



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.**



CPS SIPAAA Planning Report

41051 - Michelle Clark Academic Prep Magnet High School : 2010-2012 Year

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
McLoyd	Beulah	Principal	X		
Alexander	Mary Ann	Parent/guardian			
Armstrong	Vivian	Classroom tchr.			
Asher	Donald	Classroom tchr.			
Berdin	Dorothy	Parent/guardian			
Blackwell	Tracie	Counselor/case mgr.			
Blumingburg	Sherri	Support staff			
Bonner	Rhonda	Parent/guardian			
Brackett	Mildred	Parent/guardian			
Bradley	Olivia	Classroom tchr.			
Donald	LaTanya	Asst. Principal			
Franklin	David	Student (HS)			
Gross	Latoya	Support staff			
Hatter	Tenesha	Special ed. faculty			
Hooks	April	LSC member			
Jasmine	Young	Student (HS)			
Johnson-Jackson	Anita	LSC member			
Jordan	Joyce	Counselor/case mgr.			
Kline-Thomas	Rosalind	Lead/resource tchr.			
Mackay	Gideon	Classroom tchr.			
Mattix	Jeffery	Student (HS)			
McGlothin	Jaslyne	Student (HS)			
Palmer	Lakeisha	Counselor/case mgr.			
Parks	Doris	Parent/guardian			
Pickett	Valerie	Support staff			
Raven	Roberts	Student (HS)			
Rush	Kimberly	Classroom tchr.			
Sanders	Tonette	Student (HS)			
Smiley	Mary	Classroom tchr.			
Smith-Alexander	Lavette	Parent/guardian			
Stewart	Janice	Classroom tchr.			
Sykes	Sykes	Parent/guardian			
Thomas-Dondaldson	Nancy	Lead/resource tchr.			
Tillman	Tiffany	Lead/resource tchr.			
Ware	Jarquza	Student (HS)			



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Last Name	First Name	Title	Chairperson	Start Date	End Date
Waryjas	Steven	IB Coordinator			
White	Franklin	Classroom tchr.			
Williams	Daije	Other			
Woods	Steven	Lead/resource tchr.			

Involvement

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

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

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

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

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

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

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)

CAO - Akeshia Craven
 MSD - Lauren Simon
 IDS - Anna Pevichovich
 Loyola University Sciences Lead - Patrick Daubenmeir
 Carnegie Math Lead - Ricky Murff
 GEAR UP Coordinator Northeastern University - Rhonda Thomas & Craig Nash
 Math IDS Coach - Anita Alicea
 Chemistry IDS Coach -Jean Kane
 Biology IDS Coach - Judith Tammi
 Physics IDS Coach - Jim Bilodeau

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

The SIPAAA team encompassed, teachers, ESP staff, students, parents, community representatives, and LSC members. All stakeholders were provided opportunities to engage in reflective dialogue. In addition to surveys, all stakeholders were called together for brainstorming and consensus building sessions. Specific teams were created to address instructional and operational needs of the school. Department chairs/ILTS were responsible for determining, evaluating and assessing the needs of their departments and identifying resources. During this process collaborative approach data was analyzed and prioritized. Meetings were held bi-weekly during the SIPAAA planning period and summaries were shared with all stakeholders.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	7	16	3	8	56	0	1

Summary of Meetings

Meeting Date	Meeting Type	Description
13-Apr-2010	Working group	Revisions
09-Apr-2010	Working group	LRE
08-Apr-2010	Working group	Core Instruction



Meeting Date	Meeting Type	Description
26-Mar-2010	Working group	Core Instruction
25-Mar-2010	Working group	Review of AP/ IB Activities
24-Mar-2010	Working group	School Climate & Safety
18-Mar-2010	Working group	Review of parent plans
17-Mar-2010	Working group	Work on Postsecondary and On Track Goals
13-Mar-2010	Small group discussion	School Climate & Safety
27-Feb-2010	Working group	Tabulation of Surveys
25-Feb-2010	Small group discussion	Review of Student Outcomes
24-Feb-2010	Small group discussion	Review of SIPAAA progress with CAO
18-Feb-2010	Town hall/community mtg.	SIPAAA update and report to the LSC
16-Feb-2010	SIPAAA Team	Review of Survey Data
11-Feb-2010	Working group	School's Focus as an International Studies School
02-Feb-2010	SIPAAA Team	Development of the mission and vision statements

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: 97
 Number of Student Survey Responses: 192
 Number of Teacher Survey Responses: 48
 Number of Staff Survey Responses: 8

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:

Michele Clark Academic Preparatory Magnet High School actively develops students including those with disabilities, to become lifelong learners who are prepared for a successful post-secondary experience. Our school produces independent thinkers, who will contribute to today's global society.

Vision Statement:

The vision of the Michele Clark Academic Preparatory Magnet High School is to provide a holistic educational experience for every student. Dedicated staff, parents, and community members will assist students with opportunities for personal growth that transcends the classroom. Through our combined efforts, we will foster an academically rigorous and motivated environment where we value respect for ourselves and others. Guided by the belief that every student can learn, our school community cultivate active, passionate lifelong learners.

