



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
Bonner	Deborah	Principal			
Collins	Sheila	Classroom tchr.			
Cunningham	Michael	LSC member			
Falda	Tracy	Classroom tchr.			
Frazier	Timeka	Classroom tchr.			
Hampton	Gloria	LSC member			
Hart	Wanda	Asst. Principal			
Jefferson	LA	Classroom tchr.			
Mena	Cheri	Lead/resource tchr.			
Mitchell	Irene	LSC member			
Smith	Andre	Classroom tchr.			
Williams	Chinita	Classroom 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. SLI - WSMD Network will provide its Focused Instruction Program to approximately 4 teachers from eighteen schools designated for restructuring. SLI will provide professional development for school leadership teams using its Eight Step instruction process and the related strategies for continuous improvement. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.


 **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)

 **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.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	7	14	5	167	188	110	

Summary of Meetings

Meeting Date	Meeting Type	Description
03-Mar-2011	SIPAAA Team	Part 2 of formative assessment workshop/discussion
02-Mar-2011	SIPAAA Team	Workshop to discuss the addition of formative assessment to instructional practice
20-Jan-2011	Other	ILT met to discuss redesigning the science fair
06-May-2010	Small group discussion	Principal finalized SIPAAA with budget for LSC approval.
16-Apr-2010	Small group discussion	SIPAAA Team shared "almost final SIPAAA" (withOut budget)with all stakeholders.
14-Apr-2010	SIPAAA Team	Principal reported how the budget was linked to activities.
24-Mar-2010	SIPAAA Team	Principal reported how the budget will link to old and any new activities
22-Mar-2010	SIPAAA Team	The committees met with finalized changes and share with all stakeholders.
17-Mar-2010	Small group discussion	All committees met together as one to discuss and share their final changes.
15-Mar-2010	SIPAAA Team	The committees met to discuss some possible changes.
24-Feb-2010	Small group discussion	Discussed the findings of the data and shared with stakeholders
22-Feb-2010	Working group	The committees met to share and analyze data.
17-Feb-2010	Working group	The committees met to share and analyze data.
10-Feb-2010	SIPAAA Team	SIPAAA team met to formulate the different committees.
08-Feb-2010	Small group discussion	Gave overview of the SIPPAA process for the SIPPAA team.

Five Fundamentals Surveys

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

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of Staff Survey Responses:

Mission/Vision

 **TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").

 **TIP** Enter the mission and vision in the spaces below.

Mission Statement:

The students, staff, parents and community of the Robert Nathaniel Dett Elementary School are committed to providing a positive educational environment. Through leadership and professional development, we will emphasize reading, math and science with shared leadership to promote higher order thinking skills. Our students will be accountable for improving

Vision Statement:

Our vision is to enhance the school community where students are immersed in a least restrictive environment, promoting the integrity of each individual. We will strive to achieve academic excellence through hard work in Math and Science. We will empower all students with the skills and abilities to positively contribute to community and society.

themselves, the school and for making a valuable contribution to society.

Student Outcomes

Student Outcomes Strengths and Concerns

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

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

Strengths:

We have had a steady increase of students meeting or exceeding state standards for the highest grade (8th grade). Since 2006-2007 we have increased 10% and we contribute this to small class size and grade cycle meetings. Also, our percentage of Freshmen on-track to graduate has almost doubled since the 2006-2007 school year.

Concerns:

Even though our scores have steadily increased, we are still concerned that only 75.0% of our students are meeting or exceeding the standards. We also want more of our students who are meeting the standards to steadily improve to exceeding the standards.

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?

The data that we use to inform our school improvement decisions are the Area Reading Comprehension Tests, CPS Benchmark Exams and the ISAT. In Math, our strengths are Data Analysis and Geometry while our weaknesses are Measurement and Algebra. In Reading our strengths are Reading Strategies and Reading Comprehension and our weaknesses are Vocabulary and Literature. Teachers analyze this data and adjust their instruction to meet the needs of all learners in these areas.

- 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 may contribute to low achievement throughout the school can be tied to a high mobility rate. Also, students absences and tardies decrease the amount of quality instruction they are receiving. Teachers also need to implement the strategies and tips they have received from professional development into their curriculum in the classroom. They need to be prepared to teach all learners and differentiate the instruction to reach all students.

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

The district could provide more funds for technology in the classroom, assistants in rooms with high numbers of students, and additional funding to really incorporate the fine arts in the classroom. Funding that is provided from the start of the school year is the most beneficial since students are given enough time to fully embrace the programs and learn from quality planned instruction. Some of the external factors that are affecting student achievement are absences, tardies and parent participation.

