



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
Marcey	Sorensen	Principal	X	06-Jun-2011	
Bishop	Virginia	Partner		01-Feb-2010	
Block	Martin	Classroom tchr.		01-Feb-2010	
Borg	Theresa	Classroom tchr.		01-Feb-2010	
Cox	Keith	Classroom tchr.		01-Feb-2010	30-Jun-2010
Daniel	Alma	LSC member		01-Feb-2010	
Echevarria	Sara	LSC member		01-Feb-2010	30-Jun-2010
Feliciano	Kathy	LSC member		01-Feb-2010	
Ferme	Gian-Luca	Support staff		01-Feb-2011	
Forsline	Tammy	ELL faculty		01-Feb-2010	
Gilligan	David	Principal		02-Jun-2010	30-Mar-2011
Hedlund	Eve	Classroom tchr.		01-Feb-2010	
Hennessy	Michael	Special ed. faculty		02-Mar-2011	
Hicks	Mona	Classroom tchr.		01-Feb-2010	30-Jun-2010
Hough	Kevin	Classroom tchr.		02-Mar-2011	
Irizarry	Dolly	Classroom tchr.		02-Mar-2011	
Jones	Reuben	Other		01-Feb-2010	
Kelley	Kevin	Classroom tchr.		01-Feb-2010	
Kenebrew	Leonard	Principal		01-Feb-2010	30-Jun-2010
Lilly-Riley	Raelyn	Asst. Principal		01-Feb-2010	
Nguyen	Hieu	Asst. Principal		01-Feb-2010	
Ortman	Rene	Counselor/case mgr.		01-Feb-2010	
Oster	Darcy	Classroom tchr.		01-Feb-2010	
Pacione-Zayas	Cristina	Partner		02-Mar-2011	
Perez	Antonio	Asst. Principal		01-Feb-2010	
Ramos	Niuris	LSC member		01-Feb-2010	
Rodriguez	Norma	Principal		30-Mar-2011	27-May-2011
Soley	Mary Ann	Asst. Principal		01-Feb-2010	
Tulley	Thomas	Special ed. faculty		02-Mar-2011	
Vazquez	Judy	LSC member		01-Feb-2010	
Walsh	Thomas	Classroom tchr.		01-Feb-2010	30-Jun-2010
Young	Janet	Special ed. faculty		01-Feb-2010	

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. 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

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)

The support team that provides intensive and ongoing support to our school consists of: Col. Rick Mills, Chief Area Officer; Marisa Velazquez and Robert Johnston, Management Support Directors; Carol Utsunomyia, Area Instructional Team Leader; Janet Humphrey, Special Education Services Administrator; James Dixon, Area Attendance Director; Erie School Health Center and GearUp, Northeastern University.

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

Roberto Clemente Community Academy faculty and staff, along with students, parents and the community have met or have been surveyed at different times during the school year to collaborate about the improvement of academic rigor, socio-emotional learning environment and extra-curricular activities. Teachers met weekly in their Teacher Collaboration Teams (TCT) and, besides discussing curriculum-related matters, addressed concerns related to the SIPAAA implementation. Following are some specific opportunities in which Clemente staff and administration gathered feedback for from all members of the school community:

- July 2010: 8 student focus groups during summer school with 15-25 students per group
- July-August 2010: 8 Culture of Calm Committees developed programs and identified resources
- December 2010: Staff Climate Survey administered by Area 26
- December 2010-January 2011: 8 student focus groups with 10-30 students per group & school climate survey administered to students
- LSC presentations soliciting feedback
- January 2011: Staff focus groups
- February 2011: NCLB Parent Focus group
- March 2011: SIPAAA survey administered during 3/2/11 Parent/Guardian Night

Roberto Clemente Community Academy shared resources from the Culture of Calm (COC) initiative to impact school dynamics and teaching and learning. COC committees met weekly to collaborate on ways to build common vision and act on it.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	89	55		1183		

Summary of Meetings

Meeting Date	Meeting Type	Description
29-Apr-2011	Working group	Review of page-by-page verbiage
28-Apr-2011	Working group	Review of page-by-page verbiage
27-Apr-2011	Working group	Review of page-by-page verbiage
26-Apr-2011	Working group	Review of page-by-page verbiage
25-Apr-2011	Working group	Review of page-by-page verbiage

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51091 - Roberto Clemente Community Academy High School : 2010-2012 Year 2

Meeting Date	Meeting Type	Description
15-Apr-2011	Working group	Review of page-by-page verbiage
14-Apr-2011	Working group	Review of page-by-page verbiage
13-Apr-2011	Working group	Review of page-by-page verbiage
12-Apr-2011	Working group	Review of page-by-page verbiage
11-Apr-2011	Working group	Review of page-by-page verbiage
06-Apr-2011	Working group	Review of page-by-page verbiage
05-Apr-2011	Working group	Review of page-by-page verbiage
04-Apr-2011	Working group	Review of page-by-page verbiage
01-Apr-2011	Working group	Review of page-by-page verbiage
30-Mar-2011	Working group	Review of page-by-page verbiage
29-Mar-2011	Working group	Finalizing updates for 2011-12 SIPAAA
28-Mar-2011	Working group	Review of narrative updates for 2011-2012 SIPAAA
25-Mar-2011	Working group	Sharing update progress for 2011-2012 SIPAAA
23-Mar-2011	Working group	Meeting with Ms Soley (AP) about items that need administrative approval
16-Mar-2011	Working group	Reading and discussion of narratives to change
09-Mar-2011	Working group	Reading and discussion of narratives to change
03-Mar-2011	Working group	Division of work for review for 2011-2012 SIPAAA
24-Apr-2010	Town hall/community mtg.	Community, teachers, staff, student forum
14-Apr-2010	Other	LSC Meeting
10-Apr-2010	Town hall/community mtg.	Principal's Breakfast; parents, community, staff
09-Apr-2010	SIPAAA Team	Schoolwide departmental meetings
08-Apr-2010	Small group discussion	SLC Meeting
18-Mar-2010	SIPAAA Team	Non-core departmental SIPAAA planning meetings
17-Mar-2010	Other	LSC Meeting
11-Mar-2010	Other	NCLB/PAC Meeting
11-Mar-2010	SIPAAA Team	SLC Meeting
13-Feb-2010	Town hall/community mtg.	Principal's Breakfast; parents, community, staff
11-Feb-2010	Small group discussion	SLC Meeting
10-Feb-2010	Other	LSC Meeting
04-Feb-2010	Other	NCLB/PAC Meeting
26-Jan-2010	SIPAAA Team	School wide Departmental Meetings
13-Jan-2010	Other	LSC Meeting
07-Jan-2010	Small group discussion	SLC Meeting
16-Dec-2009	Small group discussion	ILT-Team Meetings
12-Dec-2009	Town hall/community mtg.	Principal's Breakfast; parents, community, staff
10-Dec-2009	Small group discussion	SLC Meetings
09-Dec-2009	Other	LSC Meeting
21-Nov-2009	Town hall/community mtg.	Community, teachers, staff and student forum
18-Nov-2009	Small group discussion	Instructional LeadershipTeam (ILT) Meetings
12-Nov-2009	SIPAAA Team	SLC Meetings
04-Nov-2009	Other	LSC Meeting
14-Oct-2009	Other	LSC Meeting