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:

Freshmen On-Track to Graduate steadily increased from 65.4% (2007), 79.6% (2008) and 84.7% (2009). The FOT Coordinator is a tremendous asset to the improvement of our FOT rate.

Concerns:

Freshmen Graduating within Five Years trend indicates our students have declined 4.1% from 2007-2009. One-Year Dropout rate increased by 1.3% from 2007-2009. Students meeting/exceeding state standards for the highest grade enrolled declined 7.2% from 2006-2009 requires a deeper investigation of the content and mastery of skills of our current curriculum.

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?

Michele Clark utilized EPAS (Explore, PLAN and ACT), Quarterly Benchmark Assessments, IDS formative and summative assessments, and progress reports administered in the fifth week of each quarter to inform school improvement decisions. Analysis of these sources identified the following: **STRENGTHS:** positive trends of improvement on the meet/exceed PSAE state standards of 3.1%, positive trends of improvement PSAE subtest in reading 8.5%, math .9%, and overall composite 3.1%. Positive trends on the subtest subgroups indicate males are out performing the females in all areas. The PSAE Work Keys trends in Reading Work Keys improved by .3% and 7.5% on the Work Key Applied Math. Freshmen on Track to graduated trends indicate 1.9% gain from the previous year. Students scoring 20 or higher on the ACT increased by 1.6%. Reading gains from 2006 to 2009 indicates a 16.1% improvement of that cohort of students. The cohort of students of 2007-2009 had a reading gain of 7.2%/ Students meeting or exceeding state standards in science increased by 1.2% from 2007-2009. Grades 6 and 8 have a promotion rate of 100%.

WEAKNESSES: A moderate improvement on all PSAE data, ACT composite scores are flat lined, students meeting college readiness standards at or above is significantly low, ISAT math trends are declining at each grade level and students exceeding state standards declined by 3.5%.

- 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.

Internally, instructional rigor must improve in all core subjects. Classroom management skills must be enhanced for teachers and more incentive for all students needs to be addressed. Externally, we are battling of increasing parental involvement. We know that improved parental involvement will improve students' attitude towards success in school. Furthermore, most students enter high school scoring at levels below the college readiness benchmark on the Explore.

- 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 provide resources for after school programs that support student's social and emotional needs, funding to support efforts like the homework center, and after or before school tutoring. Support in achieving LRE goals, training in writing and implementing behavior plans, proper staffing levels in CTT and instructional classes. Help identify resources and training in strategies to help meet TIA goals. Clark will continue to encourage teachers to assist students after school, seek meaningful and seamless ways in increasing Work Keys into the curriculum and assessing students.

- What does the below data tell you about student performance in your school? (Also see the Illinois School Report Card, the CPS Dashboard and the REA website for more data sources.) What strengths and weaknesses do these data show?

The data tells us that we are growing at a slow pace but we are showing signs of improvement. STRENGTHS: positive trends of improvement on the meet/exceed PSAE state standards of 3.1%, positive trends of improvement PSAE subtest in reading 8.5%, math .9%, and overall composite 3.1%. Positive trends on the subtest subgroups indicate males are out performing the females in all areas. The PSAE Work Keys trends in Reading Work Keys improved by .3% and 7.5% on the Work Key Applied Math. Freshmen on Track to graduated trends indicate 1.9% gain from the previous year. Students scoring 20 or higher on the ACT increased by 1.6%. Reading gains from 2006 to 2009 indicates a 16.1 % improvement of that cohort of students. The cohort of students of 2007-2009 had a reading gain of 7.2%/ Students meeting or exceeding state standards in science increased by 1.2% from 2007-2009. Grades 6 and 8 have a promotion rate of 100%.

WEAKNESSES: Moderate improvements on all PSAE data, ACT composite scores have flat lined, students meeting college readiness standards at or above is significantly low, ISAT math trends are declining at each grade level and students exceeding state standards declined by 3.5%.

Recognizing that this is a challenge, we are scaffolding a progressive increase in the implementation of the higher level College Readiness Standards in the curriculum to prepare the students for greater success.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab) <https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>

We struggle in making Safe Harbor in reading and math. We believe that in order to improve our overall school performance in AYP we have to

address the skills that are not mastered on our EPAS data. We must identify those skills, re-teach them, and re-assess them at each grade level. We must expose and simulate how they will be tested over a two day period.

Strengths:

The data tells us that we are growing at a slow pace but we are showing signs of improvement. STRENGTHS: positive trends of improvement on the meet/exceed PSAE state standards of 3.1%, positive trends of improvement PSAE subtest in reading 8.5%, math .9%, and overall composite 3.1%. Positive trends on the subtest subgroups indicate males are out performing the females in all areas. The PSAE Work Keys trends in Reading Work Keys improved by .3% and 7.5% on the Work Key Applied Math. Freshmen on Track to graduated trends indicate 1.9% gain from the previous year. Students scoring 20 or higher on the ACT increased by 1.6%. Reading gains from 2006 to 2009 indicates a 16.1 % improvement of that cohort of students. The cohort of students of 2007-2009 had a reading gain of 7.2%/ Students meeting or exceeding state standards in science increased by 1.2% from 2007-2009. Grades 6 and 8 have a promotion rate of 100%. Lastly our AYP data indicates 99% of our students are taking the state exams and 82% of our students are graduating.

