



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
Perry	Phillip	Principal	X		
Arroyo	Elizabeth	LSC member			
Blasch	Bernie	Special ed. faculty			
Engstrom	Scott	Lead/resource tchr.			
Espinoza	Ana	Asst. Principal			
Hodgetts	Therese	Lead/resource tchr.			
Ing	Peter	Lead/resource tchr.			
Kosik	Cynthia	Asst. Principal			
Marquez-Rivera	Carmen	ELL faculty			
Morris	Jerel	Asst. Principal			
Murphy	Brian	Counselor/case mgr.			
Rodriguez	Jose	Asst. Principal			
Spachman	Sara	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)

Professor Charles Abrams from Truman Community College
 Umoja University
 Gear Up Partnership through Northeastern Illinois University
 Gear Up Partnership with Loyola University
 Gear Up 21st Century Grant to support Freshman Credit Recovery Courses, Environmental Recycling, Drama, Journalism Club
 SES Tutoring in Core Areas and ACT Prep
 Instructional Leadership Team

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

The SIPAAA Team gathered input from faculty and community stakeholders using The Five Fundamentals for School Success Family Survey, Teacher Survey, My Voice My School Student and Parent Surveys, and Consortium on Chicago School Reform Report. A series of discussion meetings took place as well involving the Instructional Leadership Team, department chairpersons, Service Learning/Student Development on-line surveys following each student development activity. Commendations and recommendations from the Report of the Quality Assurance Review Team also was used to inform the SIPAAA planning and input processes. Reflective feedback from Instructional Leadership Team Members and Department Chairpersons. Service Learning/Student Development on-line Surveys were developed and administered by the Curie Service Learning Team. In-House Monday Professional Development Evaluation Tools developed by PD team leaders. Evidence of parent and community member feedback from Open Houses, Grade Level Parent Meetings, Local School Council Meetings, and Parent Advisory Council Meetings will also be found represented within the SIPAAA document. Bilingual and special education teachers are involved in all curricular and data analysis discussions and meetings, particularly in the core areas related to AYP and Performance reports. Other sources of input came from the CPS Research and Evaluation Web Site, Dashboard, IMPACT CIM, SES Provider Feedback, the AVID Program site visit team members, teachers, college tutors visits, and guest speakers. The administrative team in collaboration with the Instructional Leadership Team used the Performance Management Calculator to identify metrics to target that could best improve scores on the PSAT/ACT while closing the achievement gap between subgroups. The Instructional Leadership Team then in-serviced their respective departments and developed strategies for improvement. Non-core departments received PD as well.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	28	5	6	10	4	4

Summary of Meetings

Meeting Date	Meeting Type	Description
04-May-2010	Small group discussion	Safety and Security Meeting including 8th District Police Department Commander, CTA Transit Commander, Curie Police Officers, Principal and Assistant Principal.
19-Apr-2010	Other	Faculty PD facilitated by the Service Learning Team
09-Apr-2010	Working group	PD for science teachers taught by Professor Charles Abrams from Truman Community College
17-Mar-2010	SIPAAA Team	Administrator's Meeting
17-Mar-2010	Other	Core and Non-Core departments meet in computer labs to continue CIM analysis
15-Mar-2010	Other	Faculty PD facilitated by the Service Learning Team
05-Mar-2010	SIPAAA Team	Administrator's Meeting
04-Mar-2010	Other	LSC Budget workshop
02-Mar-2010	Other	AVID Parent Meeting
11-Feb-2010	Small group discussion	PD activities for school security staff
11-Feb-2010	Working group	PD for science teachers taught by Professor Charles Abrams from Truman Community College
11-Feb-2010	Other	English department CIM Data Follow up Meeting
11-Feb-2010	Other	Special Education Staff PD Follow up Meeting Focused on eIEP
11-Feb-2010	Other	Vocational Technology Department Meeting focused on ACT prep using TestGear in What's Next Illinois

CPS SIPAAA Planning Report

53101 - Marie Sklodowska Curie Metropolitan High School : 2010-2012 Year

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Meeting Date	Meeting Type	Description
08-Feb-2010	Working group	English and Social Studies ILTs walk their department members through data analysis activities using CIM
03-Feb-2010	Other	Administrator's Meeting
03-Feb-2010	SIPAAA Team	Instructional Leadership Team Meeting
29-Jan-2010	Other	Social studies ILT to meet with social studies teacher to disseminate Administrative/ILT strategic plans for improved reading scores
29-Jan-2010	Other	English department ILT to meet with English department teachers to disseminate Administrative/ILT strategic plans for improved scores
21-Jan-2010	SIPAAA Team	Instructional Leadership Team Meeting
19-Jan-2010	SIPAAA Team	Administrator's Meeting
14-Jan-2010	SIPAAA Team	Administrator's Meeting
07-Jan-2010	SIPAAA Team	Administrator's Meeting
07-Jan-2010	SIPAAA Team	Instructional Leadership Team Meeting
14-Dec-2009	Other	Faculty PD facilitated by the Service Learning Team
12-Dec-2009	Small group discussion	Gear-Up Parent Workshop
10-Dec-2009	Small group discussion	Gear-Up Parent Workshop
04-Dec-2009	Other	Department Chairperson's Meeting
04-Dec-2009	Working group	PD for science teachers taught by Professor Charles Abrams from Truman Community College
04-Dec-2009	Small group discussion	Service Learning Team Planning Meeting
04-Dec-2009	Town hall/community mtg.	Junior grade level Parent Meeting
24-Nov-2009	Small group discussion	Gear-Up Parent Workshop
23-Nov-2009	Other	Faculty PD facilitated by the Service Learning Team
14-Nov-2009	Small group discussion	Gear-Up Parent Workshop
12-Nov-2009	Small group discussion	Gear-Up Parent Workshop
10-Nov-2009	SIPAAA Team	Instructional Leadership Team Meeting
06-Nov-2009	Small group discussion	IB Diploma and Middle Years teachers Meeting with the Principal
06-Nov-2009	Small group discussion	Service Learning Team Planning Meeting
06-Nov-2009	Town hall/community mtg.	Sophomore grade level Parent Meeting
06-Nov-2009	Small group discussion	Technology Team Meeting
30-Oct-2009	SIPAAA Team	Administrator's Meeting
24-Oct-2009	Small group discussion	Gear-Up Parent Workshop
23-Oct-2009	Town hall/community mtg.	Freshman Parent Meeting with core discipline teachers regarding learning expectations
23-Oct-2009	Working group	PD for science teachers taught by Professor Charles Abrams from Truman Community College
23-Oct-2009	Other	Wheelchair Evacuation Training for all teachers and support staff
23-Oct-2009	Working group	IB Meeting for IB English and history teachers
22-Oct-2009	Small group discussion	Gear-Up Parent Workshop
21-Oct-2009	Town hall/community mtg.	Curie College and Career Fair with Break-Out Sessions
14-Oct-2009	Small group discussion	Gear-Up Parent Workshop
10-Oct-2009	Small group discussion	Gear-Up Parent Workshop
08-Oct-2009	Small group discussion	Gear-Up Parent Workshop