- 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?

Based upon ISAT 2009 scores, math is stronger at 70.6% and Reading is at 69.8% of students meeting or exceeding the standards. We have made enormous gains in both math and reading increasing almost 20% over two years in both areas. Our weakness right now is the number of students who are exceeding in both math and reading. We are working to increase the number of students for both areas in this category. Our highest scoring grade for both areas is 7th grade and our lowest scoring grade for both areas is 3rd grade.

- 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>

Based on the most recent AYP report for 2009, our students are meeting AYP in both reading and math. We need to steadily increase our scores to continue to meet AYP for the upcoming school years. The jump in AYP is over 7% so we have concerns our students will perform on the ISAT test so we can maintain AYP.

Strengths:

We are meeting APY in both Reading and Math. We are also meeting AYP for attendance and are on track this year to continue meeting for attendance. Our students have made great gains in both areas on the ISAT to help us stay on track for AYP in the coming years. We are also making steady gains in Science and we have increase by over 15% in the past two years. This is all due to dedicated teachers and staff that continuously attend professional development.

Concerns:

Our main concerns are the amount of students who are exceeding the standards in both math and reading and our 3rd grade scored in both areas. We are working as a school community to increase our students scores in both reading and math and helping them to be more prepared for the ISAT test each year.

Student Connection Strengths and Concerns

Strengths:

Students have gained a stronger connection to the school by increasing students reporting participation in extracurricular activities with 73.0%. There has also been an increase in students reporting a safe and respectful school climate with 80.0%. 84.0 % of students have reported academic rigor. 94.0% of students reported supportive teachers and staff. Decreased acts of misconduct resulting in suspensions have decreased to 56. Teachers continue to increase communication with parents to address truancy, absences, and behavior.

Concerns:

Dett School is focusing on student attendance for the current and upcoming school years. We are working to improve attendance by all students, focusing on less than 10 absences per students per year.

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?

Growing parental involvement (with great impact), reducing mobility rate now 25.2%, this has decreased over the past three years from 34.3%. Challenges are mobility rate is still high at 25.2% although it is steadily decreasing, and lack of national board certified teachers.

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

The information and data tell the story of the success of our investment in the community that must and shall continue, it also encourages us to apply for monies to maintain and institute programs.

Strengths:

Dett Elementary has 92.0% parent satisfaction rate up from 53.0% in two years, with increasing parental volunteers. An additional strength is our reduction in mobility rate which is currently 25.2% down from 34.3% within two academic years.

Concerns:

The school cleanliness grade remained a 2B, which will continue to be improved upon. While the current parent satisfaction rate is 92.0% we strive to have 100% parental satisfaction. Our mobility rate is decreasing but is still high at 25.2%. Although we have candidates working toward national board certification we currently have no national board certified teachers. In addition our enrollment for 2008-2009 of 246 indicates a decrease of 68 students from 2007-2008's total enrollment of 314.

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
Reading	McDougal Littell (Houghton Mifflin Harcourt)	Core Curriculum Reading Grades 6-8										X	X
Math	Everyday Math	Core Curriculum Grades K-5			X	X	X	X	X	X			
Math	Math Thematics	Core Curriculum Grades 6-8									X	X	X
Reading	Harcourt	Core Curriculum Reading Grades K-5			X	X	X	X	X	X	X		
Reading	Striving Readers	Middle Grades Strategies-based Reading Program									X	X	X
Science	SEPUP	Core Curriculum Science Grades 6-8									X	X	X
Science	FOSS/STC	Core Curriculum Science Grades 1-5				X	X	X	X	X			
Reading	National Geographic	Non-fiction Periodicals Grades K-8			X	X	X	X	X	X	X	X	X
Math	Other	Coach Math Skills Practice and Test Prep Grades 3-8						X	X	X	X	X	X
Reading	McGraw-Hill	SRA Reading Laboratory - Independent Instructional Level Silent Reading Grades 1-8				X	X	X	X	X	X	X	X
Reading	Other	Coach Reading Skills Practice Grades 3-8and Test Prep						X	X	X	X	X	X

- ✔ **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).

Dett School offers after-school options including Striving Readers AMP Program, Tutoring in Math, Reading and Science by our staffed teachers, Book Clubs, You be the Chemist, and Saturday School. Increased phonics instruction in the primary grades, sight word development, and an overall balanced

literacy and core academic subject area implementation are practices that address deficiencies. Teachers have common planning periods and grade level meetings to plan strategies for increasing student achievement. Teachers participate in and lead professional development on an ongoing basis.