Meeting Date	Meeting Type	Description
08-Oct-2009	Small group discussion	SLC Meetings
07-Oct-2009	Small group discussion	ILT -Team Meetings
16-Sep-2009	Other	LSC Meeting
10-Sep-2009	Small group discussion	SLC Meetings

Five Fundamentals Surveys

 **TIP** Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses:
 Number of Student Survey Responses: 553
 Number of Teacher Survey Responses: 954
 Number of Staff Survey Responses: 855

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:


Roberto Clemente Community Academy's mission is to guide all students to become lifelong learners who embrace diversity. Clemente's personalized structure prepares students to intellectually and emotionally respond to the rapidly changing needs of the global society.

Vision Statement:

All Roberto Clemente Community Academy students will graduate, think critically, interact responsibly, and participate actively within their local and global community.

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:

This year Clemente saw an increase in its Freshman-On-Track (FOT) rate. The student focus in 2010-2011 has been on providing incentives for attendance, good behavior and academic achievement. Monthly perfect attendance events promoted by the Culture of Calm (COC) initiative have improved our attendance rate. The implementation of Wildcat Keys has improved student behavior in our classrooms and building. Students can use the Keys they earn to purchase items in the Wildcat Store or use them to get out of a detention. We have developed a V.I.P. Lounge where students are recognized on a weekly basis for their involvement in academic/extracurricular programs and their success in the classroom. Students earn their access to the V.I.P. Lounge through nominations from teachers and staff. Students have responded positively to these programs.

Clemente has organized a Freshman Academy this year where all incoming first-year students were programmed and housed on the 6th floor. By doing this Clemente staff were able to help freshmen adjust to high school and, as a result, improve the FOT rate. Other activities provided are Save the Grade and after school tutoring. All current freshmen were assigned a mentor, and mentors were instructed to check in with their mentee once every two weeks or more often if their mentees fell off tracks. Additionally, to address freshman needs, Clemente hosted a Parent/Legal Guardian Night to discuss the first five weeks progress report. Freshmen and sophomores with failing grades are tracked every two weeks by core teachers who recommend them for mandatory tutoring and/or Save the Grade.

Another program Clemente implemented is Instructional Recovery, which allows students to make up their first period of school when they missed it. Students served Instructional Recovery during their lunch or after school.

Concerns:

Due to decreasing enrollment, Clemente is abandoning the Small Schools design. Efforts to improve student achievement and behavior have shifted instead around Area 26 Strategic Goals and the Culture of Calm (COC) initiative.

In the past four years, attendance at our Student/Parent Orientation, Open House, Report Card Pick Up and Parent/Legal Guardian Night has declined significantly. Although we have a database with student contact information, many of the addresses and phone numbers are not correct. In one instance, over 200 invitations that were mailed out were returned due to incorrect information. The waste of resources and missed information creates a situation in which families miss out on important school activities and reporting about their children. Time needs to be allocated to develop a strategy to keep address information current on all students.

Students and staff at our feeder schools don't always have a favorable opinion about Clemente. Their perception is partly based on overall school performance but also on a generalized feeling that Clemente is a "bad school". More has to be done to maintain relationships with our feeder schools' administrations, creating opportunities for incoming freshmen to experience life at Clemente and all the wealth of programs, sports and extra-curricular activities this school has to offer.

Our programming issues in the beginning of the school year are a major concern. Two to three weeks into the new school year we still have students without a schedule. This hinders their 1st progress report. In addition, changing the program on teachers at the beginning of the school year prevents teachers from planning their classes for the whole year.

The COC initiative needs more time to build meaningful and lasting relationships among students, parents/legal guardians and the community.

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?

Common core assessments, ACT's Educational Planning and Assessment System (EPAS), Gains assessments and Kaplan test preparation tools generated relevant school-level data we used to make school improvement decisions on a continuous basis. The data reveals that there needs to be more work on the rigor/relevance framework - the ability for a student to apply and adapt learned skills in all content areas, and analyze and interpret information across curricular areas. Data enabled us to determine what instructional strategies are working and what are not working. The development of student reflection protocols allowed students to identify how their skills aligned to college readiness standards and their career choices. We are in the developmental phase of implementing interim assessments and looking to gain conformity by using WorkKeys to assist with this process.

- 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.

Truancy, declining student enrollment, instability of teaching staff due to budget cuts may be factors that have contributed to low student achievement.

- 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?

Our students enter Clemente three or four grades below the national average. We need more literacy and numeracy pre and post assessments as well as effective instructional strategies to support our students' learning. Additional resources are needed to group students falling behind into smaller classrooms, while giving them tutoring and instructional support; we need to provide our students with more one-on-one attention; we need resources to train additional teachers in a prescriptive reading program; and online tutorial programs to supplement classroom instruction for freshman. In the 2011-2012 school year we will attempt to enroll all freshman, sophomores, and juniors into the Supplemental Educational Services (SES) tutorial program. To increase the technological skills of our student body we must enable students to have a resource for class work, homework and research.

- 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 shows that there have been a slight decline in all subtests in the past two years in student performance. Students enrolled in Advanced Placement classes have increased each year. Students scoring 3+ on Advanced Placement Exams have drastically declined from the 2006/07 school year. 84% of our students are not at or above grade level according to national norms.

- 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>

PSAE/ACT reading and math scores have declined two years in a row. 84% of our students score below their grade level compared to the national norms.

Our students' attendance also went down impacting instructional time and student academic growth.

Clemente's enrollment impacts teaching stability. Over the last three years Clemente saw a decrease in enrollment numbers due to the opening of more charter schools in the area.

Strengths:

This school year Clemente students are making gains in their monthly attendance rate. The School is seeing a three year decline in its student mobility rate. Free Application for Federal Student Aid (FASFA) enrollment has grown consistently in the last two years. There has been a slight increase in college enrollment. Also, Clemente students are enrolling in more Advanced Placement classes. Last year, the School saw a slight increase in the number of students graduating in five years.