Meeting Date	Meeting Type	Description
07-Oct-2009	Small group discussion	Gear-Up Parent Workshop
03-Oct-2009	Small group discussion	Gear-Up Parent Workshop
24-Sep-2009	Small group discussion	Gear-Up Parent Workshop
22-Sep-2009	Small group discussion	Gear-Up Parent Workshop
18-Sep-2009	Other	Department Chairperson's Meeting
15-Sep-2009	Other	Counseling Department Meeting
11-Sep-2009	SIPAAA Team	Administrator's Meeting
04-Sep-2009	SIPAAA Team	Instructional Leadership Team Meeting
03-Sep-2009	Other	Counseling Department Meeting
03-Sep-2009	Other	Counseling Department Reorganization Meeting
20-Oct-2008	Other	Department Chairperson's Meeting

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: 60
 Number of Student Survey Responses:
 Number of Teacher Survey Responses: 104
 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:

It is the mission of Curie Metropolitan High School to offer a rigorous academic curriculum with an emphasis on technology and the arts.

We encourage all students to pursue future success through enrollment in post-secondary institutions and through life-long learning.

Curie High School promotes a climate in which students develop respect for all persons as they prepare to become leaders and citizens in a multicultural democratic society.

Vision Statement:

It is the vision of Curie Metropolitan High School that all students graduate with rigorous college preparation, become life long learners, as well as compassionate, creative, and responsible participants and leaders.

Student Outcomes

Student Outcomes Strengths and Concerns

✔ **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

Concerns:

Strengths:

74% of our freshmen are graduating within five years. There was an increase from 70.5% to 74.2% over a two year period. The one-year drop out rate has decreased since 2001. There was an increase from 5.1% to 6.8% over a two year period. The dropout rate now stands at 3.9%, the lowest in nine years. More students are choosing to attend college. The number of students attending college has increased from 51% to 57% in the past two years.

43% of students who graduated from Curie are not enrolling into a college or post-secondary education. Many of our students do not have the same motivation and support to stay in school due to status issues, poor grades, lack of support from parents, and lack of desire to continue.

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?

Standardized test, attendance, and misconduct applications create data that is useful and relevant in making academic decisions. The results are available at the school-level through the use of IMPACT (SIM, Gradebook, SSM, CIM, Dashboard, Reports, Verify,) IL School Report Card, REA, IIRC and College Board-AP Potential. Through these Web-Based tools, we can generate school-wide summaries or individual student profiles; however, there greatest weakness is the lengthy time that it takes to make the results available and lack of funds to retain outside sources to provide the same reports. Most teachers use various forms of formative and summative assessments: citing primarily short quizzes and formal exams. Some use daily and informal questions before or after instruction; projects and/or presentations; essays, journals and/or notebooks; and classroom activities and discussion. There is no process or instrument in place for making the classroom-level data usable as a tool for broad decisions. The curriculum and exams are not always consistent among those teaching the same content.

- 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.

Factors that stem from interpersonal skills, family background and home environment, and the classroom all affect low achievement as indicated by the data. Poor communication and interpersonal skills result in a student's inability to avoid situations, which result in student misconduct and create a stressful learning environment. These students are also not motivated and active learners. Ninety percent of the students are economically disadvantaged and receive free or reduced lunch. Many of these students work or their parents/guardians work longer hours that pose a problem. Schools are not adequately funded and able to provide the resources needed both during and after school, i.e. additional classroom materials, tutoring, professional development and training for teachers, education related or extracurricular activities after school.

- 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?

IL School Report Card, REA, CPS Dashboard, and CIM all generate school-wide summaries and individual student profiles; however, in order to use data to drive instruction, it must be relevant and timely. The data made available to us from the district is not timely and therefore limits its relevance. We would like the district to provide a site license for our school to use the Northwest Evaluation Association (NWEA) Computer Based Adaptive Assessment. Next steps mandate professional development for teachers to provide a level of comfort and confidence in using the data: to train them to understand what the data represents, and how to create lessons that address the deficiencies. The Asian Ethnic Subgroup scored higher than other ethnic groups on all subtests and scores 70.7% in Math: the only subgroup to meet AYP. The data tells us that our students have not attained AYP during the last three years in any other subtest. PSAE Reading scores have gained two percentage points each year over the last three testing periods. Math and Science scores have been slightly up and down. Male students perform slightly higher than females in all subtests. White and Hispanic ethnic subgroups score about the same in all test areas. Black students are lagging slightly behind in Reading and significantly more in Math and Science. Eighty percent of our students scored a four or five on the Work Keys Reading subtest. Fifty Nine percent scored a four or five on the Math Work Keys subtest. Only in Reading have students increased one percentage point for three years.

- 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 below tells us that our students scores are stagnant. This is both our strength and our weakness: we are not losing ground but we are also not gaining ground.

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

The Asian Ethnic Subgroup scored higher than other ethnic groups on all subtests and scores 70.7% in Math: the only subgroup to meet AYP. We are deficient in Reading and Math in all other subgroups.