- 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...).

Dett continues to utilize formative assessments to address learning styles and needs of each student in helping them to succeed. Teachers continue to implement small groups and flexible grouping in everyday learning to facilitate differentiated instruction. Our Striving Readers Project focuses on collaboration and intervention to meet the academic needs of students in grades six through eight. In accordance with LRE, special education students are included in regular education classrooms as their individual needs are met. Teachers collaborate during common preparation periods and grade level meetings to share and enhance instruction strategies, resources, and best practices.

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

- Next Steps for Instruction:

Continue to use ISAT and Benchmark Assessment data to inform and drive instruction. Continue to hold grade level meetings to ensure cohesion and coherence in teaching. Continue to teach targeted reading strategies school wide. Reinforce additional wide reading and daily independent reading and reading response in all classrooms. Continue the Striving Readers Project using the whole-part-whole instructional model and academic intervention for grades 6-8. Adapt all classrooms to implement this model along with more data-informed small groups for intense instruction. Teachers will attend professional development in reading, writing, math, and science to ensure implementation of best practices in all classrooms. Teachers to meet during common preparation periods to plan. Continue and increase the school wide academic programs/competitions. Increase the number of students who enroll in educational after- school programs and Saturday school.

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:

Teacher-led school Leadership Team determines instructional programs and practices based on student data. The focus is on panning, developing, implementing and measuring skills required to support quality learning in the school. Classroom teachers collaborate to design instruction that is informed and driven by student data. Teacher-led committees develop and plan enrichment programs, special events, assemblies, school initiatives, and PD to improve instruction and student learning. Teachers continue to attend area, city-wide, and publisher professional development.

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?

At Dett School, all staff members participate in staff development and many professional development sessions are teacher-led. Content for the professional development session is based on student data, area office and internal walkthrough results and teacher observations. At Dett School, planning for student success is geared around collaboration in leadership team meetings, grade cycle meetings and content-area meetings. Teams of teachers come together in committees to analyze school data and regional tests and adjust instruction as determined by student data. The teams devise internal tests based on the areas of need. These tests are distributed and given at critical marking points to further develop the students' test taking skills as well as to gather more data on areas of improvement and adjust instruction.

✓ **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...)

Dett school develops the capacity of both general and special education teachers by promoting inclusive practices through common planning or prep times and through joint and school wide professional development. The Least Restrictive Environment is always in focus when creating student schedules, and it includes inclusive social time, lunch time, art, gym and push-in classes. Special education teachers and Regular education teachers are in constant communication, and both work with special education students on a daily basis. Dett also has a Special Education and LRE specialist that provide support and workshops on the topic.

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

- Next Steps for Professional Capacity:

The next steps for the professional capacity within Dett is to enhance our Professional development and peer collaboration. We will focus on continuous learning by improving participation and attendance of teachers in professional development. We will become more transparent in our teaching methods and practices by improving and detailing our lesson plans, and by continuing communication and collaboration among teachers to enhance and engage all teachers in continuous learning.

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).

Dett school plans to foster an inclusive learning climate by following the Least Restrictive Environment method of teaching. Through common planning times and through joint and school wide professional development sessions, teachers and staff are all on hand to understand and develop the LRE for every student at Dett. The Least Restrictive Environment is always in focus when creating student schedules and includes inclusive social time, lunch time, art, gym, and push-in or inclusive content area classes (reading and content area). Special education teachers and Regular education teachers are in constant communication and both work with special education students on a daily basis. Dett also has a Special Education and LRE specialist that provide support and workshops on the topic and best practices. Special education teachers and regular education teachers work closely together to create and come together where curriculums overlap so that lessons can be taught in joint classes as well.

- **Next Steps for Learning Climate:**

To increase responsibility and accountability for all staff members by expecting all staff be invested in the learning environment and academic achievement of all students. We will enhance our safe and welcoming school environment by continuing interactions that are mutually respectful, caring and personalized. We will continue to have high quality lesson plans and instruction, teacher communication and collaboration, and meaningful professional development.

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?**

Dett School welcomes parents to attend NCLB meetings that discuss the school's agenda and curriculum. Parent workshops focus on ways parents can help improve student learning and attendance. A parents' room is provided that contains materials to enhance parent learning and their child's learning. In addition, family activities such as Math and Literacy Night and Open House will engage students and families in activities that will improve achievement and attendance.