Concerns:

Lack of resources to support teaching and learning; there is a need for more content specific planning time. Low attendance; multiple levels of discipline issues with freshmen particularly; Insufficient meeting time to discuss student work and behavior issues; lack of parental participation/cooperation; Lack of social and emotional resources to meet student needs; low student motivation.

Student Connection

Student Connection Strengths and Concerns

Strengths:

According to student surveys (February 15, 2011, Student Connection Survey) the number of students who feel safe at school and who feel supported by teachers and staff is 60%. Also 60 +/- 3 percent of students feels the classroom atmosphere provides adequate academic rigor. School wide our daily attendance is up to 69.2 percent (versus 68.1 percent from 2009-2010).

Students are responding favorably to the positive behavior recognition systems enacted by the Culture of Calm initiative: These include the Wildcat Keys to Success, the Wildcat Market, Monthly Attendance Incentives, the Daily First Period Raffle and the VIP Lounge.

The Safe Passage program succeeded in reducing the number of altercations taking place after school. This is a program that should be kept in the future. Clemente has seen a quantifiable decrease in the amount of serious discipline incidents (L3-L6) since the abandonment of the Dress Code. Another anecdotal assessment of improvement in terms of on-task behavior in the classroom resulted from the Pathways to Success strategy, and in particular from the Check Your Cell Phone and Electronics point (C) which was supported by the construction of cell phone lockers in the lobby. The funding

Concerns:

The enrollment for the 2011 2012 school year seems to follow the decreasing trend of previous years. Our projected enrollment for the fall is approximately 200 freshmen. We still struggle with getting students on time to their first period class; however, there is a slight improvement from last year. The number of less serious disciplinary infractions (L1-L2) is up significantly since last fall when the uniform policy was lifted. The loss in enrollment has directly affected the number of teaching positions, and restricted the number of electives Clemente is able to offer. This year Clemente's academic options have seen the loss of Drafting, Fashion and Carpentry, as well as a number of Advance Placement (AP) courses. This makes Clemente less attractive to prospective students and to their families.

by COC of two Student Advocate positions has helped maintain student compliance with the Pathways to Success points.

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?

During the current 2010-2011 school year, Clemente still features two small schools (Journalism, Communication and Law Academy - or JCLA - and Math, Science, Technology Academy - or MSTA), plus the Achievement Academy program, but the collaboration that small schools helped foster has disappeared since teachers lack shared planning time to discuss common assessments and instructional strategies. However, programming has allowed the concentration of freshman on the sixth floor and sophomores on the seventh floor. This reduced student movement throughout the school and provided daily interactions with familiar teachers, clerks, deans and security guards.

We have made some improvement in first period attendance over last year but it is an aspect of student discipline that remains a problem.

Also, the number of special education students who spend a large portion of their day outside of General Education classes remains approximately where it has been in past years.

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

Strengths:

Culture of Calm (COC) funds paid for consultants from Boys Town to plan and implement more effective classroom management this year so as to reduce disciplinary referrals made by teachers.

COC also paid for two student advocates who are trained in resolving student conflicts and have been in contact with individual students and their families to increase their attendance.

The COC Safe Passage program has helped us reduce violent conflicts in and around the school. We received calls from community members praising this program for the feeling of safety it projects.

A better coordinated security strategy inside the building has kept the

Concerns:

Due to a declining enrollment Clemente has lost some very effective teachers who were instrumental in our forward progress. The lack of familiar faces decreases the bond between students and teachers. The staff reduction and the destitution of the Small School model also negatively impacts the camaraderie of teachers and staff. We continue to seek new ways of getting parents and community members more involved in the educational process at Clemente.

flow of students running smoothly before, between and after classes.

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)	Other	Glencoe											
Science (HS)	Other	Modeling Physics Curr-CPO Physics											
Reading	Other	Reading in the Language Arts											
Math	Glencoe (McGraw-Hill)	Math curriculum											

Partner Name	Partner Description	# of Students
DePaul University	PD Core & Non-Core Curriculum - Dr. Radner	1485
Northeastern University	GEAR UP Program	625
Erie Student Health Center	Student & Community Health Clinic	1485
Youth Guidance	Student Support Services	500
BuildOn	Reading Outreach / Service Learning Program	100
Mikva	Mikva Challenge	150
Sportsland, Inc.	Student incentives	450
Motorola	Supports the Robotics Team	12
Puerto Rican Cultural Center	Community and cultural support	1485
DTA Productions	Academic and attendance incentives	1485
Constitutional Rights Foundation of Chicago	Civic engagement	300
Take Back The Halls	Domestic violence awareness and prevention	20

Partner Name	Partner Description	# of Students
Mock Trial	Legal education	75
Blocks Together	Youth and parent leadership development	1183
Boys and Girls Club	Afterschool activities	1183
ASPIRA Inc. of Illinois	Mentoring, leadership development and cultural enrichment	75
NewLife Ministries	Mentoring	50
Assist Her Inc.	Girls mentoring programs	30
B.U.I.L.D.	Post-secondary mentoring, gang intervention and leadership development	1183
Black Star Project	After-school tutoring and anger management	1183
Ceasefire	Violence prevention and gang intervention	30
Alternatives Inc.	Leadership development and restorative justice	1183
Youth Guidance, Inc.	Mentoring, counseling and career preparation	1183
Puerto Rican Arts Alliance	Cultural enrichment and music education	30

 **TIP** [The Instruction self-assessment tool](#) can help you identify next steps toward excellence for Instruction.

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

The majority of our students are not at grade level; therefore Clemente offers students several opportunities to attend tutoring programs. As a result of Culture of Calm, we added the Black Star tutoring option for students who need assistance. Teachers also provide tutoring during their prep periods, before and after school. Each freshman student has a mentor who monitors his/her academic progress and concerns. Additionally, teachers differentiate instruction to maximize student achievement. The adoption of the Cornell Notes program, which teaches how to be more effective note-takers, helps students organize their knowledge in core subject classes. Teaching staff voted to adopt block scheduling for next year to increase information retention by students in some content areas.

- 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...).

One of Clemente's efforts to close the achievement gap stems from the Instructional Leadership Team's (ILT) implementation of the Area 26 strategic goals. The ILT team members discuss plans for executing the strategic goals during departmental Teacher Collaborative Team (TCT) meetings. Each department selects a Targeted Instructional Area (TIA) to generate data on which to sustain evidence-based instruction. Each core subject department creates a quarterly assessment that simulates the ACT test and provides both freshmen and sophomores the opportunity to respond to practice ACT-formatted questions. This exposes students to testing procedures and increases their comfort level with the ACT format. The TIA of Writing to Learn, along with teacher-generated WorkKeys questions, is also part of Clemente's effort to improve student test scores. Teachers received feedback from colleagues who attended WorkKeys training and they continue to add new questions to the Clemente implementation of WorkKeys.

