness; lack of parent involvement; unpreparedness for high school based on EXPLORE test: students' social and emotional needs

- 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?

Continue to implement a Performance Management Initiative to track and monitor the school's score card. Provide intensive professional development for school administrators and teachers to effectively analyze and track data for planning rigorous 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?

Students are displaying growth in reading. PSAE WorkKeys analysis reveals that 50% of the students are scoring at a Level (4) in reading and 40% at Level (4) in math. Moving students from Level 4 to Level 5 or further must be addressed to secure substantial increases on high stake assessments.

- 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>

The school has shown an upward/downward trend over the past three years in reading. In FY 07, 21.8% of the students met or exceeded state standards in the area of Reading. FY 08, there was a 50% decrease in students who are meeting/exceeding state standards in Reading. In FY 09, the reading scores retracted to 18.2%. A major concern was evident with our math scores. In 07, the overall math score was 12.7%, afterwards the school displayed a downward trend for the next two years, with a score 0% of the students meeting/exceeding states standard in math. The special education population does not have data from the state assessments. Our economically disadvantage data in reading and math from fiscal year 07 to 08 declined as well.

Strengths:

Best Practice High School's graduation rate increased in 2008/2009. For the first time in the last three years, data indicates that we have students

Concerns:

Student achievement in mathematics on the PSAE is a primary concern. Data indicates a negative trend. This decline in students' achievement in math, also,

exceeding standards on the PSAE. Also, data indicates an 11.6% increase in student enrollment in Advance Placement classes from 2007 to 2009.

accounts for the slight decrease in our composite ACT score. Technology and maintenance of computers are concerns for integrating technology into the curriculum.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Daily absenteeism is remarkably low with only 5.6% of the student population absent from school. The truancy rate declined by 6.3% from 2008 to 2009. Eighty percent of our student body feels that the school offers a safe and respectful environment. Suspension and expulsions continue to remain low. At the end of Fiscal Year 09/10, the school anticipates low suspensions and zero expulsions due to Dean of Students interventions, monitoring of instruction, and academic/attendance audits done periodically with students.

Concerns:

Due to the phase-out status, extra curricular activities are very limited. We are not able to support students desire to participate in a variety of sports programs or to maintain a competitive athletic programs which is important to high school students. As classes graduate, we are concerned about having the resources to provide the enrichment experiences both academically and socially that are common to high school students. Also, sharing a building with another school has its challenges as .

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 has been extremely limited parent involvement at Best Practice informational meetings where high stakes assessments, graduation requirements, and attendance are discussed. Another challenge is that Best Practice is not a neighborhood school. Students travel from various locations leading way to tardiness, absenteeism, and parents not being able to attend meetings.

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

Because a large number of students use public transportation to get to school, many students are trade for 1st period classes. This hindrance leads the way to students not attending class and not meeting requirements for promotion. There is an upward and downward trend of student who are receiving free and reduce lunch. Data reveals that our economically disadvantage students increased in 08/09 to 93.7%. This data for the limited number of students who are meeting/exceeding state standards.

Strengths:

Concerns:

Once our students enter the building, they usually remain here until graduation. Seventy-nine percent of our parents are satisfied with the school. The building is a safe and clean learning environment. After reviewing our school's surveys, the staff is very satisfied with the school and administration. The location of the school is easy accessible for students and staff members.

Best Practice High School has no national board certified teachers. It currently has no teacher working to become national board certified. Due to the phase-out status of the school, recruiting and maintaing highly qualified teachers is a concern. Also, having adequate staffing to provide credit recovery for students who have failed courses is a concern for meeting graduation requirements.

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.

✔ **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).

A credit/grade audit is done for all students every five weeks to see whether students are on track. Students who are deficient in core subjects are given the opportunity to enroll in an 8th period credit recovery class. Night school is offered off-site through the support of the counselor. Teachers are offering their services to students by giving them an opportunity to make-up missing assignments before or after school. Saturday Classes are offered in the areas of English, Science, and Math to assist students who are testing below standards on Pre/Post PSAE Practice Assessments. In our Performance Management and Instructional Leadership Team Meetings, data has been collected (i.e. grades, attendance, credits, and service learning hrs.) to address any at risk students. We currently use 5th week assessments to create individualized remediation plans for students and guide instruction.