Concerns:

The average ACT score at Clark had remained flat (16.2). Though there was a slight increase of 8.5% in PSAE Reading and .9% PSAE Math our students dropped .1% on PSAE Science. Although our boys closed the gender gap on the PSAE on all subtest, the gender gap still exist in our data for the ISAT. We are also concerned that LRE 2 and LRE 3 students may not be receiving enough rigor or exposure to PSAE exam type questions in the self contained classes. To help address this issue, when possible self contained teachers within a discipline or subject area will also serve as the CTT teacher in the same area so that they will be aware of the depth at which the students must be able to perform. Additionally, special needs teachers will also need to adapt and push for higher levels of implementation within the College Readiness Standards so that the students will be able to perform with greater success on the standardized exams and benchmarks.

Student Connection

Student Connection Strengths and Concerns

Strengths:

- >The addition of new murals by the students
- > Faculty professional development is being enhanced through training in AP, ILT, HST, AVID, Work Keys, What's Next Illinois, Dashboard and CPS University and other programs.
- > AVID supports the mid-tier student which can lead into AP path.
- > Teachers routinely use a variety of assessments including tests, quizzes, homework, classwork, lab exercises and portfolios.
- > We are refining internal assessments to reflect college readiness standards (EPAS/PSAE/Work Keys)
- > Case manager continues to provide staff training during in-house professional development to promote LRE modifications and how to work effectively with special needs students within the regular classroom setting.

Concerns:

- >Space to expand - facility to support the athletic program and academics (sports complex, auditorium, ten classrooms, high school lunchroom and kitchen, department offices, department bookrooms, high school library/media center, separate student/staff parking.
- > The changes in the lottery system to select enrollment process for grade 9
- > Recruiting high-achieving middle school students
- > Retaining high-achieving middle school students to increase our AYP
- > Increase participation in Parent workshops (technology club, book Club, financial aid workshops, postsecondary education, attendance workshops, LSC, etc.)
- > More opportunity for afterschool mentoring and tutoring needed for middle school students.
- > More supportive information to students that receive special needs services regarding secondary education- college resources
- > More workshops directed toward families who have students that are differently able. Informational needs are different than that of the general families.
- > More inclusion of special needs families with college visits as well as outside organizational support

- > All Departments utilize a variety of literacy strategies like KIS, WICR, & etc. to better prepare students for standardized tests.
- > Athletic programs and after school options for high school students have expanded.
- > Effective BuildOn and GEAR-Up programs are in place.

School Characteristics

Student Characteristics Strengths and Concerns

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

The lack of educational support personnel particularly in the area of security made enforcement of school policies more difficult. The decrease in positions and funding from the OAE for the magnet programs caused a hardship in providing quality foreign language instruction for the middle school students and stretched existing staff well beyond optimal performance due to increased student loads and additional responsibilities. For example, the principal, assistant principal, dean of students, programmer, and curriculum coordinator all had one or more classes, and filled in for missing security, in addition to their other responsibilities. Several teachers had 6 classes and expanded responsibilities in the implementation of ILT, AVID, HST, TCT or other departmental responsibilities.

The loss of staff for an In School Suspension coordinator contributed to a 56% increase in the number of suspension between 2007-2008 school years.

There has been a challenge to increase student attendance and decrease tardiness to school; decrease school-wide level 3-6 disciplinary infractions; increase parental involvement; and insure that all students remain on pace to graduate.

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

The challenges have stretched everyone to approach learning in a more focused manner. For instance, teachers have had to be more deliberate and intentional in planning to assure that students had a fair opportunity to learn and apply their learning. The loss of personnel has caused duties and responsibilities in the area student discipline to be redefined. Nevertheless overall the student performance is increasing.

Strengths:

- > FOT Coordinator with 94% FOT success rate
- > Post Secondary Lab Facilitator with over 2.9 Million in scholarships awarded
- > The change in bell schedule has resulted in a 16.7% increase in attendance.

Concerns:

As a result of the funding and position issue, all middle school students have not had the opportunity to take Spanish. Additionally, there was an unexpected withdrawal of support for the Diploma Program that puts the 2010 DP Junior class in peril as far as IB completion is concerned. In addition the recent systemic budgetary challenges for CPS with an estimated 35 students per class or a

- > A dedicated staff with an average of over 10 years experience
- > Expanded Advanced Placement offerings including AP US History, AP English, AP Psychology, AP Statistics, AP 2-D Art (2010), AP Human Geography (2010), AP Environmental Science (2010), AP Spanish (2010), AP Government & Society (2011), AP Calculus (2011)
- > Technology-rich environment: LCD projectors, Laptop classroom carts, computers in each classroom, post-secondary lab, Clark TV, Mobi Boards, multimedia production and four computer labs.
- > Parent/Community attendance of school-wide activities has increased
- > Common planning time is being utilized weekly in most departments
- > Several staff members have received awards/recognition for educational achievement (ie. DRIVE awards, 3 Golden Apple Teacher (2008 & 2010) and 7 Golden Apple nominees (2010), 4 National Board Candidates
- > Staff members have found numerous ways to individually fund educational programs/enhancement in the form of grants (AmeriCorps, Fund for Teachers, Library grants)
- > 95% of the teachers are Highly Qualified
- > 83% of our parents attended the citywide report card pickup
- > 80% of our parents/students attended the school orientation

reduction in the number of classes will test the skills of the teachers to effectively differentiate instruction for all students.