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

- Next Steps for Instruction:

In every classroom, Clemente will continue to incorporate strategies aligned with our Targeted Instructional Area (TIA), Writing to Learn, and literacy instructional tasks linked to Powerful Practices (drawing conclusions and organizing ideas). Clemente's Instructional Leadership Team (ILT) will assess the implementation of these strategies by conducting Learning Walks throughout the school year. To support teachers, our in-house literacy experts will continue to model strategies during weekly scheduled professional development and through peer observations. Additionally, we will bring in outside experts, as in the 2010-2011 school year when AVID experts modeled how to utilize Cornell Notes across all content areas, a strategy aligned with our Freshmen On Track goal. To promote consistent implementation of instructional goals, Clemente will continue to align quarterly common assessments to College Readiness Standards (CRS), incorporating ACT-like questions, WorkKeys skills, and a writing component relevant to PSAE preparation and our TIA. To support this process, the ILT created a common assessment protocol to clarify quarterly assessment expectations. We will continue to refine quarterly common assessments throughout the school year and throughout the summer. Teachers are expected to give their quarterly exam as a pre-test at the beginning of the quarter and a post-test at its close, in order to assess student growth. Additionally, Clemente will continue to measure student growth through the ACT's Educational Planning and Assessment System (EPAS), which is administered three times a year to freshmen, sophomores, and juniors. Teachers use the New Leaders Toolkit to evaluate EPAS data and determine what is and what is not working instructionally. Teachers will continue to use curriculum mapping to promote effective instruction, teacher collaboration and consistency.

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:

Summer assessment analysis is vital for strategic curriculum planning informed by student-specific needs and instructional levels. Teachers and the Instructional Leadership Team (ILT) analyze student assessment results throughout the summer to make improvements to curricula and assessments. For instance, if reading skills stand out as an area of concern, additional teachers will be sent to get training on the Wilson Reading program. More effective ACT and WorkKeys instruction is also a priority. The ILT will also use summer planning time to evaluate the sustainability of programs implemented through the Culture of Calm (COC) initiative, including monthly attendance incentives, the V.I.P. Lounge, and freshman mentoring. Faculty must determine how to promote these student achievement and safety incentives without the personnel and funds provided by the COC grant. Finally, our Data Team will develop an operational plan for next year outlining the following: A calendar for responses to teacher action items and the common assessment process, an organizational structure (perhaps creating two committees, one assessing student achievement and another analyzing attendance and behavior), procedures for disseminating information to teachers and the administration, and specific intervention strategies (generated and implemented in collaboration with the ILT).

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?

This year, the administration and staff fully committed themselves to the Data-Driven Instruction (DDI) model in an effort to improve student performance. To achieve this, the Data Team and the Instructional Leadership Team created a calendar of assessments and professional development opportunities that

enabled teachers to evaluate their effectiveness on student performance. Each quarter, Teacher Collaborative Teams (TCTs) developed common assessments. They also developed weekly WorkKeys lessons which gauge student learning and deficiencies. TCTs effectively used Rubicon Atlas Curriculum Mapping as a way to develop standards-based curriculum units, which were then paired with common assessments to measure the effectiveness of instruction. Using the test-in-hand data, TCTs then re-evaluated and modified these standards, and adapted instruction to maximize student performance. Students were asked to reflect on their incorrect answers on the assessment so as to improve performance.

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

- Describe your teacher mentoring program

We have not had new teachers working among our staff at the beginning of the year. Teachers collaborate and learn from each other by sharing information in their departmental meetings and through the Teacher Collaborative Teams.

- 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...)

Clemente will increase joint professional development training for teachers on special education procedures and policies; special education teachers will meet weekly with core departments and course teams to impart staff training on implementing inclusive practices; ongoing procedures and general information sessions will be provided by the special education department; staff will be sent to state/national conferences and workshops; and workshops or training will be provided by Chicago Public Schools' Central Office experts.

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

- Next Steps for Professional Capacity:

Clemente's Data Team will meet biweekly to generate information that will help identify/monitor academic strengths and weakness in core departments for teacher collaborative team planning, and student attendance and behavior. Weekly departmental meetings will continuously focus on teaching and learning, in addition to revisiting/revising instructional strategies accordingly. The Instructional Leadership Team will work cohesively to develop and focus on implementing activities outlined in the strategic plan project management tool for all core/non areas. There will be continuous and ongoing professional development on common assessments, curriculum development and best practices. Also, training will be provided to ensure that our five-week common and quarterly assessments are aligned with college readiness standards, PSAT/ACT skills and Illinois learning standards. Staff will attend continuing professional development for core/non core areas to introduce/involve students in cross-curricular projects/activities.

Five Fundamentals: Learning Climate

✓ **TIP** The [Learning Climate self-assessment tool](#) can help you identify next steps toward excellence for Learning Climate.

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

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

Students who are wheelchair-bound are transported from floor to floor by their assigned Child Welfare Assistant using elevators. A new building upgrade, programmed for the summer of 2011, will add an elevator in the Athletic Building making Clemente's entire campus wheelchair-accessible. This will enhance the opportunities of interaction between students with and without disabilities.

Every summer a new set of 40 rooms has its carpet removed and linoleum tiles installed to make Clemente's environment hypoallergenic.

Students with learning disabilities join the rest of the student population in all their non-core subject classes and lunch. For their core subject classes, students with learning disabilities are taught in an inclusion or self-contained setting.

- **Next Steps for Learning Climate:**

In obtaining the Culture of Calm (COC) Grant, Clemente has taken a giant leap forward in establishing a better school atmosphere and environment, where positive behavior is consistently reinforced. COC provided:

- 1) Community Advocates, as buffers for students when they are in trouble at school, with their parents, their community, or with law enforcement agencies.
- 2) A Social Worker/Case Manager who properly evaluated and serviced students with special needs, increased their productivity and significantly reduced their involvement in discipline issues.
- 3) Counselors who provided cognitive and behavioral therapy to minimize the involvement of students with behavioral problems in discipline issues.
- 4) After School Tutors personnel who provided tutoring and mentoring with one-on-one sessions to bring students at level with state standards and local learning objectives.
- 5) Boys and Girls Club activities. Clemente students participated in various programs, on and off campus, to challenge their social/emotional skills and teach them camaraderie and self-worth. Students exercised their sense of citizenship, team building skills and other qualities that enriched their ability to participate with peers and strengthened their endurance.