- 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...).

Closing the achievement gap between students with and without disabilities is a primary concern for Best Practice High School. First, instructional practices include least restrictive environment (LRE). To the maximum extent possible, students with individualized educational plans (IEP) are educated in classrooms with students who do not have IEPs. Second, cooperative team teaching (CTT) is afforded in core academic subjects to provide additional support. Third, special educators participate in regular weekly meetings held on Monday, after school. Fourth, in addition to access of all resources, services, rights, and privileges provided to students who do not have IEPs, students with IEPs are provided with related services, (social work, psychological, speech, hearing, etc). Fifth, weekly meetings include analyzing students with disabilities data and planning for instruction. Sixth, professional development has been provided to the staff in the areas of differentiated instruction, learning modalities, cooperative team teaching, etc.

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

- **Next Steps for Instruction:**

There are several next steps for instruction. First, instruction in the regular classes must become more challenging. Professional development is needed in the area of providing rigorous student-centered learning experience, using data to drive instruction, LRE mandates and accountability, etc. Second performance management sessions must be expanded to the teacher level. Third, the use of technology in the curriculum must be expanded school-wide. Fourth, our instructional leadership team (ILT) must develop a collaborative working relationship with the teachers. Fifth, develop and implement a plan to eliminate the achievement gap between the males and females, and students with disabilities and students without disabilities.

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:

Improve Reading and Math scores to meet/exceed category as reported on PSAE/ ACT in an effort of closing the achievement gap. Focus on reducing the amount of tardies to secure instruction during the start of the school day. The Instructional Leadership Team will take steps to ensure that priority goals are communicated to all stakeholders and monitor implementation regularly. Partnerships with outside universities and businesses will be developed to guarantee that our students are given all opportunity to be productive in the 21st Century. Performance Management meetings will be scheduled regularly and leadership roles will be shared to develop leaders. Parent Night and community events will be enhanced to provide more opportunities for parent and community involvement.

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?

Providing on-going Professional Development by encouraging and supporting staff to further their professional growth. Parent Satisfaction continues to increase. The number of special education students identified as learning disabled has decreased over the last three years. Special Education students are

receiving instruction in the least restricted environment with the support of special education teachers who are team teaching with regular education teachers.

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

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

Provide Professional Development Inclusion Workshops that addresses best practices to assist with modifying the curriculum. Monitor the students' IEP for implementation and accommodations to support in both instructional and general education classrooms. Seek an Inclusion Specialist who will facilitate sessions that address successful Inclusion practices from the Office of Specialize Services.

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

- Next Steps for Professional Capacity:

There are several next steps for professional capacity. First, we will analyze school data (student outcome data, learning walk data, observation data, etc.) and survey staff to identify and prioritize professional development plans for next year. Second, we will schedule regular peer observations to support a collaborative and professional learning environment among staff. Third, we will provide professional development regarding individualized professional growth plans. Participation in High School Transformation will assist teachers in developing new instructional strategies.

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).

Implement consistent consequences for students regarding tardiness to class and class cuts. Increase students' connection to school by expanding the opportunities to participate in extracurricular activities and strengthening the programs that currently exist. Focus on developing student voice and leadership in the school by providing opportunities through student council, community service, and highlighting academic achievement via bulletin boards, web, newsletter, assemblies, and marquee.

- Next Steps for Learning Climate:

Ensure that teachers and students have adequate resources and materials to promote qualitative and quantitative instruction. These measures will produce skillful and socially conscientious citizens who are able to generate and organize relevant information; and to complete and perform tasks with academic rigor in the 21st Century.

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?

We currently have a highly active functional Local School Council. Multi-media forms of communication (i.e. web page, monthly newsletters, two-way communication via gradebook and CPS e-mail) are being used to communicate regularly with our parents. We are currently utilizing the automative phone system to keep our parents informed of various functions and activities. The lack of parent involvement is having a negative impact on student achievement.