The 2010 10th grade class is a cohort of concern given the rise in discipline issues, increases in teen pregnancy, and overall underachievement. For instance, this particular cohort has tested well on the internal assessments but has not followed through in completing and submitting the required assignments resulting in an unusually high failure rate despite several targeted intervention to help the students refocus and get back on pace. Traditionally, Clark has had a great decline in students being promoted to the 11th grade. This is a cohort that will need additional targeted attention. We have already begun the process of helping this cohort to get back on pace by partnering with several community organizations to curb teen pregnancy, help build self esteem, provide awareness of community support for mental health, job opportunities, STD prevention, mentoring and child care services.

The school is challenged with reinstating ISS and adopting an effective peer jury system and other restorative justice strategies with limited resources.

The school is concerned with restoring full support of the DP IB program as a primary standing as an International Studies school.

Another ongoing concern is the ability to attract quality middle school students in the absence of the formal IB MYP program.

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
Science (HS)	Loyola/UIC												
English (HS)	Kaplan K12 Learning Services												
Math (HS)	Carnegie Learning												

Partner Name	Partner Description	# of Students
100 Black Men	Continue to offer scholarships to graduates who are college bound	25
Loretto Hospital	Scholarships for seniors interested in the field of science	25
AIDS Awareness	Articulate the importance of AIDS awareness	250
Loyola University	HS Transformation	600
Power Teen Program	Mentoring at-risk students	160
Northeastern Illinois University	AVID/GEAR UP	400
Gallery 37	After school program provides extracurricular activities focusing on the Arts	12
After School Matters	After school stipend program	100
Practical Nursing Program	Internship Program	2

 [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).

Departmental common planning time is set aside weekly so that regular education, special education and middle school teacher when possible can collaborate regarding curricular strategies, best practices, before and after school tutoring. Differentiated instructional practices are also an area of discussion.

- 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...).

Collaborative teaching models are used within many of our core courses to promote support for students with and without disabilities. Special Education Teachers although they are assigned to specific students, work with all students within a particular classroom. Differentiated instruction will be used utilized by a variety of assessments (modified assignments and assessments, extended time, observation of instructional setting, and monitoring of student portfolios) with reference to identified best practices, College Readiness Standards and the State of Illinois learning standards will be utilized to determine what students are learning; These results will drive modification of instruction so all students can access grade-level content in their least restrictive environment.

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

- Next Steps for Instruction:

The results of a school-wide instructional strategy survey shows that teachers within the building are using several different writing, reading, collaborative and inquiry strategies, including Cornell notes, Close reading notes, Bloom's Taxonomy for Writing Questions, Critical Thinking skills, writing questions, group projects, study groups, and KWL. The powerful practice of the TIA (Targeted Instructional Area) for 2010-2012 will focus on reading comprehension. Reading comprehension skills are fundamental to understanding in all core subject areas. If the students including those with special needs, have a better understanding of how to decode information, we believe that academic achievement will increase significantly.

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 goal of continued school success is to create benchmark assessments for non-core subject areas and monitor assessments given for core areas. This will be enhanced by the continued use of monthly highlighted powerful practices school-wide; the disaggregation of data to assess benchmark assessments to ensure mastery/proficiency; and the creation of a strong Instructional Leadership Team that will promote our Targeted Instructional Area (Reading Comprehension) by leading peer observations and routine usage in daily instruction.

We will execute and examine the IDS curriculum in Math and Science for grades 9 -11 in order to advance instruction. We will also align standardized assessments and instruction to college readiness standards, with emphasis on literacy. We will collect, analyze, and monitor data from all assessments in order to make data-driven decisions concerning academic needs of all students (including students with disabilities), the instructional needs of teachers, and the effectiveness of IDS and other instructional initiatives.

We will use the AVID strategies to provide academic support for all students and expand Advanced Placement participation and performance. In order to ensure that all students are educated in their least restrictive environment, we will reduce the number of students in instructional classes and increase the number of students in the cooperative teacher classes.

We will work to increase the use of technology in the classrooms.

We will also create a team to establish an effective tardy policy.

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?

Differentiated Professional Development sessions need to be implemented on classroom management best practices, thematic units and interdisciplinary units. More opportunities for grade level meetings and increased opportunities for vertical and horizontal planning should be established.

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

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

The school currently has common planning time for most departments to enhance planning. Staff development will continue to be offered in de-escalation, conflict resolution, classroom management, technology enhancements, differentiated instruction, implementing accommodations, best practices and specific content area enhancement. The resources at school, area, and district level will be used to complete this task.

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

- Next Steps for Professional Capacity:

The teachers are interested in continued training in effective techniques for instructional technology integration, differentiated instruction, effective classroom management strategies, and effective collaboration activities.

We will continue to provide staff development in each of these areas.