As the Chicago Public Schools system strives to reduce violence and crime among its student population, Clemente wants to be at the forefront of establishing a peaceful and harmonious teaching and learning environment for students, faculty, parents and the Humboldt Park community.

Five Fundamentals: Family & Involvement

- ✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
- ✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.
- ✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.
- ✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

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

The two factors which most closely influence student performance results have been Communication and Community Investment. When caregivers are informed about the Clemente's academic strategies and of its discipline efforts, they are more open to cooperate and back up the School's efforts at home and in the community. The caregivers' presence around the school building promotes in the students a sense that there is cooperation between the school and home, making students feel safer and less prone to fall into incidents of negative behavior.

- 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.

Clemente provides to families individual school report cards accompanied a progress report, and the Clemente website publishes written information about the Parent Portal and who to contact for training.

The Bilingual Lead Teacher sends three pre-written correspondences home in English and Spanish to students in the Bilingual Program: The ACCESS test scores from February (mailed), the NCLB letter (mailed) and the AMAO letter (given to student).

Finally, the Bilingual Advisory Committee (BAC), an LSC subcommittee of parents whose children are in the Bilingual Program, meets 3 times a year to discuss and get information about their children's education and their own needs as new high school parents. Minutes for these meetings are presented to the LSC.

Next Steps for Family & Community Involvement:

Clemente is always working to increase parental involvement by using parents and community members as resources to support school/student needs. Clemente also works on increasing community involvement through workshops, G.E.D. classes, etc.

Pending continued financial support for Culture of Calm (COC) programs, Clemente will continue to provide community service connections, student advocates, and student/parent conferences.

The School will continue to encourage parents to use the Parent Portal, attend report card pick-ups, chaperone field trips, and encourage children to do their homework and get to school on time.

Parents of students with Ds and Fs will continue to be encouraged to attend special parent/staff meetings which address their specific issues. Pending funding, the Clemente staff recommends continuing the COC coordinator position past the close of the COC grant in June 2011. This position is needed to support school goals set by the Area Office including attendance, staff/student motivation, school climate, fundraising, restorative justice, facilitation of student leadership, and involvement in the Clemente community. The Clemente staff and parents unanimously agree that a COC coordinator is very important to continue improving attendance, student performance, school climate, and to reduce violence.

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

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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	On Track to Graduation	The On Track to Graduation program is designed to assist students as they progress through their high school education and increase their chances to succeed. It establishes communication with students so they are aware of their graduation requirements. It also provides opportunities for students who do not meet their educational goals, as well as resources and courses to make them succeed.	20% decrease in the number of students with 1+ D/Fs in core classes by the end of the school year.	Weekly and monthly meetings with students during Division; utilization of IMPACT Dashboard data to monitor progress; bi-weekly ILT meetings to monitor 5-week progress reports and student success plan. Monitor IEP goals and benchmarks.	Yes
2	Attendance	The attendance focus is on improving overall student attendance, reducing tardies to class, and increasing student enrollment from feeder schools. An initiative in this area is to allow half day enrollment so that students can participate in the community, and in educational or vocational programs.	15% increase in daily attendance rate; reduce number of students tardy to school every day; decrease the number of out of school suspensions. Improved credit acquisition, reduction in tardies to class, increased enrollment, improved attendance, programming at 90% or better by the start of the school year.	Review weekly attendance patterns, tardy slips issued per students, student enrollment rates. Check feeder school visit calendar; review data gathered from feeder school visits; use data from high school fairs to inform school needs.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Core Classroom Instruction	<p>Components of the core classroom instruction are: Increase literacy skills across the curriculum for all students; develop common course curriculum in all core classes; collaborate on common assessment and best practices for all core classes; and use data to drive instruction in all core classes.</p> <p>Additional focuses are: Common planning time for general and special education faculty, implementation of Response to Intervention (RTI), TCTs, and common assessments.</p>	<p>Increased number of students passing core classes at all grade levels; curriculum maps and common assessments for all core classes; student programs in place by the first day of school; reduced number of program changes for students during school year.</p> <p>Differentiated instruction, increased number of special education students in inclusion classrooms with special education teacher. Common assessments to measure learning in each class.</p>	Core department meetings with chair person, counselors and administration; review of lesson plans and scheduling of classroom visits; ghost walks; data collection of student progress; common assessments.	Yes
4	Learning Climate / Safety	<p>Implement a positive behavior intervention system and consistent classroom management strategies; increase student incentives for attendance, behavior and academic progress. Maintain positive after school activities; provide more crisis intervention training for Deans/Security Staff. Continue Culture of Calm incentives to reduce violence, improve attendance, enhance school climate and student leadership, Freshmen on Track, Sophomores on Track, Instructional Recovery, Save the Grade.</p>	<p>Fewer discipline infractions; smaller number of out of school suspensions; increased attendance rate; less tardies; higher number of students on honor roll; increased student involvement in extracurricular activities.</p> <p>Reduction in L3-L7s, increasing attendance to 75% and beyond, reformed student council, and establishment of peer jury.</p>	PM attendance meetings; bi-weekly ILT PM meetings; review weekly incident reports in Impact; involve parents in ongoing concerns related to behavior, attendance and academic performance. Weekly reports from deans, attendance data, bi-weekly Instructional Leadership Team PM meetings to review data related to behavior, attendance, and academics, FOT, SOT, Save the Grade.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Postsecondary Prep	To increase the graduation rate and enrollment in post secondary institutions; maximize the number of students who complete FAFSA. Develop a four year curriculum with grade appropriate guidance lessons. Increase more college and post secondary tours. Increase favorable post secondary planning and outcomes for special needs students.	Increase in graduation rate; more scholarships and financial aid awards for students; increased enrollment in post secondary institutions; a post secondary plan filled out for all grade levels. Increased number of special education students who complete FAFSA.	Post secondary counseling meetings; weekly review of Impact data; monitor weekly FAFSA data; review What's Next Illinois quarterly data. Collect data on the number of special education students who complete college applications and FAFSA.	
6	Family/Community Involve.	Improve family involvement through increase parental engagement, communication and community outreach. Increase the number of parents who attend report card pickup days, orientation, open house, NCLB/PAC parent meetings and LSC meetings. Increase the number of community/corporate partnerships.	70% of parent participation in report card pickup; increased parent participation during orientation, open house, and LSC/NCLB/PAC meetings; more business and community partnerships.	Community forums; monthly meetings to review strategies and adjust as needed; conduct quarterly parent, family and community surveys.	
7	Career and Technical Education	Increase the number of students enrolled in Career To Education (CTE) programs by 20%. Maintain CTE clusters for a three year course sequence. Merge CTE with post secondary efforts. Incorporate keyboard / Introduction to computers into the Freshman curriculum. Ensure all special education students the opportunity to participate in vocational courses such as basic computer technology or life skills.	A 20% increase in CTE programs enrollment. Improve collaboration among CTE, core academic classes and post secondary program. 25% increase in number of students participating in WorkKeys activities. 10% increase in the number of students who complete FAFSA forms.	Review WorkKeys data to ensure students are gaining employable skills. Examine monthly and quarterly projects. Assess quarterly certification data.	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
8	Enrichment Instruction	The Special Education Department should have fully functioning computers and/or computer lab with appropriate software (ex: Co-writer, Read Aloud, and Inspiration) easily accessible for students with special needs. Students should take a basic computer class.	Increased enrollment in student enrichment programs, honors classes and advanced placement classes. Increased enrollment into post secondary related programs.	More display of student projects, exhibitions and performances. Weekly and monthly meetings to review student/program progress. Review post secondary data.	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	Special Education	<p>Increase transition for students with disabilities into the regular education classrooms. Increase the number of students with disabilities in school wide extracurricular activities</p> <p>Training for all staff on the Least Restrictive Environment (LRE) and other principles of the Individuals with Disabilities Education Act (IDEA). Five service delivery models to implement: 1) the Consultation Model, 2) the Team Teaching Model (both direct service models), 3) the Collaborative Teaching/Regular Education Class Model (within general education classrooms wherein "inclusion" teachers collaborate with the general education teachers) 4) the Separate Class Model (formerly referred to as the "self-contained classroom" or "modified classes" with only a Special Education teacher and students supported by related services and aides as appropriate), 5) the Community-Based Instruction Model (typically rendered in a variety of settings, e.g. the family home, job, other community sites, groups homes, neighborhood organizations and not-for profits) and where age and circumstance appropriate: a) home-bound students, b) medically challenged students.</p>	<p>Extended training from Central office for all teachers; professional development for support staff. Current assessment tools provided to more appropriately identify student needs and accurately create a more effective IEP for students with disabilities.</p>	<p>Agendas, sign in sheets and reflections for each training; assessment data visible through the EIEP process. Monthly usage schedules for labs/resource and materials/equipment. Legal requirements affects ISBE and federal funding.</p>	