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

At our monthly Local School Council, administration, and support personnel gives written and oral reports of the academic status in the school. Correspondents are sent to parents via U.S. mail to inform parents of the school's educational status. Data from My Voice, My School is shared with parents at Open House and Report-card pick-up.

Next Steps for Family & Community Involvement:

The school's website provides avenues for parents to improve their interest in the school and their child's education. Welcome and acknowledge parent participation in multiple school events and parent-teacher conferences. Alleviate the obstacle of parents feeling not welcome by establishing a welcoming committee. We must network with organizations and churches in the community to get some insight and strategies on how to increase parent involvement.

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	Core Classroom Instruction	To improve teaching and learning in all core subjects by increasing academic rigor; implementing standard-based, data driven instruction through highly qualified teachers and instructional leadership team. Thus increasing the probability of the school meeting AYP in the core subjects.	An increase from five students meeting state standards in writing in 2009 to six students meeting the PSAE writing standard in 2010-11 (20%); an increase from eight students meeting state standards in reading to nine (12.5%); an increase from one student to four students meeting standards in math (300%); and an increase from one student to two students meeting state standards in science (100%)	Review weekly lesson plans to modify instruction or to plan for ongoing rigorous instruction. Hold weekly meetings with teachers to discuss classroom instruction and assessment outcomes. Utilize pre and post practice assessments from Kaplan to provide a road map for best practices in the targeted areas of weaknesses. Analyze data from interim assessments given every three weeks. Review student work weekly.	
2	On Track to Graduation	To strategically plan for promotion and graduation by maintaining individual student growth plans and personalizing scheduling to meet the academic and graduation requirement needs of each student.	Seventy-five students out of ninety-six will be on track to graduate across all grade levels. 25% decrease in semester failure rates.	Every five weeks gather and monitor grades, credits, and attendance schoolwide to ensure that students are meeting requirements. Hold student and parent conferences with administration to secure on-track to graduation. Monitor instruction through observation, lesson plans, and gradebook.	

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Postsecondary Prep	Increase student awareness and access of college, career training, scholarships, and financial assistance opportunities.	<p>Thirty-five out of thirty-nine (35 out of 39) students in the senior class will complete 3 or more college applications.</p> <p>Thirty-three out of thirty-nine (33 out of 39) students will attend a college fair or college tour. Thirty-five out of thirty-nine(35 out of 39) seniors will complete FAFSA.</p> <p>Thirty-five out of thirty-nine (35 out of 39) students will utilize, " What's Next Illinois."</p> <p>10% increase in students meeting college readiness standards on PSAE</p>	Review weekly FAFSA report from district. Hold weekly meetings with administration and college and career coach to track student progress around key performance indicators(i.e. FAFSA , college applications, and career training opportunities etc.).	
4	Special Education	Provide a rigorous standard-based, data driven instruction for all students with IEPs while providing instruction in the least restrictive environment and promoting team teaching approach to teaching and learning, thus improving student performance in reading, math, and science, including all education personnel: teachers, paraprofessionals, and teacher aides.	<p>Decrease the percentage of students outside the general educational setting(LRE).</p> <p>Ensure that teachers are providing accomodations and modifications outlined in the student's IEP.</p> <p>Increase the number of special education students on pace for graduation.</p>	Weekly Team meetings to discuss strengths and concerns of the Special Ed. Dept. Common planning collaboration and dialogue with Gen. Ed./Sp. Ed. teachers. Bi-weekly review of student's academic outcome from assignments and assessments.	
5	School leadership	Principal, Assistant Principal, members of the Instructional Leadership Team collaboratively provide instructional leadership that advances the improvement of school-wide teaching and learning.	<p>Increase the number of students meeting/exceeding state standards on the PSAE/ACT by 10%</p> <p>90% of our Seniors will complete 3 or more college applications.</p> <p>Obtain 85% of students on track to graduate across all grade levels.</p> <p>25% decrease in semester failure rates.</p>	Weekly meetings to review and monitoring instruction with core subject instructors. Analyze data to monitor students on track every 5 weeks.	
6	Operations Schools	Engineer and custodial staff responsible for school cleanliness and day-day operation to maintain and guarantee that all building components are working effectively.	Increase building merit given by District Facility Manager.	Daily checks of all facilities to ensure cleanliness by engineer and head custodial personnel. Weekly walk-throughs with administration to review checklist for any necessary repairs or	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				uncertainties.	