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

At Dett School, benchmark assessments, ISAT reports, weekly logs of homework and student attendance, progress reports, and report cards are sent to parents in a timely manner. Parents are encouraged to attend workshops to discuss assessment data and its meaning to benefit themselves and their children. Sight word lists, reassessment lists (if needed), math facts, individualized homework packages, and reading materials are sent home so that parents can assist their children at their instructional level with rigorous practice at home.

Next Steps for Family & Community Involvement:

Continue efforts to hold a variety of school assemblies that encourage parents and family attendance and participation. Parents are encouraged to attend NCLB Parent Workshops provided by our school administration. Create family volunteer opportunities in all grade levels. Keep an "open door" policy to welcome parents to make classroom visitations and administration conferences. Organize ongoing meetings with Boys & Girls Club staff and a committee of Dett School staff to coordinate school wide goals and Boys & Girls Club goals. Create and coordinate partnerships with local universities, hospitals, businesses and other self-help organizations (shelters, homeless counseling, etc.) to enhance good parenting and the skills to assist their children in school and embrace their academic challenges.

Priorities / Categories

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ **TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✔ **TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Improve literacy achievement across grade levels with a focus on balanced literacy and best practice.	By 2012, teachers continue to implement school-wide curriculum to increase the rigor of instruction. ISAT reading scores improve at least 8 percentage points each year. Our reading schools increased from 61.5% in 2008 to 68.6% in 2009.	Literacy team will create a five-week assessment calender and make sure that it is being implemented. The team will work with Principal to ensure that extended response writing is submitted at least twice a month. Teachers will continue to attend professional development based on their needs and share with other teachers the information and best practices learning during these PD. Two to three	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				PM sessions per month to ensure that students are getting targeted instruction.	
2	Mathematics	Improve mathematics achievement across grade levels implementing CMSI curricula and best practice.	All staff attend PD for their math curriculum and utilize resources. ISAT mathematics scores improve at least 8 percentage points each year. Our math scores increased from 57% in 2008 to 72.7% in 2009.	The math team created will monitor and address all CMSI materials, questions, and concerns. Principal will implement the extended and short response math calendar that was created to ensure twice a month completion. Teachers will attend monthly CMSI PD and have the opportunity to share with fellow teachers. Teachers will collaborate to ensure that cohesive best practices are being implemented in every classroom. Two to three PM sessions per month to ensure that students are getting targeted inst	
3	Science	Improve science achievement across grade levels by increasing staff knowledge of best practice, implementing school-wide curricula, and updating resources.	Staff attend PD for their science curriculum and continue to implement their programs. ISAT scores increase by 10 percentage points each year in grades 4 and 7. Our science scores increased from 62.7% in 2008 to 75.4% in 2009.	Teachers will attend all available professional development to ensure that cohesive, best practices are being implemented in the classroom. Teachers will also continue to maintain two science labs that are safe and material rich. Students will increase their knowledge of science through FOSS hands-on investigations, experiments, and field trips. Teachers will	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				continue the school-wide science competition and science fair. Continue utilizing the science lab for grades K-3.	
4	Core Classroom Instruction	Improve achievement across grade levels with a focus on balanced literacy, science and math and implementing best practices and updating resources.	All staff will continue to attend PD for their programs and utilize resources. ISAT scores will improve at least 8 percentage points each year.	Teachers will attend all available professional development to ensure that cohesive, best practices are being implemented in the classroom. Teachers will also continue to use data for targeted instructions.	
5	Attendance	Improve Attendance rate school-wide.	The school will strive to surpass the goal of 95% attendance rate for all students. As of Feb. 2010, our attendance rate is 94.37%.	Continue to formulate ideas and incentives for better school attendance.	
6	Family/Community Involve.	Improve Family and Community involvement in the school.	The school will meet the goals outlined in the Dett School Parental Involvement Plan and the Parent Compact Policy.	The school will continue its implemented informational meetings for parents and family members about the process of volunteering at the school. Teachers will also collaborate to develop a schedule for parent volunteers and the tasks to be performed in the classrooms. Activities that parents will be included in range from field trips, monthly meetings, and even helping teachers in the classroom.	
7	Technology	Improve use of technology into each classroom school-wide.	By 2012, we hope to add to our growing number of technology resources that include a classroom set of palm pilots, 3 smartboards, at least one working computer in each classroom, and 5 LCD projectors in the school.	A technology team will be created to monitor and oversee technology in the classrooms. By 2012, our school will have 30 working Apple	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				Laptop computers for classrooms to access and share. Teachers will also continue attending professional development on using technological resources in their classrooms to differentiate learning with their students.	
8	School leadership	Develops a school culture of respect and responsibility across grade levels and a climate of pride in the school and the greater community.	Continue to conduct meaningful, timely and productive evaluations of teachers and other staff members in order to support ongoing performance effectiveness and school improvement. Also continue to maintain a good working relationship with the community and the parents and makes intelligent use of all resources. Overall improvement on DWA, reflecting growth in reading science and math.	Continue collaboration between the Dett school community.	
9	Operations Schools	To support and improve the everyday operations of the schools.	A positive school climate with high morale due to the school community working together to make the environment conducive to learning.	Continue collaboration between the Dett school community.	