Strengths:

Our strengths are that we have the potential to reach Safe Harbor in most of the targeted areas. Our strength also comes from the PSAE Test

Concerns:

Our concern is in that we need twice the percentage of Black students to meet/exceed standards is the area of Math. Other areas are attainable. Our

Preparation programs this school year and the efforts of the teachers to embed many of the strategies into the curriculum. Our strength is in the efforts of the non-core teachers to integrate strategies into their curriculum. Our strength also comes from the fact that we addressed, embedded strategies, and used data to structure the curriculum at all grade levels this school year.

concern is that we are on probation and mandated to enroll 35 students in each class. We are greatly concerned about that affect this will have on our lowest achieving students. We are concerned that funds will not be available for tutoring and other support services.

Student Connection

Student Connection Strengths and Concerns

Strengths:

84% of students report a safe and respectful school climate which promotes an environment where learning can take place without distractions.
76% of students report academic rigor in their classes to indicate a challenging learning experience.
75% of students report teachers and staff at Curie High School are supportive of them.
Slightly more than half of all students participate in extracurricular activities.
Expulsion rates remain extremely low for our population.

Concerns:

There is a significant increase in the truancy rate.
There is a significant increase in the suspension rate.
Student attendance patterns remain fairly constant with a slight decrease in the average number of days absent for all grade levels.

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 number of special education students in our building has increased and still growing to 9% of our student population
 - the number of Hispanic students has increased steadily in the last five years, at 70% of the total population
 - the number of ELL students has increased to 8% of the total student population
 - the number of free and reduced lunch applicants has increased to average 90% of our student population
- In what ways, if any, have these attributes and challenges contributed to student performance results?

Science	Holt, Rinehart, and Winston	Biology	X																
Science	Houghton Mifflin Harcourt	AP Chemistry	X																
Math	Glencoe (McGraw-Hill)	Geometry and algebra 2																	
Math	Houghton Mifflin Harcourt	Algebra 1	X																
Math	McDougal Littell (Houghton Mifflin Harcourt)	Algebra 1, geometry and algebra 2	X																
Reading	Harcourt	Warriner's Grammar	X																
Reading	Prentice Hall (Pearson)	Timeless Voices	X																
Reading	Scott Foresman (Pearson)	Traditions	X																

Partner Name	Partner Description	# of Students
Loyola University Target New Transitions Tutoring Program	Provider of tutoring in all core subjects by college tutors.	100
Northeastern Illinois University	Provides funding for freshman credit recovery and ACT prep.	360
After School Matters	Provider of after school activities and internships.	200
Northeastern Illinois University Centry 21 Grant	Provide environmental education program.	60
Climate Cycle	Provide students and staff after school activities in creating green garden community spaces.	30
Options for Youth	Provides support to adolescents with children	34
Umoja Student Development Corporation	Provides PD for Service Learning Team who in turn provides in-service activities for all teachers.	3600
Brighton Park Neighborhood Council	Provides social services opportunities for adults and youth in the Curie community.	15
Robert Morris University	Assist students will college application process	40

 **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).

All teachers through the Train-the-Trainer Model received instruction on login, accessing standardized test data, and analyzing skills and trends in order to develop new strategies to address deficiencies, and to ensure two-point growth each year on the above mentioned assessments. The Instructional Leadership Team was formed to review data and identify strategies to be implemented in the core academic subject areas. They were also partnered with non-core subject teachers in order to train teachers to implement literacy, math, and science strategies in the non-core course curriculum. Our Professional Development Program introduces pedagogical strategies and concepts to all staff members and is mandatory. Common planning sessions are grouped around content areas and teachers meet weekly to discuss and modify curriculum as needed. Incoming freshman are encouraged to enroll in Target New Transitions a Gear-Up Program partnered with Loyola University to provide tutoring and mentorship through Saturday School to assist

Freshmen to stay On-Track.

- 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...).

All students are programmed for classes based on the needs and abilities as outlined in the IEP. Some students are programmed in general education classes as where a special education teacher team teaches with the general education teacher and provides academic support to the special needs students. All special education teachers attend professional development with the general education teachers and learn the same strategies and pedagogical practices and make accommodations and modifications collaboratively.

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

- Next Steps for Instruction:

We are reviewing ongoing assessments that focus on skills mastered and deficient. The Northwest Education Association (NWEA) Computer Based Adaptive Assessment- called MAP (Measures of Academic Progress) will be administered to all students and provide a skills checklist to guide instruction. Additional computer technology programs that support the textbooks that we use provide students with self-directed activities to improve skills

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 Principal must continue creating opportunities that ensure all staff, students, parents, Local School Council and community members know and become increasingly knowledgeable of the Five Fundamentals for School Success. Each learning community member must understand how the Fundamentals informs and shapes their role and involvement in overall efforts to improve student achievement and school success. Most school staff in the core areas have heard of the Fundamentals, some more familiar than others. All members of the Instructional Leadership Team should be very familiar with the Fundamentals as the various components have been the foundation of numerous meeting discussions. The next steps are to drill down into the document to better understand what excellence in the five areas looks like. Over the course of this SIPAAA, the principal and leadership team will infuse activities in administrator, ILT, department chairpersons, LSC, and Parent Advisory meetings to facilitate this goal. Curie scored average in four of the five fundamentals according to the 2009 Consortium report. The report states, however, that "Schools that are far above average on at least three of the five fundamentals were found to be 10 times more likely to improve student test scores than similar schools that are weak in at least three areas. The goal for Instructional Leadership will be to move Curie from average in 4 of 5 fundamentals to far above average in at least 3 of the 5 fundamentals.

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?

Curie high school continues to work diligently to improve student performance which is addressed through professional development in Monday meeting PD, common planning, peer collaboration, and continuous learning practices. This is reflected in the steady rise of ACT scores, reading scores, on track to graduate, and decrease in drop out rate.

School characteristics statistics reflect the need to strengthen strategies used to address the needs of subgroup categories, such as ELL, and special education students.