Activities

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

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/Position	Non-Sal Line						
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Provide	This includes		X	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						
	supplemental supplies for students and staff to enhance instructional delivery.	supplemental text as well as materials.								
N	Renew the copier maintenance agreement	School use for instructional programs.		X	clerk			INCOMPLETE		
N	purchase office supplies	Needed for school functions.		X	clerk			INCOMPLETE		
N	Tech XL leasing and maintenance.	Needed to support technology initiatives.		X	clerk			INCOMPLETE		
N	Summer school HS program activities		X					INCOMPLETE		
N	provide career service bucket to support recovery programs.	Needed to support the managerial aspects of the recovery program.	X		Principal			INCOMPLETE		
N	rental for school copier.	Needed for school function		X	Office clerk			INCOMPLETE		
N	Provide funding to support parental involvement.	Needed to support parental initiatives		X	Principal			INCOMPLETE		
N	Provide funding for parental seminars,worksh ops,and training.	Needed to support student achievement		X	Principal			INCOMPLETE		



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2 - On Track to Graduation										
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	Develop and maintain an individualized growth plan for each student which will be monitored every five weeks.	Review score card and hold conferences with parents and students to develop a plan for academic success.	X		Counselor			INCOMPLETE		
N	Conduct attendance and achievement audits every five weeks with followup conferences with students and parents.	Audit to ensure students and parents are aware of requirements for promotion being met and also provide remediation plan for improvement.		X	Principal			INPROGRESS		
N	Maintain a data team to assist and support performance management team with tracking and analyzing student data (i.e failure rate, attendance, discipline, remediation and credit recovery.	Every five weeks, teams review Impact data(attendance, discipline, and grades).	X		Data Team			INCOMPLETE		
N	Provide opportunities for teacher-parent-students interaction and collaboration to facilitate on-going monitoring of student progress and achievement.	Host Parent Night for parents on ACT/PSAE Awareness & Senior Night for graduation requirements		X	Principal			INCOMPLETE		
N	Provide	Offer credit	X		Principal			INPROGRESS		



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2 - On Track to Graduation										
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						
	extended day buckets for credit recovery and night school.	recovery classes every semester as form of the remediation process.								
N	Conduct weekly performance management sessions to analyze data to drive instruction.	Utilizing common as well as skill based assessments ILT will measure growth quarterly.		X	Principal			INPROGRESS		
N	Purchase awards and student incentives for student achievement.	Hold celebratory assemblies based on the 3 A's (attendance, achievement, and attitude).		X	Principal			INPROGRESS		
N	Develop and implement remediation and credit recovery plans to address the individual needs of the students.	Review transcripts and five weeks audits to develop a plan for students who are at risk of failing or have failed classes needed to graduate.		X	Principal			INCOMPLETE		
N	Purchase materials, supplies, and incentives to support Saturday and extended day programs.	Provide consumables from Kaplan to support and enhance instruction. To maintain attendance in PSAE Saturday School, students will be given certificates and educational supplies.		X	Principal			INCOMPLETE		
N	To provide Teacher extended day bucket for	Funds needed to align curriculum during the summer. Staff	X		Principal			INCOMPLETE		



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2 - On Track to Graduation

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						
	summer school	will be able to scaffold instructional practices.								
N	Provide counselor to ensure students are on track for promotion.	Needed to monitor students' transcripts and records for graduation	X		Counselor			INCOMPLETE		
N	Provide career service bucket to support school efforts during credit recovery.	Needed for managerial component of the recovery program.	X		Principal			INCOMPLETE		