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).

- > Both general and special education teachers will undergo trainings, workshops and in-services to provide directives on the most current inclusive practices on classroom, and other school activities. Common planning time will be a must in order to achieve this ultimate goal.
- > Families have reported connecting to the school through report card pick ups, parent meetings, field trips, special events, athletic events, AVID meetings, science fair, via phone or internet contacts, family night, NCLB meetings, newsletters and volunteering opportunities.
- > The Family Survey indicates a consensus of high expectations for students, staff, and families.
- > According to the student surveys, teachers provide challenging instruction by assigning labs, special projects, exams, quizzes, and using cooperative learning strategies, and multi-steps problems particularly in the sciences, mathematics, and history courses.
- > Students felt that the school environment and school staff creating a welcoming and respect place to learn by providing extra help and extra time to complete task, providing challenges to improve both academically and social emotionally.
- > Families indicated that if time permitted, they would like to become more active in volunteering, attending special events, conferences, and athletic activities, participating in the LSC and NCLB parent groups, assisting in extra curricular activities and helping with newsletters.
- > The Family Survey indicated that math, English, Spanish, social sciences, fine arts, athletics, discipline, post-secondary help, communications, parental involvement, and availability of tutorials were strong at Clark.
- > The school environment and interaction with staff contributing to a respectful climate was rated as good.

- Next Steps for Learning Climate:

Continue monitoring and enforcing uniform policy
 Create and incentive team
 Establish mentor training
 Establish guidelines and meetings for intervention and prevention for students and teachers
 Schedule regular advisory periods for town hall meetings (grade level meetings)
 Establish Monthly focus on Character Education Building
 Continue working with Freshmen-On-Track and Sophomore-On-Pace Coordinator(s)
 Implement peer jury
 Incorporate Character Education into school-wide orientation
 Implement Parent Involvement
 Re-institute Parent-Teacher Association and Booster Club

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?

Family and community contributions to student performance results have been enhanced by the Parent Book Club (Pickett), AVID Family Night, My Choice My School parent, teacher and student survey, shadowing program, three report card pick-ups scheduled, seminars for parents, College Fair with parent component, NCLB parent meetings, Illinois College Expo, Principal for a Day, BuildOn and collaborating with schools abroad.

- 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.

The written notices are as follows: Progress Reports, IMPACT Parent Portal, Attendance Reports, Phone logs, Open House, Individualized PLAN and EXPLORE results, Intervention Plans, Learning First Results and Benchmark Assessments.

Next Steps for Family & Community Involvement:

-Suggestions from the Family Survey:

- >Increase Parental involvement
- >Provide additional security guards
- >Teachers and staff should be more respectful and welcoming to parents.
- >Encourage parents to make appointments so there would be a less wait.
- >Decrease the number of fights.
- >Improve the quality of the lunches
- >Remain consistent with the enforcement of school policies.
- >Continue to improve school internal and external environment.
- >More frequent website updates
- >Fewer interruptions throughout the school year such as changing teachers and curriculums.
- >Increase one-on-one tutoring opportunities
- >Continue to stay connected with parents and students.

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.



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Core Classroom Instruction	This is to support instruction in mathematics, language arts, social science, and science. This includes priorities to increase English, Reading, writing, math, and science scores on the ISAT, Explore, PLAN and PSAE exams.	We will be able to monitor progress by examining 5 week benchmark data including: 5 week progress report data (grades) 5 week Work Keys data 5 week HQIT assessment cycle We will also examine quarterly assessment data from the IDS classes.	Five week benchmark exams, HST assessments, EPAS data and teacher generated assessments in line with ILT directives will be used to determine progress.	
2	Learning Climate / Safety	This is to support a 'culture of calm' and safety within the building and among our students. This category also includes support for restorative justice strategies and interventions (including Peer Jury), Preventive De-escalation training and activities, socio-emotional support, incentives, and ISS or alternative learning center support.	We will examine monthly data on discipline and attendance. Given the interventions, we desire to effect a 10% decrease in levels 3-6 SCC infraction among Clark students and increase overall student attendance by 5%.	Discipline will be tracked and monitored using Dashboard, Verify and other tools to insure that Clark maintains an optimal learning environment. Monthly, data walls will be published in the lunchrooms and monthly attendance pep rallies will honor students that have maintained good attendance, behavior, and academic performance.	
3	On Track to Graduation	This is to support post-secondary support strategies and on-track/on-pace rate at all grade levels.	>For the current students in the 2013 cohorts and cohorts thereafter, we want to maintain an on pace rate of 90% or better. >For the current students in the 2012 cohorts we want to maintain an on pace rate of 80% or better. >For the current students in the 2011 cohort we want to maintain an on pace rate of 65% or better. >70% or better FAFSA completion rate >80% or better Post-secondary placement rate	On track rate will be monitored by counselors, division teachers, core teachers, administration and students on 5 week intervals. Particularly we will examine grades, discipline, attendance, and service learning completion data. Incentives and recovery strategies will be in place to insure that students maintain on pace rate.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Advanced Placement	Support for AP Teacher training, AP supplies, AP testing, AP Coordination, replenishment of AP supplies, books and lab materials, buses and rental fees for off site testing if necessary, and support for the AP Family informational nights (sessions).	<ul style="list-style-type: none"> > Number of students requesting AP courses > Number of teacher recommendations for AP courses > Number of students scoring 3 or better on the AP exams 	<ul style="list-style-type: none"> > Rigor in Pre AP honors courses will increase in AP strategies and content. > Use of the AP success indicator. > Use of practice AP exams > Survey of AP students, AP teachers, & parents to evaluate classes > Number of students that successfully complete the AP exams > Survey of AP students, AP teachers, & parents to evaluate classes > Number of students that successfully complete the AP exams 	
5	International Baccalaureate	Clark's magnet focus is International Studies. International Studies schools in most cases are IB Diploma Schools. This is to support full reauthorization of IB Diploma at Clark by 2012. Additionally, this category may be used to pay for outstanding fees that may not have been covered by OAE in previous years or application fees and refresher training fees if a cohort is allowed to start in 2012.	<p>IB DP authorization in accordance to IBNA</p> <p>Successful Completion of Diplomas and certificates by students in the 2010 cohort.</p> <p>Approval of reauthorization by OAE.</p>	<p>IB coordinator and IB teachers will monitor student progress toward diploma, CAS hours and/or certificates.</p> <p>Rigor in Pre IB honors courses will increase in DP strategies and content. Students on the DP path will have benchmark assessments to determine DP success.</p>	