✓ **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 will utilize restructured days for department meeting time, special education presentations to staff (e.g. the electronic IEP process. Our biggest resource is use of restructured days to conduct in house professional development.

Teachers will also be able to participate in city-wide PD on staff development days.

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

- Next Steps for Professional Capacity:

All staff will initiate a portfolio which will state their professional and personal goals, document professional development activities, contain coursework and reflections that supports these goals. Staff goals should reflect and address strategies to improve student performance and align with Curie High School SIPAAA goals. Professional development should include the use of data to improve instruction in the classroom.

Strengthen Common planning meeting time through the participation of the administration at meetings and monitoring of meeting agendas.

The continuation of department walkthroughs by the administration, department chairs and department members.

Strengthen the peer observation process by adapting a rubric for peer visits. The use of National Board Certified teachers to observe the peer process and serve as mentors and make recommendations.

Continuation of Monday school wide professional development by setting schedule and topics to be covered prior to the start of the school year.

Continued department meeting time where departments work on curriculum units, common assessments, etc.

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).

Curie High School has expanded its range of programs beyond the traditional school day. Examples include Saturday tutoring through Loyola University, Saturday ACT preparation classes, after-school Freshman Credit Recovery, Evening School and After School Matters. In addition, Gear Up provides both college tutors and sponsors field trips to colleges and universities. Parent involvement has been increased through both day and evening workshops on a variety of topics sponsored by Gear Up. All programs are open to students in the general and special education programs.

- Next Steps for Learning Climate:

Curie plans to continue the programs named above. Summer plans include Freshman Connection.

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?

Our family and community involvement has increased in the past year. For the 2009-2010 school year, we had six Student Development days centered on Service Learning. The projects performed through service learning help our students develop their roles as active members of the community and improve our students civic and social engagement in the community. We also have businesses and community organizations that support these student service learning projects by providing community service opportunities. We have also been trying to help our parents to become more involved and active in our school. We have increased our number of parent workshops led by GEAR UP and have held parent college trips to inform parents about scholarships and financial aid opportunities for their children.

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

Parents received the CPS Performance Policy report at report card pick-up. The NCLB Adequate Yearly Progress Report is made available at Local School Council and Parent Advisory Council meetings. Recently, both reports have been shared with students during school assemblies. Teachers are encouraged to share reports about the school's academic status with students and parents whenever possible.

Next Steps for Family & Community Involvement:

We will continue to work toward improving our family and community involvement. We have seen how important it is to communicate regularly with parents about their child's expectations and progress and will continue to keep such standards in place. We will also continue to support community and neighborhood relations with student service learning projects and parent involvement opportunities. All of these programs will help Curie to make further improvements and better the opportunities provided for our students and their futures.

Priorities / Categories

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.

- ✔ **TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.

- ✔ **TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Attendance	Curie has a local attendance policy printed in both the teacher and student handbooks. Time is allocated during student orientation for discussion and clarification of the policy. Time is also spent reviewing the policy with parents. A summary of the policy is available in English and Spanish in the attendance office for quick reference.	While the annual attendance rate has improved over the last three years from 85.8% to 87.5%, according to the Illinois School Report Card, Curie's goal is 90% or better for school year 2010-2011.	Student attendance is monitored by review of teacher phone log records during observations. The attendance office staff generates reports and follows up with students and parents in cases where attendance falls below the acceptable average. Parents are requested to come in for conferences. Students are assigned before school or after school detention and or Saturday school. Repeat offenders must sign an attendance improvement contract and may also be placed on attendance sign-in sheets.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Enrichment Instruction	Ensure student connection by offering a range of performing and fine arts programs and world languages.	Increase student enrollment in the performing and fine arts and world language programs by 5% of the current enrollment.	class scheduling data will be used to monitor the process.	Yes
3	Learning Climate / Safety	This category ensures high positive expectations from all members of the school community inside and outside of the school building.	The Consortium on Chicago School Research 2009 reported the Learning Average at Curie to be average. Improvements from average to above average and from below average to average will be the indicators of success.	The assistant principal assigned to building facilities and the deans will track frequency of incident reports in Oracle and Dashboard.	Yes
4	Literacy	Improve reading PSAE/ACT scores school wide with emphasis on all subgroups. In reading 38.4% of blacks, 43% of Hispanics, 43.5% of Asians, 1.6% of LEP students, and 4.3% of students with disabilities met standards. Safe Harbor was 49.2% for blacks and 43.8% for Hispanics and Asians. No Safe Harbor percent is listed on the report for LEP and students with disabilities. In math blacks scored 19.2% with Safe Harbor listed as 37.6%. Hispanics scored 34% in math with Safe Harbor at 43.1%. Asians did surpass the 43.1% Safe Harbor scoring at 65.2%. LEP students and students with disabilities scored 12.9% and 2.2% respectively.	Increase PSAE/ACT reading meets/exceeds from 38.4% to 45% within the black subgroup, Hispanic from 43% to 48.7%, Asian from 43.5% to 49.2%, LEP from 1.6% to 11.4% and students with disabilities from 4.3% to 13.9%. Increase PSAE math within the black subgroup from 19.2% to 28%, Hispanic from 34% to 40.6%, LEP from 12.9% to 21.6%, and students with disabilities from 2.2% to 12%.	The principal will ensure identification of students in need of tutoring. Communicate testing objectives and progress to parents at regular intervals. Provide additional time for teachers to digest the data, collaborate and plan lessons that focus on weaknesses. Periodically address staff and students at all grade levels to discuss the overarching issues related to test data. Make ACT prep available to more students and offer prep sessions earlier in the school year. Establish checkpoints.	Yes