3 - Postsecondary Prep

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 a teacher assistant to assist students with post-secondary planning.	Teacher assistant will be instrumental in assisting all grade levels develop individual post-secondary exit plans.	X		Teacher Assistant			INCOMPLETE		
N	Sponsor Financial Aids/ FAFSA Night	To ensure parents and students are educated about financial aid and the process of completing FAFSA. The completion of FAFSA is vital to a student's ability to enroll in		X	Teacher Assistant			INCOMPLETE		



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3 - Postsecondary Prep										
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						
		postsecondary institutions because students are more likely to enroll if financial aid has been secured.								
N	Hold College Fair	To aid students in becoming aware of the numerous postsecondary education opportunities available to them that they made not have a chance to visit in person. Attending college fairs also provides students with a chance to meet with admissions representatives from various colleges and universities, ask questions, and pick up informational materials.		X	Teacher Assistant			INCOMPLETE		
N	Organize College Tours	This will provide students with an opportunity to visit colleges and universities. Which will help students distinguish between various colleges and envision		X	Teacher Assistant			INCOMPLETE		



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3 - Postsecondary Prep										
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						
		themselves as students on a particular campus. Visiting colleges also provides prospective students with the chance to meet with current students, faculty, admissions and financial aid representatives and sometimes participate in a college class and see residence halls.								
N	Track College Application, scholarships, and FAFSA completions	To measure student success with postsecondary planning.		X	Teacher Assistant			INCOMPLETE		
N	Require all students to participate in "What's Next Illinois"	So students can develop an individual career and postsecondary plan by discovering their career interest and exploring them. As well as researching colleges and building their resumes.	X		Teacher Assistant			INCOMPLETE		
N	Sponsor Career Day with a focus on post-secondary education and employment.	To expose students to the various career options available to them. As well as allowing them a chance to hear		X	Teacher Assistant			INCOMPLETE		



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3 - Postsecondary Prep

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						
		first hand from professionals in various fields what being in their profession involves.								

6 - 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	Fund engineer and custodial staff	Maintain the upkeep of the building.	X		Principal			INCOMPLETE		

4 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund all special education teachers, case manager, and paraprofessional for grades 11 & 12	Give quality special education instruction in the Least Restricted Environment.	X		Principal			INCOMPLETE		
N	Set aside professional development funds for after school training to support the LRE mandates.	Utilize the train the trainer model for teachers to provide PD to colleagues.		X	Principal			INCOMPLETE		
N	Fund extended	Credit Recovery	X		Principal			INCOMPLETE		



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4 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	day to service special education students in general education setting.	and Saturday workshops given to fulfill academic requirements.								
N	Create and implement a teacher accountability process which will improve Special education instruction through internal Walk-throughs, peer observations, and administration evaluations.	Non-negotiable checklist for instruction implementation		X	Principal			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		

1 - 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	Provide substitutes for all professional development	Secure substitutes to carry out teacher's lesson		X	Principal			INCOMPLETE		



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1 - 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						
	sessions.	plans and maintain a learning environment that supports academic instruction.								
N	Family literacy training for parents in reading and writing.	Assist children with homework, projects, and assignments.		X	Principal			INCOMPLETE		
N	Provide funding for teachers to attend conferences, seminars and/or workshops.	Collaborative culture school base opportunites through train the trainer method.		X	Principal			INCOMPLETE		
N	Fund the purchase of flash drives as an instructional curriculum checklist and protocol.	Secure Day to Day operation for effective implementation.		X	Principal			INCOMPLETE		
N	Create and implement a teacher accountability process which will improve instruction through internal Walk-throughs, peer observations, and administration evaluations.	Non-negotible checklist for instruction implementation.		X	Principal			INCOMPLETE		
N	Provide funding in support of off-site professional development.	Utilize best practices to support instruction across the curriuclum.		X	Principal			INCOMPLETE		