Activities



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

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$804,091.00	\$787,812.33	INCOMPLETE	425894,128569, 443369,443382, 442255,425892, 425890,425893, 270360,425891, 426741,426687, 443379	
N	provide funding for students in temporary living situations			X	Administration	\$5,000.00	\$5,000.00	INCOMPLETE		41051.225.53405.111069.000703.2012_\$5,000.00
N	NCLB PAC Overnight Conference			X		\$3,000.00	\$3,000.00	INCOMPLETE		41051.332.54205.390030.430115.2012_\$1,656.80 + 41051.332.54205.390030.430128.2012_\$



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Travel									3,000.00
N	NCLB PAC Parent reimbursements			X		\$1,000.00	\$1,000.00	INCOMPLETE		41051.332.54565.390030.430128.2012_\$1,000.00 + 41051.332.54565.390030.430115.2012_\$1,000.00
N	NCLB PAC furniture & equipment to be located in Parent resource center			X		\$500.00	\$500.00	INCOMPLETE		41051.332.55005.390030.430128.2012_\$500.00 + 41051.332.55005.390030.430115.2012_\$0.00
N	Contractual services for school instruction technology and equipment.	Federal Fund 54105 332.54105.2664 11.000703.2011. 7954305		X	Tech Coordinator			INCOMPLETE		
N	Contractual services for school instruction technology and equipment.	State Fund 225.54105.2664 11.430083.2011. 7954305		X	Tech Coordinator			INCOMPLETE		
N	Provide funding to support homeless student needs			X	Homeless Coordinator			INCOMPLETE		
N	Provide service contract for copiers			X	Operations Manager	\$9,071.00	\$9,071.00	INCOMPLETE		41051.225.54105.241006.000703.2012_\$9,071.00
N	Provide early start/ late stay clerk to assist in the general operations of the main office		X		Administration			INCOMPLETE		
N	Create a bucket topay teachers to coordinate ACT program and test on weekend		X		Administration			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide supplies for clubs and extracurricular activities			X		\$5,000.00	\$5,000.00	INCOMPLETE		41051.225.53405.320020.000703.2012_\$4,294.25
N	Provide transportation for clubs and extracurricular activities			X		\$18,000.00	\$18,000.00	INCOMPLETE		41051.225.54210.320020.000703.2012_\$18,000.00
N	Provide personnel to assist in enhancing school technology infrastructure and deployment.		X			\$70,011.00	\$68,805.66	INCOMPLETE	342808	
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops), parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).		X			\$88,835.00	\$87,917.88	INCOMPLETE	419273	41051.324.51300.290001.400079.2012_\$63,800.00 + 41051.324.51330.290001.400079.2012_\$24,057.00
N	Provide funding for personnel to assist with the Operations and		X		Administration	\$353,925.00	\$347,744.91	INCOMPLETE	165492,168343,150017,168052,149974	



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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						
	Maintenance in school building									
N	Provide funding for personnel to assist in general operation of school office and also performs task to assist in educational programs.		X		Administration	\$267,812.00	\$267,414.55	INCOMPLETE	445128,164163, 173050,153922	
N	Provide postage and mailings for students with attendance truancy behaviors			X	Attendance Office			INCOMPLETE		
N	Internal Account book transfer activity			X				INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		
N	Supplies NCLB PAC Parent Center			X		\$675.00	\$675.00	INCOMPLETE		41051.332.53405.390030.430115.2012_\$ 411.62 + 41051.332.53405.390030.430128.2012_\$ 675.00
N	Refreshments not to exceed 25% for NCLB parent meetings, trainings, and culminating activities			X		\$1,000.00	\$1,000.00	INCOMPLETE		41051.332.53205.390030.430115.2012_\$ 267.48 + 41051.332.53205.390030.430128.2012_\$ 1,000.00
N	NCLB Admission and registration fees, memberships and subscriptions			X				INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Counselor travel expense			X	Joyce Jordan			INCOMPLETE		
N	Registration for counselor conference			X	Joyce Jordan			INCOMPLETE		
N	Purchase Ipad for student incentives for behavior, attendance, and academics - Caught doing Good			X	Principal			INCOMPLETE		