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



CPS SIPAAA Planning Report

26031 - R Nathaniel Dett : 2010-2012 Year 2

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	\$118,109.00	\$115,427.99	INCOMPLETE	444743,117740	
N	Funding to provide transportation to support sports programs.			X	Administration and Sports Coach	\$1,000.00	\$1,000.00	INCOMPLETE		26031.225.54210.320020.000703.2012_\$0.00 + 26031.332.54210.320020.430119.2012_\$1,000.00 + 26031.332.54210.320020.430106.2012_\$0.00
N	To purchase .5 position for Art Program.	To support full day art program.	X		Administration and teacher	\$42,553.00	\$42,392.65	INCOMPLETE	112064	
N	Continue to conduct monthly walkthroughs	To monitor instruction in all classrooms		X	Leadership Team			INCOMPLETE		
N	Develop a school wide behavior program	To provide students support for students and lessen misconduct reports		X	Leadership Team			INCOMPLETE		
N	Funding to provide school office supplies to support the main office.			X	Principal			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Funding for Premium Business Service.	To assistant with school's finances.		X	Administration and BSC	\$7,500.00	\$0.00	INCOMPLETE		26031.115.54105.241017.000000.2012_\$0.00 + 26031.225.54105.241017.000703.2012_\$0.00
N	Funds set aside for homeless Program.	To provide support for homeless students.		X	Administration	\$5,000.00	\$5,000.00	INCOMPLETE		26031.332.53405.111069.430106.2012_\$0.00 + 26031.332.53405.111069.430119.2012_\$5,000.00
N	To open teacher extended-day bucket for LRE Program.		X		Principal			INCOMPLETE		
N	To open substitute bucket for LRE Program		X		Principal			INCOMPLETE		
N	To open ESP Extended-day bucket for LRE Program.		X		Administration			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		
N	Funding to provide purchasing equipment for other instructional programs.			X	Administration			INCOMPLETE		26031.332.53405.119068.430106.2012_\$0.00



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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						
N	NCLB Parent Supply line to support parent involvement.			X	Administration and Parents	\$898.00	\$898.00	INCOMPLETE		26031.332.53405.390030.430128.2012_\$898.00 + 26031.332.53405.390030.430115.2012_\$9.30
N	NCLB Parent Travel line to support parent involvement.			X	Administration and Parents	\$340.00	\$340.00	INCOMPLETE		26031.332.54205.390030.430128.2012_\$340.00 + 26031.332.54205.390030.430115.2012_\$51.00
N	Family Literacy Night	To provide support, communication and collaboration with parents		X	Literacy Team			INCOMPLETE		
N	Family Math Night	To provide support, communication and collaboration with parents		X	Math Team			INCOMPLETE		
N	Family Science Night	To provide support, communication and collaboration with parents		X	Science Team			INCOMPLETE		
N	Quartely parent meetings	To provide support, communication and collaboration with parents		X	Leadership Team			INCOMPLETE		
N	Implementation of parent participation in planning schoolwide competitions	To provide support, communication and collaboration with parents		X	Leadership Team			INCOMPLETE		
N	School sponsored question and answer for parent awareness	To provide support, communication and collaboration with parents		X	Leadership Team			INCOMPLETE		
N	Schoolwide parent and student academic competition	To provide support, communication and collaboration with parents		X	Local School Council			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						
N	School sponsored "Bring Your Parent to School Day"	To provide support, communication and collaboration with parents		X	Local School Council			INCOMPLETE		
N	Continue the monthly NCLB parent meetings	To provide support, communication and collaboration with parents		X	Administration			INCOMPLETE		
N	NCLB parent pac refreshment budget line	To purchase refreshments for parent meetings		X	Administration and Parents	\$400.00	\$400.00	INCOMPLETE		26031.332.53205.390030.430128.2012_\$400.00 + 26031.332.53205.390030.430115.2012_\$393.16