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Activities

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

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

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

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

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

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

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,301,092.00	\$1,656,640.54	INCOMPLETE	430386,426217, 270203,429435, 415436,426852, 448172,450589, 448348,449964, 310039,426087, 429536,448333, 426110,120715, 448348,450589, 443362,429435, 426851,448171,	



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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						
									271960,430388	
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					INCOMPLETE	419246	
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE	449827	
N	Culture of Calm activities (54125/221011)			X		\$15,843.00	\$15,843.00	INCOMPLETE		51091.225.54505.221234.000703.2012_\$15,843.00 + 51091.332.54125.211311.430106.2012_\$0.00
N	Culture of Calm activities (54205/221011)			X				INCOMPLETE		
N	Culture of Calm activities (54215/221011)			X				INCOMPLETE		
N	Culture of Calm activities			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						
	(53405/221011)									

6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Support Parent involvement within school to promote student achievement and academic advancement throughout the school year.			X	Principal and Operations Manager	\$18,268.00	\$18,268.00	INCOMPLETE		51091.115.53510.211210.000000.2012_\$5,000.00 + 51091.332.55005.390030.430115.2012_\$0.00 + 51091.225.53405.300008.000703.2012_\$4,747.80 + 51091.332.53205.390030.430128.2012_\$1,000.00 + 51091.332.53405.390030.430128.2012_\$640.27 + 51091.332.53405.390030.430115.2012_\$1,768.99 + 51091.332.54105.390030.430115.2012_\$0.00 + 51091.332.54105.390030.430128.2012_\$2,500.00 + 51091.332.55005.390030.430128.2012_\$1,768.00 + 51091.332.53205.390030.430115.2012_\$0.00
N	Provide funding for Homeless Education initiative.			X	Operations Manager and Homeless Education Liaison	\$7,500.00	\$7,500.00	INCOMPLETE		51091.225.53405.111069.000703.2012_\$7,500.00
N	Board approved School Health Aide to assist school nurse.		X		Assistant Principal and Operations Manager	\$57,773.00	\$56,959.88	INCOMPLETE	156644	
N	School		X		Principal,			INCOMPLETE		



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6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Community Representative to assist with student discipline and attendance issues and concerns.				Assistant Principal, and Operations Manager					

1 - 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 instructional materials for all core areas for academic advancement.			X	Assistant Principal and Department Chairs	\$18,008.00	\$18,008.00	INCOMPLETE		51091.332.53405.119062.430106.2012_\$0.00 + 51091.115.53405.119065.000000.2012_\$4,000.00 + 51091.332.53405.212041.430106.2012_\$0.00 + 51091.115.53405.119066.000000.2012_\$5,008.00 + 51091.332.53405.212041.430119.2012_\$4,000.00 + 51091.115.53405.119016.000000.2012_\$5,000.00
N	Extended Day for Summer ILT Planning and Curriculum Mapping including Yearly Data Assessment Analysis.		X		Principal, Assistant Principal, and Department Chairs			INCOMPLETE	448590	
N	Provide funding for student credit recover efforts via Summer School and After School		X		Assistant Principal and Counselors			INCOMPLETE		



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1 - 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						
	Programs.									
N	Technology support to assist Principal in student programming efforts to insure all students are properly programmed with the neccessary line up of classes to satisfy all Board requirements for graduation.		X		Principal, Assistant Principal, and Operations Manager			INCOMPLETE		
N	Counseling support to assist Principal in student programming efforts to insure all students are properly programmed with the neccessary line up of classes to satisfy all Board requirements for graduation.		X		Principal and Assistant Principal	\$598,216.00	\$581,085.03	INCOMPLETE	117456,233107, 140830,136105, 134304	
N	Office Clerk to assist with the day-to-day function of Student Programming Office.		X		Principal and Assistant Principal	\$69,535.00	\$68,330.03	INCOMPLETE	163735	
N	Professional services targeting freshmen and			X	Principal, Assistant Principal, and Counselors			INCOMPLETE		