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Mathematics	Improve math PSAE/ACT scores school wide with emphasis on all subgroups. In math 19.2% of blacks, 34.0% of Hispanics, 65.2% of Asians, 12.9% of LEP students, and 2.2% of students with disabilities met standards. Safe Harbor was 37.6% for blacks and 43.1% for Hispanics. No Safe Harbor percent is listed for LEP and student with disabilities.	Increase PSAEACT math meets/exceeds from 19.2% to 28% within the black subgroup, Hispanic from 34% to 41%, Asian from 65.2% to 69%, LEPs from 12.9% to 22%, and students with disabilities form 2.2% to 12%.	Curie will assess students at each grade level using NWEA or similar technology based tool each quarter.	Yes
6	On Track to Graduation	Increase the number of students who are on track to graduate at every grade by increasing the quantity and quality of supports to those at risk.	Dropout rate decreases by 1 percentage point each year. A reduction in the number of students failing two or more core courses in a semester.	Recruit parents and teachers to lead credit and transcript information workshops. Calculate the difference in the Watch List status of targeted students at the semester. On going SES tutoring, Gear-Up / Northeastern IL weekday tutoring / Gear Up / Loyola Saturday tutoring, and After School Matters activities. Monitor attendance reports in Impact and Dashboard, providing targeted interventions to Watch List students in all grade levels.	Yes
7	Science	Students are currently underperforming on the PSAE/ACT science exam according to Curie's CPS High School Performance Policy. Science will be given increased support for improvement.	Increase science meet/exceed on PSAE/ACT from 27.6% to the 30% to 49.9% range on the Performance Policy Legend.	Curie will assess students at each grade level using NWEA or similar technology based tool each quarter.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
8	Technology	Curie will identify and use instructionally appropriate technology and applications to support rigorous post-secondary readiness and to better inform parents.	Increased use of the CPS student and parent portals and the curie website.	Use IMPACT and DASHBOARD reports to monitor use.	Yes
9	Special Education	Ensure instruction and related services are provided to all students with IEPs.	All student IEPs reviews are current according to the review due date.	Review Impact snapshot every five weeks.	Yes

Activities

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



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I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue funding a bucket from auditorium rentals to pay student workers.	Students learn theatre management, lighting and set management.	X		Business Manager			INCOMPLETE		
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,873,017.00	\$1,966,395.53	INCOMPLETE	425978,120113, 426306,425971, 432531,430363, 425983,270200, 425970,430625, 425976,425982, 432533,430364, 425974,270201, 426305,432532, 425973,425919, 425981,425977, 450085,271967, 425979,425969, 425975	
N	Continue funding school clerk position.	This activity ensures all clerical functions are performed related to school operations and support.	X		Principal	\$397,466.00	\$391,363.35	COMPLETE	164875,432104, 164876,165067, 156580	
N	Continue funding physical education position.	This activity will ensure fulfillment of PE and driver education graduation requirements.	X		Principal	\$1,036,091.00	\$1,027,415.32	COMPLETE	137287,128007, 145994,140476, 142032,137830, 137787,128651, 140439,284734, 137724	
N	Continue funding principal's position.	This activity will ensure all others are met.	X		CPS CEO, CAO and LSC	\$179,628.00	\$179,231.05	COMPLETE	135193	
N	Continue funding assistant principal position.	This activity will support all others as directed by the principal.	X		Principal	\$334,702.00	\$332,933.21	COMPLETE	444093,391989	
N	Continue funding building engineering	This activity will ensure building suitability for	X		Principal	\$414,052.00	\$412,026.82	COMPLETE	159783,167727, 159193,154492	



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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						
	position.	teaching and learning.								
N	Continue funding building custodial position.	This activity will ensure building suitability for teaching and learning.	X		Chief Engineer	\$685,836.00	\$665,998.73	COMPLETE	167734,159509, 216263,167737, 152782,168473, 216266,216265, 160472,163080, 159708,153530, 158225	
N	Provide a supply line for students in temporary living situations.	This activity complies with NCLB guidelines.		X	Homeless Education Coordinator	\$7,500.00	\$7,500.00	COMPLETE		53101.332.54210.111069.430119.2012_\$7,500.00 + 53101.332.54210.111069.430106.2012_\$0.00
N	Open a musical instrument repair bucket.	This activity will support the music program.		X	Department Chair			INCOMPLETE		
N	Provide school-wide funding for extra-curricular student transportation and course related field trips.	This activity will ensure student transportation to course related field trips, athletic events and performing and fine arts events.		X	Event Sponsor			COMPLETE		
N	Provide funding for an AVID supply line.	This activity will ensure AVID students have access to materials, supplies and field trip related expenses.		X	AVID Coordinator			INCOMPLETE		
N	Continue funding ESP position(s) that support student instruction.	This activity assists in the supervision of students and support of the instructional programs.	X		Assistant Principal	\$486,162.00	\$477,870.26	COMPLETE	156766,154802, 430832,152779, 238644,430081, 158575,430402, 158714	
N	Provide GEAR UP coaching		X			\$68,159.00	\$66,797.92	INCOMPLETE	419245	



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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						
	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).									
N	Continue funding a school nurse health assistant position.	This activity ensures student medical compliance.	X		Principal	\$55,599.00	\$54,394.25	COMPLETE	149266	
N	Purchase a CPS System 2010 Pulse RF 24-Key Keyboard System and Handheld Interactive Whiteboard.	This activity supports the special needs program.		X	Department Chair			INCOMPLETE		
N	Open an ESP extended day regular rate bucket.	This activity will cover salaries for time worked over and above the regular work day.	X		Principal			COMPLETE	451489	
N	Open a substitute teacher bucket.	This activity will provide class coverage for teachers attending	X		Assistant Principal			COMPLETE		



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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						
		conferences and professional development activities.								
N	Provide funding for school-wide copy machine supplies and maintenance agreements.	This activity will ensure access to instructional supports.		X	Purchasing Clerk			COMPLETE		
N	Provide an equipment and supply line for boys athletics.	This activity will ensure student athletes have safe and appropriate sports equipment.		X	Boys Athletic Director			INCOMPLETE		
N	Provide an equipment and supply line for girls athletics.	This activity ensures student athletes have safe and appropriate sports equipment.		X	Girls Athletic Director			INCOMPLETE		
N	Provide funding to offset the cost of annual stage productions.	This activity supports student connection to the school through the arts.		X	Department Chair			INCOMPLETE		
N	Provide funding for professional and technical services related to teacher professional development.	This activity promotes professional development for teachers.		X	Assistant Principal			COMPLETE		
N	Provide funding for conference fees and travel reimbursement for teachers attending approved professional	This activity promotes professional development for teachers.		X	Assistant Principal			COMPLETE		



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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						
	development activities.									