7 - 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	Use of smart boards in the classroom	To help implement and help improve the use of technology in the classroom		X				INCOMPLETE		
N	Create a technology committee	To provide support and websites to teachers to enhance student learning		X				INCOMPLETE		
N	Service computers in the computer lab	To enhance students use of technology		X				INCOMPLETE		
N	Add two additional computer per classroom	To enhance students use of technology		X				INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Funding to purchase software to support Reading program.			X	Administration and teachers			INCOMPLETE		26031.225.53306.119015.000703.2012_\$0.00
N	Student transportation for field trips aligned to Literacy instruction.	To help improve and support student activities in literacy		X	Administration	\$1,000.00	\$1,000.00	INCOMPLETE		26031.332.54210.119015.430106.2012_\$0.00 + 26031.332.54210.119015.430119.2012_\$1,000.00 + 26031.225.54210.119015.000703.2012_\$0.00
N	Continue to fund .5 Position for Striving Readers.	To help improve and support activities in literacy.	X		Administration			INCOMPLETE		
N	To fund .5 position for kindergarten teacher.	To support full day kindergarten program.	X		Administration and teacher Administration and teacher	\$45,870.00	\$45,327.02	INCOMPLETE	266337	
N	Regularly scheduled collaborative grade level meetings	To help improve and support student activities in literacy		X	Assistant Principal			INCOMPLETE		
N	Differentiated instruction in small groups	To help improve and support student activities in literacy		X	Leadership Team			INCOMPLETE		
N	Literacy based schoolwide competitions	To help improve and support student activities in literacy		X	Leadership Team			INCOMPLETE		
N	Schoolwide data analysis initiative to address student instructional needs	To provide support and guidance in understanding data		X	Leadership Team			INCOMPLETE		
N	Literacy workshops for teachers in	To help improve and support student activities		X	Literacy Team			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	grades K-8	in literacy								
N	Professional Development for teachers geared towards writing instruction	To support teachers in the instruction of writing		X	Writing Committee			INCOMPLETE		
N	Teachers create curriculum maps at 5wk intervals for instructional fouds	To provide opportunities for teachers to collaborate and plan		X	Leadership Team			INCOMPLETE		
N	Common planning time for grade levels to align literacy curriculum	To help improve and support students activities in literacy		X	Leadership Team			INCOMPLETE		
N	Students participate in after school programs	To help improve and support student activities in literacy		X	Administration			INCOMPLETE		
N	Implement school instructional calendar that is aligned to test preparation and Illinois Learning Standards	To help improve and support student activities in literacy		X	Faculty and Administration			INCOMPLETE		
N	Plan and implement schoolwide assesment calendar	To help improve and support student activities in literacy		X	Literacy Team			INCOMPLETE		
N	Continue the implementation of faculty data notebooks in reading	To help improve and support student activities in literacy		X	Administration			INCOMPLETE		
N	K-2 Students are on track with learning sight words	To help improve and support student activities in literacy		X	K-2 teachers and AP			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	K-2 studnets are regulary instructed in extended response writing	To improve student scores on Extended Response writing		X	K-2 teachers and AP			INCOMPLETE		
N	K-2 teachers use DIBELS data to form small groups fro intense instruction	To help improve and support student activites in literacy		X	K-2 teachers and administration			INCOMPLETE		
N	Weekly assessment of High frequency sight words 15 per week in grades K-3	To improve student reading in grades K-3		X	Literacy Team and Classroom Teachers			INCOMPLETE		
N	Writing Committee to plan and implement school wide writing program and professional development	To improve student writing		X	Literacy Team and Administration			INCOMPLETE		
N	Develop in House Professional Development Calendar	To provide additional time for collaboration and planning		X	Literacy Team and Administration			INCOMPLETE		
N	Continue school with Extended response writing plan in reading	To improve student scores on extended response writing		X	Administration and Literacy Team			INCOMPLETE		
N	Assistant Principal position	To support the principal in administration and teaching and learning activities	X		Principal	\$136,765.00	\$136,236.53	INCOMPLETE	143091	
N	Continue to fund teacher for 1st/2nd grade.	Teacher will teach all subjects to support school's primary program	X		Administration and teacher	\$200,312.00	\$196,275.69	INCOMPLETE	444704,113235	