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1 - 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						
	sophomores in on-going development of test-taking skills.									
N	Provide Extended Day for Department Chairs throughout the school year.		X		Principal, Assistant Principal, and Operations Manager			INCOMPLETE		
N	Establish Freshmen Homework Lab			X	Assistant Principal, Department Chairs, and Lead Teachers	\$3,697.00	\$3,697.00	INCOMPLETE		51091.332.53405.119015.430119.2012_\$3,697.00 + 51091.332.53405.119015.430106.2012_\$0.00
N	Establish after school tutoring for Freshmen and other grade levels needing additional instructional assistance.		X		Assistant Principal, Department Chairs, and Lead Teachers			INCOMPLETE	449824	
N	Host student awards assemblies to recognize those students performing at or above academic standards.			X	Principal and Lead Teachers			INCOMPLETE		
N	Board approved Principal Position - SIPAAA Connection		X		CPS			INCOMPLETE		

5 - 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						



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Position	Line	Amount	Status	Number	Description
N	X	\$40,000.00	INCOMPLETE		Various college campus visits through out the year for all grade levels.
N	X		INCOMPLETE	277003	Fund PostSecondary .5 Position to support postsecondary efforts.
N	X	\$20,000.00	INCOMPLETE		Maintain postsecondary efforts to increase overall graduation rate along with student enrollment in postsecondary and vocational institutions

9 - 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	Board approved position for Special Education Program for SIPAAA connection.		X		Principal and Assistant Principal	\$1,913,330.00	\$1,884,457.06	INCOMPLETE	115675,115716,129907,115692,145895,215586,144318,118654,214405,137738,124060,123127,115642,215923,214539,119630,119884,137964,122141,117989,296107,118215,116307	
N	Special		X		Principal and	\$407,628.00	\$403,447.46	INCOMPLETE	159897,205106,	



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9 - 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						
	Educational Aides to assist with needs of Special Education Students				Assistant Principal				205105,434356,156851,159727,259873,259612,159727,159897	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		

3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide instructional materials for all core areas for academic advancement.			X	Assistant Principal and Department Chairs	\$30,000.00	\$30,000.00	INCOMPLETE		51091.115.53405.119015.000000.2012_\$5,000.00 + 51091.225.53405.320020.000703.2012_\$14,769.45 + 51091.115.53405.119061.000000.2012_\$5,000.00 + 51091.115.53405.119017.000000.2012_\$5,000.00
N	Sub coverage for Teachers leaving the school building during regular school day to attend professional conferences		X		Assistant Principal and Operations Manager			INCOMPLETE	449822	
N	Board approved position for Math Curriculum for SIPAAA		X		Principal and Assistant Principal	\$768,100.00	\$763,969.85	INCOMPLETE	127602,146578,143605,140767,142952,133967,259564	



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	connection.									
N	Board approved position for Science Curriculum for SIPAAA connection.		X		Principal and Assistant Principal	\$531,698.00	\$527,448.27	INCOMPLETE	121170,134098,145915,145807,121907	
N	Board approved position for English Curriculum for SIPAAA connection.		X		Principal and Assistant Principal	\$1,207,518.00	\$1,195,725.74	INCOMPLETE	123340,217697,143365,140718,120417,118084,117471,113153,146953,122561,140718,121052	
N	Board approved position for Social Science Curriculum for SIPAAA connection.		X		Principal and Assistant Principal	\$529,216.00	\$525,824.15	INCOMPLETE	113754,296014,126935,142731,248761	
N	Teachers' common planning time to address student/classroom common course elements		X		Assistant Principal and Lead Teachers			INCOMPLETE		
N	Professional development for advancements in literacy and curriculum integration.			X	Principal, Assistant Principal, and Lead Teachers			INCOMPLETE		
N	Provide professional consultant services for PSAE Test prep.			X	Principal and Counselors	\$25,000.00	\$25,000.00	INCOMPLETE		51091.332.54125.223013.430106.2012_\$0.00 + 51091.225.54125.223013.000703.2012_\$25,000.00
N	Provide Extended Day for Data Team		X		Principal, Assistant Principal, and			INCOMPLETE	448592	



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3 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Data Analyst throughout the school year.				Operations Manager					
N	Teacher Assistants to assist teachers with various classroom learning projects.		X		Principal and Assistant Principal			INCOMPLETE		

8 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide professional development for Advanced Placement teachers.			X	Assistant Principal and Curriculum Coordinator	\$4,742.00	\$4,742.00	INCOMPLETE		51091.332.53305.119063.430119.2012_\$3,204.24 + 51091.332.53305.119063.430106.2012_\$0.00
N	Board approved position for Fine Arts Program for SIPAAA connection.		X		Principal and Assistant Principal	\$588,882.00	\$581,158.72	INCOMPLETE	140787,121814,123588,117252,117252,120015,143709	
N	Board approved position for ROTC Program for SIPAAA connection.		X		Principal and Assistant Principal	\$462,382.00	\$464,607.58	INCOMPLETE	145958,112761,112851,121057	
N	Board approved position for Physical Education Program for SIPAAA connection.		X		Principal and Assistant Principal	\$205,827.00	\$204,452.73	INCOMPLETE	143671,141728	
N	Extended Day		X		Principal,			INCOMPLETE		



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8 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	for curriculum planning				Assistant Principal and Lead Teachers					
N	Board approved position for Foreign Language Curriculum for SIPAAA connection.		X		Principal and Assistant Principal	\$447,623.00	\$446,433.62	INCOMPLETE	133903,143473,421775,124464	
N	Update and maintain technology efforts to meet the demands of program needs to accommodate all enrolled students.			X	Tech Coordinator, Computer Tech, and Operations Mngr			INCOMPLETE		
N	Swimming Pool Life Guard for PE Classes		X		Assistant Principal and Athletic Director			INCOMPLETE		
N	Board approved position for Library Services for SIPAAA connection.		X		Principal and Assistant Principal	\$120,296.00	\$115,507.52	INCOMPLETE	122313	

2 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Increase efforts to approve over all attendance for entire school.			X	Assistant Principal and Attendance Coordinator	\$11,809.00	\$11,809.00	INCOMPLETE		51091.225.54105.211311.000703.2012_\$8,000.00 + 51091.332.54210.211210.430106.2012_\$0.00 + 51091.332.54210.211210.430119.2012_\$3,809.00



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2 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Office Clerk to assist with the day-to-day function for attendance tracking efforts.		X		Principal, Assistant Principal, and Operations Manager			INCOMPLETE		
N	Establish attendance incentive program to recognize those students and faculty with perfect or improved attendance record.			X	Assistant Principal and Attendance Director	\$20,000.00	\$20,000.00	INCOMPLETE		51091.115.53405.211210.000000.2012_\$10,000.00 + 51091.225.53405.211210.000703.2012_\$8,105.00