3 - 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	Provide Supplies for service Learning			X	Service Learning Coordinator			INCOMPLETE		
N	Provide transportation for project oriented service learning sites			X	Service Learning Coordinator			INCOMPLETE		
N	provide funding for post secondary needs: supplies, transportation, and postage			X	Administration			INCOMPLETE		
N	Provide freshmen recovery courses to 9th grade		X		Administration			INCOMPLETE		



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3 - 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						
	students who failed a subject first semester									
N	Provide Personnel to facilitate summer program		X		Administration			INCOMPLETE		
N	Provide funding for college & career coach		X		Administration	\$30,867.00	\$29,897.60	INCOMPLETE	443791	
N	consultant services for self image development for troubled teens.			X	Administration			INCOMPLETE		
N	Provide life guard for swimming pool.		X		Administration			INCOMPLETE	340911	
N	Provide postage and mailings for students with attendance and truancy behaviors			X	Attendance Office			INCOMPLETE		
N	quota teaching positions non-core subject		X		Administration	\$1,592,813.00	\$1,573,325.75	INCOMPLETE	255540,126148, 248831,247743, 129246,116757, 129274,129476, 116020,144323, 117199,141502, 247744,144098, 144015	
N	Provide funding for school Librarian		X		Administration	\$117,832.00	\$117,222.40	INCOMPLETE	111621,111621	
N	Provide Guidance Aide to assist with student attendance, records and provide helping		X		Administration	\$100,354.00	\$99,165.93	INCOMPLETE	443787,443788	



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3 - 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						
	students to avoid behaviors which may lead to dropping out of school									
N	GAINS Interim Measures			X	Principal			INCOMPLETE		
N	Provide Summer School Credit Recovery Program		X		Administration			INCOMPLETE		
N	Refurbished computers for computer lab			X	Tech. Coordinator			INCOMPLETE		

5 - International Baccalaureate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funding fee postage, program, and testing fees for Diploma students			X				INCOMPLETE		
N	DP/CAS coordinator		X			\$60,147.00	\$57,950.05	INACTIVE	144461	

4 - Advanced Placement										
I S	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted	Current Budget	Activity Status	Position Number	Budget Lines
			Bucket/	Non-Sal						



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O			Position	Line		Amount	Amount			
N	Provide Extended or Saturday pay for practice exams and saturday laboratories			X				INCOMPLETE		
N	Provide supplies for quarterly AP parent/student nights	Supplies & refreshments		X				INCOMPLETE		
N	Extended pay for the AP coordinator			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 funding for teachers teaching additional class.		X		Administration			INCOMPLETE		
N	Provide substitute coverage for teachers attending professional development		X		Administration			INCOMPLETE	445130	
N	Provide match fund for library science grant to promote International Mindfulness			X	Librarian/Operations Manager			INCOMPLETE		
N	Provide tutors for the AVID program		X		Avid Coordinator			INCOMPLETE	408017	
N	Provide supplies for the AVID program			X	Avid Coordinator			INCOMPLETE		
N	Ensure all			X	Administration			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						
	departments will have common planning time during the day to collaborate on instructional strategies and content alignment									
N	Provide ILT sub coverage for quarterly walk throughs		X		Administration			INCOMPLETE		
N	Provide ILT extended day to meet twice a month		X		Administration			INCOMPLETE		
N	Science Fair supplies and Admission Area 19 and Area 2			X	Science Fair Coordinator	\$583.00	\$583.00	INCOMPLETE		41051.332.53405.119017.430119.2012_\$583.00 + 41051.332.53405.119017.430106.2012_\$0.00
N	History Fair Supplies			X	History Fair Coordinator			INCOMPLETE		
N	Provide funding for quota teaching positions		X		Administration	\$3,318,525.00	\$3,331,183.36	INCOMPLETE	140097,310254,310303,119353,235848,114358,144590,133499,310304,310517,129387,131976,140646,140819,130100,139732,116926,117075,140170,140336,250402,134676,129417,384268,129344,235813,116427,219427,124723,140646,131643,250166,112793,129526,384268,129590	
N	Provide funding		X		Administration			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						
	for SGSA teaching positions									
N	Provide funding for quota special ed. Education Support Personnel Staff		X		Administration	\$318,530.00	\$311,052.64	INCOMPLETE	255256,159399,155965,253447,156441,310409,310410,156441	
N	Provide funding for school administration		X		CAO	\$332,395.00	\$304,241.98	INCOMPLETE	125263,259631	

2 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	safe passage for students before and after school. also assist with behaviors to avoid truancy and dropping out of school			X	Attendance Coordinator			INCOMPLETE		
N	Provide additional security to increase student and staff in the building and perimeters on school property.		X		Administration	\$47,397.00	\$114,425.55	INCOMPLETE	451958,164412,147969,452206,342686	
N	Provide Early start and late stay security for extra curricular activities		X		Administration			INCOMPLETE	445129	
N	Provide			X	Administration			INCOMPLETE		