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and improve student achievement.								
N	Continue to fund 6,7 & 8 grade teacher for Middle School Specialization	Instructor will be responsible for teaching language arts and social studies in middle grades.	X		Administration and teacher	\$87,659.00	\$86,951.23	INCOMPLETE	129262	
N	Continue to fund teacher for 3rd/4th grade.	Teacher will teach all subjects to support school's primary program and improve student achievement.	X		Administration and teacher	\$117,834.00	\$117,222.94	INCOMPLETE	404899	
N	Fund Instructor Assistant Position.	To provide help and support to classroom teacher.	X		Administration and Teacher			INCOMPLETE		
N	To provide substitute services funding for PD in reading.	To provide help and support for student activities in Reading.	X		Administration			INCOMPLETE	444844	
N	Funding to provide reading textbooks and supplemental materials to support the reading program.			X	Administration			INCOMPLETE		
N	Funding to provide reading supplies to help support the reading program.			X	Administration	\$2,000.00	\$2,000.00	INCOMPLETE		26031.225.53405.119015.000703.2012_\$0.00 + 26031.332.53405.119015.430119.2012_\$1,396.24 + 26031.332.53405.119015.430106.2012_\$0.00



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Funding to purchase software to support Math program.			X	nistration and Teachers			INCOMPLETE		26031.332.53306.119016.430106.2012_\$0.00
N	Provide funding for CMSI extended day	To provide help and support for student activities in math		X	Administration			INCOMPLETE		
N	Hands on math activities with use of manipulatives	To provide help and support for student activities in math		X	Classroom teachers			INCOMPLETE		
N	Implementation of math workstations in the classrooms	To provide help and support for student activities in math		X	Classroom teachers			INCOMPLETE		
N	Teachers can create curriculum maps at 5wk intervals for instructional focus	To provide help and support for student activities in math		X	Leadership team			INCOMPLETE		
N	Mathematics based schoolwide competitions	To provide help and support for student activities in math		X	Math team			INCOMPLETE		
N	Schoolwide data analysis initiative to address student instructional needs	To provide help and support for student activities in math		X	Administration and Math team			INCOMPLETE		
N	Differentiated instruction in small groups	To provide help and support for student activities in math		X	Administration and Math team			INCOMPLETE		
N	Schoolwide data analysis initiative to address student instructional needs for math short and extended	To provide help and support for student activities in math		X	LRE team			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	responses									
N	Continue the implementation of faculty data note books in math	To provide help and support for student activities in math		X	Administration			INCOMPLETE		
N	Supplies to support the math program	To provide help and support for students activities in math		X	Administration			INCOMPLETE		
N	Dett School's instructional leadership team will develop weekly and 5 week math assessments	To support and monitor student learning in math		X	Leadership team			INCOMPLETE		
N	Continue to fund 6,7 & 8 grade teacher for Middle School Specialization	Instructor will be responsible for teaching Math in middle grades.	X		Administration and teacher	\$82,673.00	\$82,937.86	INCOMPLETE	404935	
N	Funding to purchase supplies to support math program.			X	Administration and Teachers	\$1,105.00	\$1,105.00	INCOMPLETE		26031.225.53405.119016.000703.2012_\$845.67
N	Funding to provide sub bucket for math professional development.		X		Administration and teachers			INCOMPLETE	444855	



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3 - 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	Funding to provide Saturday School to support Science Porgram		X		Administration and Teacher			INCOMPLETE		
N	Schoolwide participation in science fair	To provide help and support for student activities in science		X	Science Team			INCOMPLETE		
N	Science lead teacher to coach and provide PD to classroom teachers	To provide help and support for student activities in science		X	Science Lead Teacher			INCOMPLETE		
N	Schoolwide participation in science competition	To provide help and support for student activities in science		X	Science Team			INCOMPLETE		
N	Use common planning for grade level teams to callaborate and share instructional strategies	To provide help and support for student activities in science		X	Science Team			INCOMPLETE		
N	Principal has selected the Science Lead Teacher for Dett School	To provide help and support for student activities in science		X	Principal			INCOMPLETE		
N	Continue to fund 6, 7, 8 grade teacher for Middle School Specialization.	Instructor will be responsible for teaching Science in the middle grades	X		Administration and teacher	\$96,436.00	\$93,366.26	INCOMPLETE	126367	
N	Funding to provide supplies to help support the Science Program.	To help improve and support Science instruction.		X	Administration and teachers	\$998.00	\$998.00	INCOMPLETE		26031.332.53405.119017.430106.2012_\$0.00 + 26031.332.53405.119017.430119.2012_\$998.00