8 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue funding Tech XL - IT Network support services	This activity helps ensure school-wide access to information technology.		X	Technology Coordinator			INCOMPLETE		
N	Continue funding a career and technical education teaching position.	This activity helps students determine post-secondary education and career opportunities that exist or will come into existance in the market place.	X		Principal	\$908,773.00	\$897,300.15	COMPLETE	146076,128263,138816,130512,387538,146071,387648,138680,128367,130784	
N	Purchase new iMac computers for the Electronics Music Program.	This activity will support student interest and connection to Curie fine and performing arts programs but also taps an interest that helps keep students in school and on track to graduate.		X	Electronics Music Teachers			INCOMPLETE		



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8 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund business technology teacher.	This activity helps students determine post-secondary education and career opportunities that exist or will come into existence in the market place.	X		Principal	\$108,792.00	\$108,033.94	COMPLETE	387650,283313	
N	Continue funding technology coordinator position.	This activity supports computer technology functions for students and building staff.	X		Assistant Principal	\$240,979.00	\$237,196.82	COMPLETE	158904,200801,428782	
N	Continue funding copy machine service and supply agreement for English and science departments and the attendance office.	This activity will provide the means to reproduce instruction materials and reports that impact student learning and attendance.		X	Principal			COMPLETE		
N	Provide funding for textbooks, supplies and equipment for the business department.	This activity ensures adequate resources for access to current business and business technology practices for students.		X	Department Chair			UPCOMING		
N	Purchase Microsoft Office 2007 textbooks for the business department.	This activity supports financial and business economics literacy through		X	Business			COMPLETE		



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8 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		computer technology and is consistent with industry standards.								

4 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue funding a library assistant position.	This activity supports student access to books and other related media to enhance literacy.	X		Librarian	\$67,775.00	\$66,569.51	COMPLETE	148592	
N	Continue funding a business accounting, economics, information processing and/or business marketing position.	This position will support financial and business literacy.	X		Principal	\$536,870.00	\$529,249.78	COMPLETE	127023,137221,387649,147224,130443,146056	
N	Continue funding a bilingual teaching position.	This activity supports ELL students build their English skills so that post-secondary education opportunities become more accessible.	X		Principal	\$337,654.00	\$331,385.91	COMPLETE	390559,135796,121382	
N	Hire an English teacher.	Reduce class size.	X		Principal	\$2,823,175.00	\$2,821,792.01	COMPLETE	134709,387539,423145,141381,310524,134522,126693,122419,	



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4 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									137776,423156, 145347,114295, 126102,135381, 410449,144570, 129990,147483, 128743,139232, 125792,122551, 260757,135656, 145881,236187, 129459,128414, 127711	
N	Hire a social studies teacher.	Reduce class size.	X		Principal	\$1,798,586.00	\$1,810,661.92	COMPLETE	139927,428652, 135099,214072, 263654,310525, 144231,124980, 387481,135077, 135223,410483, 128398,214073, 127189,132239, 130105,134929, 145339,146114	
N	Provide a supply line for the English department.	This activity ensures access to resources needed for instruction.		X				INCOMPLETE		
N	Purchase whiteboards for English department classrooms.	This activity supports high quality instruction in the reading and language arts.		X	Department Chair			INCOMPLETE		
N	Provide funding to purchase books, videos and pay magazine subscription fees for the media center.	This activity supports school-wide literacy efforts.		X	Librarian			INCOMPLETE		
N	Provide a supply and equipment line for the social studies	This activity ensures access to resources needed for		X	Department Chair			INCOMPLETE		



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4 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	department.	instruction.								

5 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire a math teacher.	Reduce class size.	X		Principal	\$2,203,740.00	\$2,164,666.94	COMPLETE	129519,138038,387481,136418,130304,132488,144802,147383,141995,136686,126214,428650,128430,130899,145032,133042,147308,147348,142512,144047,115965,128648	
N	Provide funding to purchase calculators and replace blackboards.	This activity supports high quality instruction in mathematics.		X	Department Chair			INCOMPLETE		
N	Purchase student math textbooks, workbooks, teacher edition text(s), and related software for special education instruction.	This activity supports the inclusion instructional model and addresses efforts to close the achievement gap.		X	Special Education Department Chair			INPROGRESS		



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7 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue funding science position.	Reduced class size.	X		Principal	\$2,256,171.00	\$2,277,785.27	COMPLETE	134427,214298,214074,310530,117750,121728,117423,129660,121498,135313,130118,310529,263644,126986,127281,114841,125414,134968,131174,127107,144398,125525,121728	
N	Purchase student science textbooks, workbooks, teacher edition text(s), lab manual and related software for special education instruction.	This activity supports the inclusion instructional model and addresses efforts to close the achievement gap.		X	Special Education Department Chair			INPROGRESS		

6 - 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	Continue funding program assistant.	This activity supports accurate and expedient preparation of all student schedules.	X		School Scheduler	\$55,014.00	\$53,806.97	COMPLETE	160113	
N	Continue funding professional development activities to	This activity helps student fulfill the service learning		X	Principal			COMPLETE		



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6 - 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						
	support the student development and service learning program.	graduation requirement in meaningful ways beneficial to the community.								
N	Open a teacher regular rate extended day bucket.	This activity will cover teacher salaries who provide after school and Saturday school instruction to students for course credit recovery.	X		Assistant Principal			COMPLETE	451846	
N	Continue funding counselor and/or guidance counselor assistant position.	Student and parent awareness of post-secondary options will be improved.	X		Principal	\$1,385,721.00	\$1,369,282.21	COMPLETE	150213,413236, 126742,133943, 133058,131959, 143911,148835, 255536,131221, 148026,134221, 143670,245361	