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2 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Alternative Learning Center for school discipline needs									
N	Provide Saturday and after school detention for discipline needs		X		Administration			INCOMPLETE	445127	
N	Provide incentives for attendance, academics, and positive behavior efforts			X	Administration	\$1,500.00	\$1,500.00	INCOMPLETE		41051.225.53405.211210.000703.2012_\$1,500.00
N	Provide transportation for incentives for academics, positive behavior efforts and academics			X	Administration			INCOMPLETE		
N	Provide for male and female Deans of Students			X				INCOMPLETE		
N	Provide additional personnel to foster and improve parent involvement, student achievement and attendance.		X		Administration			INCOMPLETE		
N	Provide additional personnel to enhance student attendance, assist students to avoid behaviors which may contribute to truancy and/or		X		Administration			INCOMPLETE		



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2 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	dropping out of school.									
N	Plan Profoessional development (student engagement, use of technology, teen social/emotional development, and parent involvement strategies			X				INCOMPLETE		
N	Provide professional development to the staff in the area of staff motivstion, communication, team building, cross-cultural awarness and problem solving.			X	Administration			INCOMPLETE		
N	Provide supplies for professional development to the staff in the area of staff motivstion, communication, team building, cross-cultural awarness and problem solving.			X	Administration			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		41051.312.53205.256009.000000.2012_\$ 0.00 + 41051.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		41051.230.54105.254022.000000.2012_\$ 0.00 + 41051.230.54105.254002.000000.2012_\$ 2,007.59 + 41051.230.54105.254021.000000.2012_\$ 0.00 + 41051.230.54105.254020.000000.2012_\$ 5,000.00 + 41051.230.54105.254027.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		41051.230.56105.254002.000000.2012_\$ 41,694.87
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		41051.230.53405.254002.000000.2012_\$ 16,154.20
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		41051.230.53105.254002.000000.2012_\$ 0.00 + 41051.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		41051.230.53125.254002.000000.2012_\$ 0.00 + 41051.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		41051.230.53306.009573.000000.2012_\$ 0.00 + 41051.230.54125.254901.000000.2012_\$ 0.00 + 41051.230.54125.266402.000000.2012_\$ 0.00 + 41051.230.56105.266414.000000.2012_\$ 0.00 + 41051.230.53306.254901.000000.2012_\$ 0.00 + 41051.230.54125.266410.000000.2012_\$



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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						
										0.00 + 41051.230.54125.009574.000000.2012_\$ 0.00 + 41051.230.54125.266407.000000.2012_\$ 0.00 + 41051.230.53306.266407.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		41051.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		41051.225.54105.266408.000703.2012_\$ 8,904.00
N	SPED transportation			X	Principal			INPROGRESS		41051.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		41051.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		41051.225.54105.266411.000703.2012_\$ 10,552.00

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						



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			Position	Line					
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE	
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE	
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE	41051.115.55005.254403.000000.2012_\$3,380.06
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE	41051.115.53405.119035.000000.2012_\$9,445.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE	41051.115.53305.119035.000000.2012_\$45.59 + 41051.115.53305.119035.000000.2012_\$45.59
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	41051.115.53305.223012.000000.2012_\$0.00
N	Continue to fund		X		OMB Budget			INCOMPLETE	



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Pos itio n	Line									
	ARRA (Fund 331/430100) supplementary funded activities.				Analyst					
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	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		41051.115.56105.119035.000000.2012_\$698.00 + 41051.115.55005.119035.000000.2012_\$2,934.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		



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Pos itio n	Line									
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$266,696.00	\$255,857.64	INCOMPLETE	151630,149798, 150817,149496, 150009,150059, 215805	
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)		X		OMB Budget			INCOMPLETE		



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Pos itio n	Line									
	funded by NCLB Title I supplementary.				Analyst					
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst	\$60,147.00	\$57,557.45	INCOMPLETE	326227	
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		41051.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



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Pos itio n	Line									
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$200,248.00	\$196,621.72	INCOMPLETE	157885,153705,159760,149307	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		41051.210.53405.254607.000000.2012_\$658.00
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		41051.332.57940.390030.430115.2012_\$0.00 + 41051.225.57940.119020.000703.2012_\$0.00 + 41051.332.57940.119031.430106.2012_\$0.00
N	guidance		X		OMB Budget			INCOMPLETE		



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Pos itio n	Line									
	counselor position				Analyst					
N	unattached to SIPAAA(non-salary)		X		OMB Budget Analyst			INCOMPLETE		41051.331.53405.390030.430103.2012_\$12.58 + 41051.332.54505.390030.430115.2012_\$200.00 + 41051.332.53205.390030.430115.2012_\$267.48 + 41051.332.54205.390030.430115.2012_\$1,656.80 + 41051.332.53405.390030.430115.2012_\$411.62 + 41051.331.55005.390030.430103.2012_\$100.57 + 41051.332.54565.390030.430115.2012_\$1,000.00
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE	445122,452726,445124	