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9 - Operations Schools

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to Fund ESP (Custodian, Engineers, Bus Attendants, Clerks)		X		Administration	\$311,602.00	\$305,415.99	INCOMPLETE	155660,168345, 158078,164482, 155559	

4 - 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	To provide funds for extended day to support teachers in Core Classroom instruction.		X		Administration and teachers			INCOMPLETE	441945	
N	Continue to Fund teachers across grade levels.	To help improve and support student achievement.	X		Administration and teachers	\$577,223.00	\$564,567.05	INCOMPLETE	126376,160999, 138429,117172, 290629,266329, 267094,140924, 391919	

5 - 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	Create perfect attendance bulletin board by main entrance of school	To promote and increase student attendance		X				INCOMPLETE		
N	Have parent meetings about attendance	To provide communication with parents about the		X	Administration			INCOMPLETE		



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5 - 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						
		importance of attendance								
N	Form an attendance committee	To provide help to support and increase student attendance		X				INCOMPLETE		
N	School wide incentives for students with perfect attendance	To provide help to support and increase student attendance		X				INCOMPLETE		
N	Funding to purchase supplies for attendance incentives.			X	Administration and teachers	\$1,000.00	\$1,000.00	INCOMPLETE		26031.225.53405.211210.000703.2012_\$1,000.00

8 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To fund Principal's Position		X			\$179,761.00	\$179,279.85	INCOMPLETE	113180	
N	To fund Assistant Principal's position		X					INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		26031.312.53205.256009.000000.2012_\$0.00 + 26031.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		26031.230.54105.254021.000000.2012_\$0.00 + 26031.230.54105.254011.000000.2012_\$0.00 + 26031.230.54105.254022.000000.2012_\$0.00 + 26031.230.54105.254020.000000.2012_\$3,000.00 + 26031.230.54105.254027.000000.2012_\$0.00 + 26031.230.54105.254002.000000.2012_\$1,508.89
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		26031.230.56105.254002.000000.2012_\$14,411.26
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		26031.230.53405.254002.000000.2012_\$4,532.09
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		26031.230.53115.254002.000000.2012_\$0.00 + 26031.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		26031.230.53120.254002.000000.2012_\$0.00 + 26031.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		26031.230.53306.009573.000000.2012_\$0.00 + 26031.230.53306.266407.000000.2012_\$0.00 + 26031.230.54125.254901.000000.2012_\$0.00 + 26031.230.56105.266414.000000.2012_\$0.00 + 26031.230.54125.009574.000000.2012_\$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						
										26031.230.54125.266402.000000.2012_\$ 0.00 + 26031.230.54125.266407.000000.2012_\$ 0.00 + 26031.230.53306.254901.000000.2012_\$ 0.00 + 26031.230.54125.266410.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		26031.230.54405.254501.000000.2012_\$ 0.00
N	SPED transportation			X	Principal			INPROGRESS		26031.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		26031.225.54105.266408.000703.2012_\$ 1,464.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		26031.115.55005.254403.000000.2012_\$ 1,252.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		26031.115.53405.119035.000000.2012_\$ 1,708.00



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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						
N	115 Textbooks			X	OMB Budget Analyst	\$2,861.00	\$2,861.00	INCOMPLETE		26031.115.53305.119035.000000.2012_\$ 2,405.60
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		26031.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School		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						
	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		26031.115.55005.119035.000000.2012_\$2,521.00 + 26031.115.56105.119035.000000.2012_\$423.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and		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						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
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	\$292,741.00	\$281,309.19	INCOMPLETE	384841,310961, 310964,384803	26031.362.57305.111066.510217.2012_\$ 0.00
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	\$147,694.00	\$141,314.95	INCOMPLETE	153541,152769, 234022,234001, 152820	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I		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						
	supplementary.									
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		26031.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		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	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	\$99,577.00	\$96,781.41	INCOMPLETE	157666,148519	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		26031.332.57940.119031.430106.2012_\$0.00 + 26031.225.57940.119020.000703.2012_\$0.00 + 26031.332.57940.390030.430115.2012_\$91.70



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		26031.331.53205.390030.430103.2012_\$ 1.70 + 26031.332.57940.390030.430115.2012_\$ 91.70 + 26031.332.54205.390030.430115.2012_\$ 51.00 + 26031.332.53205.390030.430115.2012_\$ 393.16 + 26031.332.53405.390030.430115.2012_\$ 9.30
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start Activities			X	Principal			INPROGRESS		26031.362.53405.256213.510217.2012_\$ 150.00 + 26031.362.53405.111066.510217.2012_\$ 400.00