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	Continue funding special education teaching and educational support positions.	Compliance with all student IEPs.	X		Principal	\$3,862,546.00	\$3,864,197.70	COMPLETE	393210,259123, 136077,138457, 128912,161275, 129011,138436, 148765,116494, 153072,303568, 158108,443623, 307788,303568, 121647,393397, 223699,167808, 136195,206377, 158108,393209,	



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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						
									393397,143290, 167808,137190, 259125,128853, 159223,254333, 159223,153072, 112763,393420, 443622,130766, 127679,165805, 128974,268710, 393211,161275, 142665,125813, 307198,443620, 142885,393420, 137160,133272, 124061,393178	

2 - 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 funding for IB supplies.	This activity will support the IB program.		X	IB Coordinator			INCOMPLETE		
N	Provide funding to purchase books for the band, piano, orchestra, choral and guitar programs.	This activity supports student connection to the school through the arts.		X	Department Chair			INCOMPLETE		
N	Provide a supply line for the art department.	This activity will support teaching to the whole child ensuring students are well rounded academically, culturally and artistically.		X	Department Chair			INCOMPLETE		



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2 - 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	Continue funding fine and performing arts and world language teacher position.	Increase cultural awareness and teaching to the whole child so that all student may access post-secondary opportunities of their choice.	X		Principal	\$3,153,350.00	\$3,125,070.46	COMPLETE	113966,131342,117377,113600,289886,134171,114713,124556,144596,125332,137878,427208,123471,114448,112861,146902,423194,120007,129717,134588,138388,113641,146169,113691,423144,129599,248466,114671,123471,144187,139956,133046,128199,123471	
N	Open a teacher extended day flat rate bucket.	This activity will help support students who need extra help in the core classes, AP and PSAE/ACT tutoring.	X		Assistant Principal			COMPLETE	452332	53101.124.51320.290001.002239.2012_\$3,940.75
N	Provide funding for AVID tutor salaries.	This activity will ensure student support and success in the AVID program.	X		AVID Coordinator			COMPLETE		
N	Continue funding IB coordinator position.	This activity will ensure students in the IB program have the support needed to successfully complete the program and are appropriately matched for post-secondary opportunities.	X		Office of Academic Enhancement	\$216,889.00	\$215,212.45	COMPLETE	141540,141444,141505	
N	Open a teacher	This activity will	X		Assistant			COMPLETE		53101.124.51320.290001.002239.2012_\$



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2 - 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						
	extended day bucket.	support teacher compensation for working detention, before school, after school and or Saturday school.			Principal					3,940.75
N	Provide a supply and equipment line for the bilingual program.	This activity will ensure student access to instruction materials and supports.		X	Bilingual Coordinator			INCOMPLETE		

1 - 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	Provide a supply line for the attendance office.	This activity will ensure access to resources needed to promote improved student attendance.		X	Assistant Principal			INCOMPLETE		
N	Continue funding staff to support student attendance improvements.	Staff will monitor student attendance and ensure implementation of attendance policies and improvements in student attendance rates.	X		Assistant Principal	\$357,700.00	\$394,854.76	COMPLETE	160487,158623, 401173,149001, 160202,160202, 263160,164894	



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3 - 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	Continue funding building facilities assistant principal.	This activity will help ensure a safe and educationally appropriate environment for teaching and learning.	X		Principal	\$160,107.00	\$159,649.58	COMPLETE	116570	
N	Continue funding school dean position.	This activity will provide management support related to all student conduct, incident reports and misconduct hearings.	X		Assistant Principal	\$124,666.00	\$119,724.42	COMPLETE	140433	
N	Open an extended day bucket for Security Supervisors (Part-Time Police Officers).	This activity supports student safety for events outside the regular school day.	X		Assistant Principal			COMPLETE		
N	Purchase an additional walk through metal detector.	This activity will help secure the threat of weapons entering the building.		X	Assistant Principal			INPROGRESS		
N	Purchase and/or replace school security equipment such as radios, batteries, apparel, wands, digital and surveillance cameras and related software and service agreements.	This activity will assist in deterring threats and identifying suspected perpetrators who may be a threat to the school community.		X	Assistant Principal			COMPLETE		



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3 - 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	Open a retired teacher bucket.	This activity will provide for in-school suspension program and additional b-building (locker room) security.	X		Assistant Principal			COMPLETE		
N	Provide funding to implement restorative justice programs for students.	This activity will help transition students back into the instructional program after returning from suspension or expulsion.		X	Dean			INCOMPLETE		
N	Continue funding part-time police officer bucket.	This activity will help ensure a safe environment for teaching and learning.	X		Assistant Principal			COMPLETE		
N	Continue funding ESP position(s) related to school security needs.	This activity will support an environment conducive for learning.	X		Assistant Principal	\$274,274.00	\$270,629.10	COMPLETE	434079,157772, 155138,151183, 401190,149345	
N	Open an ESP crowd control bucket.	This activity will help extra-curricular school events are safe.	X		Assistant Principal			COMPLETE		

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	SPED			X	Principal			INPROGRESS		53101.115.54210.255004.376712.2012_\$



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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						
	transportation									0.00 + 53101.115.54215.255004.376712.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		53101.225.54105.266408.000703.2012_\$ 19,776.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		53101.312.53205.256009.000000.2012_\$ 0.00 + 53101.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		53101.230.54105.254021.000000.2012_\$ 0.00 + 53101.230.54105.254008.000000.2012_\$ 23,992.75 + 53101.230.54105.254027.000000.2012_\$ 18,000.00 + 53101.230.54105.254011.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		53101.230.56105.254008.000000.2012_\$ 175,293.59
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		53101.230.53405.254008.000000.2012_\$ 32,723.94
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		53101.230.53105.254002.000000.2012_\$ 0.00 + 53101.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		53101.230.53120.254002.000000.2012_\$ 0.00 + 53101.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		53101.230.53306.254901.000000.2012_\$ 0.00 + 53101.230.54125.254901.000000.2012_\$ 0.00 + 53101.230.54125.266407.000000.2012_\$ 0.00 +