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1 - 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	Purchase classroom supplies to improve classroom instruction.	Purchase where needed overheads. chart paper, markers, journals, & etc.		X	Principal			INCOMPLETE		
N	Fund the purchase of professional journals and periodicals for teacher and students.	Subscribe to the National Council for Teachers, Education World, and Education Journal for Teacher etc. Time for Kids, Weekly Reader, and National Geographic.		X	Principal			INCOMPLETE		
N	Work with Kaplan on suitable PSAE/Act test. This will assist in utilizing data driven instruction.	Used to provide diagnostic data in alignment with the PSAE assessment.		X	Principal			INCOMPLETE		
N	Provide teacher extended day time for tutoring before and after school for all course subjects.	Intervention and Credit Recovery classes for students.	X		Principal			INCOMPLETE		
N	Provide extended day buckets for math tutoring programs.	Intervention and Credit Recovery classes for students.	X		Principal			INCOMPLETE		
N	Provide conference fees for mathematics PD-admission.	Pay admission fees for mathematics conference to equip teachers with up-to-date methodology.		X	Principal			INCOMPLETE		
N	Provide instructional	Use hands-on technology to		X	Teacher			INCOMPLETE		



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1 - 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						
	software to improve mathematics instruction.	support mathematics.								
N	Purchase supplies to improve mathematics instruction.	Replenish calculators, consumables, overheads, etc.		X	Principal			INCOMPLETE		
N	Fund travel expenses for staff to attend professional development.	Alleviate obstacles for professional growth.		X	Principal			INCOMPLETE		
N	Provide substitutes coverage for staff to attend professional development.	Secure substitutes to carry out teacher's lesson plans and maintain a learning environment that supports academics.	X		Principal			INCOMPLETE		
N	Provide funding in support of professional development to assist teachers with classroom management strategies and techniques.	Utilize best practices to support delivery of instruction.		X	Principal			INCOMPLETE		
N	Purchase textbooks, lab equipment, and materials for instruction.	To sustain highly quality instruction and ensure state standards are being taught.		X	Principal			INCOMPLETE		
N	Provide IDS Science Instructor with the support of Illinois Institute of Technology(IIT).	Incorporate non-fictional text through science so that students will become equipped for the	X		Teacher, Principal			INCOMPLETE		



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1 - 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						
		21st Century.								
N	Fund all core curriculum teachers to provide instructional rigor.	To substain a high level of academic performance	X		Teachers			INCOMPLETE		
N	Provide funding for student travel to support the curriculum, culture, and climate of the school.	Secure busses and admission fees to events and educational institutions.		X	Principal			INCOMPLETE		
N	Provide teachers to support all none core instruction.	Needed for graduation requirements.	X		Teachers			INCOMPLETE		

5 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund Principal and clerk	To monitor the delivery of instruction as well as the managerial segment of the school.	X		Principal			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46011.230.56105.266414.000000.2012_\$ 0.00 + 46011.230.54125.009574.000000.2012_\$ 0.00 + 46011.230.54125.266402.000000.2012_\$ 0.00 + 46011.230.54125.266410.000000.2012_\$ 0.00 + 46011.230.54125.266407.000000.2012_\$ 0.00 + 46011.230.53306.254901.000000.2012_\$ 0.00 + 46011.230.53306.266407.000000.2012_\$ 0.00 + 46011.230.53306.009573.000000.2012_\$ 0.00 + 46011.230.54125.254901.000000.2012_\$ 0.00
N	Options for Knowledge			X	OMB Budget Analyst			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Transportation									
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46011.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46011.225.54105.266408.000703.2012_\$2,232.00
N	SPED transportation			X	Principal			INPROGRESS		

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	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	115 Textbooks			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	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage		X		OMB Budget Analyst			INCOMPLETE		



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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						
	detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		
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		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						
	miscellaneous grants (e.g., fund 324 & 326) (positions)									
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			INCOMPLETE		
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		



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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	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46011.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	grant activities									
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46011.210.53405.254607.000000.2012_\$90.00
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		46011.225.57940.119020.000703.2012_\$46,607.00 + 46011.332.57940.119031.430106.2012_\$0.00 + 46011.332.57940.390030.430115.2012_\$59.50



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46011.332.53405.390030.430115.2012_\$600.00 + 46011.332.54125.390030.430115.2012_\$505.00 + 46011.332.57940.390030.430115.2012_\$59.50
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		