4 - 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	Extended Day for Office Support.		X		Principal, Assistant Principals, and Operations Manager			INCOMPLETE	448596	
N	ILT Retreat for offsite strategic planning.			X	Principal and ILT	\$15,000.00	\$15,000.00	INCOMPLETE		51091.115.54505.221234.000000.2012_\$8,065.00
N	Security presence to insure school safety at all times during the course of a regular school day.		X		Principal, Assistant Principal, and Department Chairs	\$196,543.00	\$205,845.29	INCOMPLETE	356376,448325,449775,356426,356526	



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4 - 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	Office Clerk to assist with the day-to-day function for discipline reporting efforts.		X		Principal, Assistant Principal, and Operations Manager	\$72,525.00	\$71,319.62	INCOMPLETE	254355	
N	Technology support to assist Principal in efforts to insure proper technology is in place and maintained.		X		Assistant Principal and Operations Manager	\$76,048.00	\$74,842.97	INCOMPLETE	162637	
N	Administrative support to assist Principal in efforts to insure a proper Learning Climate is established and maintained.		X		Principal	\$246,851.00	\$244,028.33	INCOMPLETE	165426,119561	
N	Office Clerk to assist with the day-to-day function of Main Office.		X		Principal, Assistant Principal, and Operations Manager	\$77,500.00	\$143,659.59	INCOMPLETE	150336,150336,449820	
N	After-school and Extra-Curricular activities to increase a positive connection with school			X	Principal, Coaches, Sponsors, and Operations Manager	\$45,000.00	\$45,000.00	INCOMPLETE		51091.225.54125.211311.000703.2012_\$20,000.00 + 51091.225.54125.320020.000703.2012_\$10,000.00 + 51091.225.54105.320020.000703.2012_\$15,000.00
N	Extended Day for Security and Deans for added coverage for student entry and dismissal		X		Assistant Principal and Operations Manager			INCOMPLETE		
N	Provide institutional training for ILT Members.			X	Principal and Assistant Principal			INCOMPLETE		



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4 - 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	Implement student uniform policy to promote positive behavior and a greater sense of school pride and awareness.			X	Principal and Lead Dean			INCOMPLETE		
N	Teacher and Support Staff recognition for outstanding performance above and beyond the call of duty			X	Principal and Assistant Principal			INCOMPLETE		

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	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		51091.225.54105.266408.000703.2012_\$11,472.00
N	SPED transportation			X	Principal			INPROGRESS		51091.115.54210.255004.376712.2012_\$0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		51091.312.53205.256009.000000.2012_\$0.00 + 51091.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		51091.230.54105.254020.000000.2012_\$5,000.00 + 51091.230.54105.254021.000000.2012_\$0.00 + 51091.230.54105.254011.000000.2012_\$0.00 + 51091.230.54105.254002.000000.2012_\$



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										13,578.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		51091.230.56105.254002.000000.2012_\$ 130,826.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		51091.230.53405.254002.000000.2012_\$ 38,901.95
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		51091.230.54125.254901.000000.2012_\$ 0.00 + 51091.230.53306.254901.000000.2012_\$ 0.00 + 51091.230.54125.266410.000000.2012_\$ 0.00 + 51091.230.53306.009573.000000.2012_\$ 0.00 + 51091.230.56105.266414.000000.2012_\$ 0.00 + 51091.230.54125.266407.000000.2012_\$ 0.00 + 51091.230.53306.266407.000000.2012_\$ 0.00 + 51091.230.54125.009574.000000.2012_\$ 0.00 + 51091.230.54125.266402.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		51091.115.54215.255052.000065.2012_\$ 0.00
N	Rental Program			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		51091.230.54405.254501.000000.2012_\$0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst	\$4,328.00	\$4,328.00	INCOMPLETE		51091.115.55005.254403.000000.2012_\$4,328.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		51091.115.53405.119035.000000.2012_\$0.00
N	115 Textbooks			X	OMB Budget	\$30,000.00	\$30,000.00	INCOMPLETE		51091.115.53305.119035.000000.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					30,000.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		51091.369.53306.140004.322016.2012_\$ 29,055.00 + 51091.369.55005.140004.322016.2012_\$ 27,473.00 + 51091.369.54210.140004.322016.2012_\$ 200.00 + 51091.369.53405.140505.474555.2012_\$ 3,200.00 + 51091.369.53205.140505.474555.2012_\$ 15,750.00 + 51091.369.53405.140004.322016.2012_\$ 15,662.00 + 51091.369.54210.140505.474555.2012_\$ 800.00
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	\$36,302.00	\$36,497.29	INCOMPLETE	408702	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		51091.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ARRA (Fund 331/430100) 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	\$435,252.00	\$431,419.22	INCOMPLETE	160037,159269,156546,167751	
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	\$15,000.00	\$15,000.00	INCOMPLETE		51091.115.55005.119035.000000.2012_\$19,780.32 + 51091.115.56105.119035.000000.2012_\$15,000.00
N	FY11 carryover of various grant			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						
	funds									
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$743,006.00	\$706,356.41	INCOMPLETE	168827,168834,158653,149567,167721,156281,167764,168795,156298,156270,167755,168811,167781,150846,168829,167758,150841,150798,167725,168837,168840,167772,150818,167736	
N	NCLB Title 1 - Neglected &		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						
	Delinquent									
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		51091.369.53405.140050.322014.2012_\$0.00 + 51091.369.53405.140050.322016.2012_\$6,400.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			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		



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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	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		51091.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$379,748.00	\$371,727.17	INCOMPLETE	148659,154218,154050,241170,154441,154618,159141	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		51091.210.53405.254607.000000.2012_\$2,753.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		



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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	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		51091.332.57940.119031.430106.2012_\$0.00 + 51091.332.57940.390030.430115.2012_\$600.60 + 51091.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE	449829	
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		51091.332.57940.390030.430115.2012_\$600.60 + 51091.332.53405.390030.430115.2012_\$1,768.99 + 51091.331.55005.390030.430103.2012_\$122.92 + 51091.331.54105.390030.430103.2012_\$34.30 + 51091.332.55005.222208.430116.2012_\$1,150.00



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7 - Career and Technical 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	Board approved position for CTE Program for SIPAAA connection.		X		Principal and Assistant Principal	\$296,744.00	\$287,613.59	INCOMPLETE	421777,140813,143431	
N	Fund CTE Cooridnator .5 Position to support postsecondary efforts.		X		Principal and Assistant Principal			INCOMPLETE		
N	WECEP Coordinator funded through CTE		X		Principal and Assistant Principal			INCOMPLETE		