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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						
										53101.230.53306.266407.000000.2012_\$0.00 + 53101.230.54125.009574.000000.2012_\$0.00 + 53101.230.56105.266414.000000.2012_\$0.00 + 53101.230.53306.009573.000000.2012_\$0.00 + 53101.230.54125.266410.000000.2012_\$0.00 + 53101.230.54125.266402.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		53101.115.54215.255052.000065.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		53101.230.54405.254501.000000.2012_\$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		



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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	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		53101.115.55005.254403.000000.2012_\$ 28,276.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		53101.115.53405.119035.000000.2012_\$ 35,072.58
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		53101.115.53305.119035.000000.2012_\$ 233,917.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		53101.369.53306.140004.322016.2012_\$ 23,207.00 + 53101.369.53405.140007.322016.2012_\$ 834.00 + 53101.369.56105.140505.474552.2012_\$ 0.00 + 53101.369.55005.144606.474552.2012_\$ 54,149.00 + 53101.369.53306.144601.322016.2012_\$ 6,410.00 + 53101.369.53405.144601.322016.2012_\$ 3,000.00 + 53101.369.54210.140006.474555.2012_\$ 400.00 + 53101.369.55005.140505.474552.2012_\$ 2,469.75 + 53101.369.55005.144601.474552.2012_\$ 0.00 + 53101.369.53405.140005.474555.2012_\$ 6,550.00 + 53101.369.54210.140225.474555.2012_\$ 1,600.00 + 53101.369.54210.144701.474555.2012_\$ 400.00 + 53101.369.55005.140004.322016.2012_\$ 4,000.00 + 53101.369.54210.144606.322016.2012_\$ 400.00 + 53101.369.55005.140225.474555.2012_\$ 8,336.00 +



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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						
										53101.369.54210.140205.474555.2012_\$ 600.00 + 53101.369.53306.144701.474555.2012_\$ 5,950.00 + 53101.369.53405.140004.322016.2012_\$ 17,987.00 + 53101.369.53205.140505.474555.2012_\$ 15,750.00 + 53101.369.54210.140505.474555.2012_\$ 800.00 + 53101.369.55005.147601.474552.2012_\$ 1,200.00 + 53101.369.53205.140005.474555.2012_\$ 1,500.00 + 53101.369.53405.149005.322016.2012_\$ 2,102.00 + 53101.369.53405.147601.474555.2012_\$ 2,500.00 + 53101.369.53306.140007.322016.2012_\$ 525.00 + 53101.369.53306.140005.474555.2012_\$ 2,540.00 + 53101.369.54210.140005.474555.2012_\$ 4,800.00 + 53101.369.53405.140225.474555.2012_\$ 24,508.00 + 53101.369.54210.147601.474555.2012_\$ 600.00 + 53101.369.53405.140205.474555.2012_\$ 2,500.00 + 53101.369.53405.140505.474555.2012_\$ 4,166.00 + 53101.369.54210.144601.322016.2012_\$ 600.00 + 53101.369.55005.140005.474552.2012_\$ 4,775.04 + 53101.369.55005.140004.474552.2012_\$ 4,000.00 + 53101.369.54210.149005.322016.2012_\$ 600.00 + 53101.369.54210.140004.322016.2012_\$ 1,000.00 + 53101.369.53306.144606.322016.2012_\$ 2,944.00 + 53101.369.55005.144701.474552.2012_\$



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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						
										9.92 + 53101.369.53306.149005.322016.2012_\$ 7,760.00 + 53101.369.55005.140205.474552.2012_\$ 7,150.00 + 53101.369.53405.144606.322016.2012_\$ 6,000.00 + 53101.369.53405.144701.474555.2012_\$ 5,905.00 + 53101.369.55005.149005.474552.2012_\$ 0.31
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	\$94,676.00	\$93,975.90	INCOMPLETE	409772,409775	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		53101.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101)		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						
	funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		53101.115.55005.119035.000000.2012_\$ 56,919.00 + 53101.115.56105.119035.000000.2012_\$ 7,985.33
N	FY11 carryover of various grant funds			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	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	\$678,395.00	\$649,829.91	INCOMPLETE	167266,168976,167121,168974,168905,157068,167164,168919,168995,169000,158538,168939,156998,158559,168970,157449,158596,168545,166920,201725,158548,158579,158527,163997	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		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	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		53101.369.53405.140050.322014.2012_\$0.00 + 53101.369.53405.140050.322016.2012_\$27,432.00
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		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III -		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						
	Emergency Immigrant Language Acquisition									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		53101.115.54215.241011.000000.2012_\$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	\$248,649.00	\$245,735.69	INCOMPLETE	165636,151000,165624,148896,159882	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		53101.210.53405.254607.000000.2012_\$3,278.00
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		



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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 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		53101.225.57940.119020.000703.2012_\$ 51,736.00 + 53101.332.57940.119031.430106.2012_\$ 0.00 + 53101.332.57940.390030.430115.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst	\$86,128.00	\$88,473.29	INCOMPLETE	445320	
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst	\$8,250.00	\$31,748.12	INCOMPLETE		53101.115.53205.160013.000000.2012_\$ 2,250.00 + 53101.115.53405.160013.000000.2012_\$ 71.73 + 53101.331.54505.390030.430103.2012_\$ 1,502.60 + 53101.225.57940.119020.000703.2012_\$ 51,736.00 + 53101.332.53305.390030.430115.2012_\$ 65.84 + 53101.332.54125.390030.430115.2012_\$ 3,000.40 + 53101.332.53205.390030.430115.2012_\$ 44.37 + 53101.331.54125.390030.430103.2012_\$ 0.00 + 53101.331.54205.390030.430103.2012_\$ 10,000.00 + 53101.332.55005.222208.430116.2012_\$ 51.00 + 53101.332.53405.390030.430115.2012_\$ 1,938.91
N	Facilities/Operations overtime		X		OMB Budget Analyst			INCOMPLETE		

