



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](http://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
Alvarez	Myna	Classroom tchr.	X	01-Jul-2010	30-Jun-2012
Bui-Walston	Candace	Curriculum faculty		01-Jul-2010	30-Jun-2012
Coleman	Samone	Support staff		01-Jul-2010	30-Jun-2012
Covington	Camilla	Principal		01-Jul-2010	30-Jun-2012
Crump	Kenneth	Asst. Principal		01-Jul-2010	30-Jun-2012
Hazelwood	Devona	LSC member		01-Jul-2010	30-Jun-2012
Hernandez	Oscar	Lead/resource tchr.		01-Jul-2010	30-Jun-2012
Johnson	Earl	Lead/resource tchr.		01-Jul-2010	30-Jun-2012
Kilgore	Eileen	LSC member		01-Jul-2010	30-Jun-2012
Lee	Shamika	Classroom tchr.		01-Jul-2010	30-Jun-2012
Lynch	Patricia	Asst. Principal		01-Jul-2010	30-Jun-2012
Mueller	George	Classroom tchr.		01-Jul-2010	30-Jun-2012
Nichols-Sweat	Shari	LSC member		01-Jul-2010	30-Jun-2012
Norise	Emma	Classroom tchr.		01-Jul-2010	30-Jun-2012

### Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

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


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

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

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

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

Akeshia Craven, CAO, Lauren Simon, MSD, IDS Coaches: Kristi Eilers, English-Kaplan, AIM High, Cambridge, SES, & 21st Century Tutoring, Princeton Review, University of Illinois Chicago, Northeastern Illinois University.

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

The SIPAAA Team was formed in July 2010. The principal gave an overview of the SIPAAA process to the staff. SIPAAA members were given responsibilities and assignments. Faculty and stakeholders discussed the mission and vision statement and came to the consensus that there is no need to revise the mission or vision statement at this time. Surveys were given to staff, parents, students and community members. Findings were discussed and used in team discussions on outcome and process analysis. Teachers met to discuss and review outcome analysis and instructional practices. Priorities were determined by the principal and SIPAAA team based on the data and the information was shared with the LSC and staff. Data was discussed in staff meetings and departmental meetings. All stakeholders had an opportunity to complete a survey to provide feedback. Findings were discussed and used to complete the SIPAAA.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	3	75	25	125	930	10	1

### Summary of Meetings

Meeting Date	Meeting Type	Description
10-Jun-2011	SIPAAA Team	Finalized responses
20-May-2011	Working group	Discussed findings for outcome and process analysis
15-Apr-2011	Small group discussion	Discussed strengths and concerns of each department
07-Mar-2011	Small group discussion	Departments continued to review and discuss data
04-Feb-2011	Small group discussion	Departmental Teams discussed and solicited instructors feedback
06-Jan-2011	Small group discussion	Discussed previous concerns with SIPAAA
03-Mar-2010	SIPAAA Team	Team discussed surveys and responses from teachers
01-Mar-2010	SIPAAA Team	Finalized responses
11-Feb-2010	Small group discussion	Departments continued to review and discuss data
04-Feb-2010	Small group discussion	Departments reviewed data and discuss strengths and concerns
29-Jan-2010	Working group	Discussed findings for outcome and process analysis
20-Jan-2010	Small group discussion	Discussed strengths and concerns of the school by department
08-Jan-2010	SIPAAA Team	Assignments given for outcome and process analysis
06-Jan-2010	Town hall/community mtg.	Discussed strengths and concerns of the school
11-Dec-2009	SIPAAA Team	Responsibilities given to members of the team
04-Dec-2009	Other	Principal gave overview of SIPAAA to staff

### 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: 90  
 Number of Student Survey Responses: 1135  
 Number of Teacher Survey Responses: 60  
 Number of Staff Survey Responses: 20

### Mission/Vision

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

### Mission Statement:

The mission of Dunbar Vocational Career Academy is to provide exemplary academic and vocational programs designed to prepare well-rounded students for rigorous post-secondary educational experiences and the world of work. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world!

### Vision Statement:

Dunbar Vocational Career Academy is a community of learners that is comprised of students, school staff, family, and community members who work together to empower Dunbar students to take responsibility for their learning! Our standards-based curriculum is constantly evolving to meet the diverse needs of our students challenging them to grow to their fullest potential, thereby producing dynamic citizens in a global 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:

The rate of freshmen graduating within five years continues to show a positive trend. During the 2006-2007 year, 56.4% of freshmen graduated. In 2007-2008, 58.3% of freshmen graduated. In 2008-2009 61.0% of freshmen graduated. The data shows that the 2008-2009 year had the highest rate of graduation of freshmen within 5 years when measured against recent reporting years. The one year dropout rate also shows a positive trend. The dropout rate for 2006-2007 was 7.4%. There was a slight increase in 2007-2008 to 8.1% and a significant decrease in 2008-2009 to 3.6%. Students are provided with rigorous coursework in the academic and vocational classes as well as the opportunity to participate in extracurricular activities. We are pleased with the positive trends but understand that there is room for improvement.

#### Concerns:

The rate of freshmen graduating within five years has improved to 61.0%. We would like to see the graduation rate increase to 75% with a decrease in the dropout rate. We continue to work with the students to help them to understand the importance of graduating from high school. We continue to explore ways to motivate, encourage, and give incentives to the students. Students come to school with many challenges that the school is not equipped to address. Often times there is very little parental involvement or a lack of effective parenting to get students to come to school or behave appropriately.

## 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 used for schoolwide improvement are: IDS quarterly assessments, formative assessments, PLAN/EXPLORE, PSAE and teacher designed common assessments and assignments. Over time students have begun to answer constructive response questions on IDS tests. Some students are lacking in reading, writing, and math basic skills.

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

The external factors that may contribute to low achievement are: The distance of travel for students to and from school. Students who are tardy or absent miss instructional time. Students' lack of money to pay for public transportation and safety concerns at the bus stop and train stations. Some students need to work after school which prevents them from participating in after school tutoring or classes. We have an economically disadvantaged population of 96.9%. Some internal factors are: Deficiencies in academic and study skills. Many students arrive to high school lacking these skills. We do not have the personnel to assist students before school and during lunch. Student access to computers is very limited. If this access to technology could be increased, this would improve study habits and allow students time to complete assignments and seek assistance with class work. There is also a need to re-evaluate and revise our TIA and test taking strategies in order to build stamina. The average days absent per student is 55 or a loss of 30% in instructional time. We must encourage all students to attend school because attendance affects achievement. With improved attendance and time on task, subgroups can make AYP. The CTE program needs a coordinator for each vocational program in order to build relationships with professional organizations and the work place. There is a need to fund a .2 position to build these relationships. There is a need to track students after graduation to determine how many students are entering technical programs and use this information to shape our programs. Many students are not making the connection between the future opportunities and the decisions they make in high school. Schedule grade level meetings so that all subject area teachers can collaborate in order to improve student achievement.

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

After identifying students with behavior and attendance issues provide intervention services or allow for a shorter school day. These students are not functioning well in this structured environment. We will need to provide additional support for students who are not at grade level upon entering high school. For students who are not at grade level, we will develop a plan for students to enter the work force or 2 year college. Students who have committed serious crimes and have been sent to Jefferson should be transitioned to an alternative school rather than sent back to the home school upon release. Often times these students create a climate that is not conducive to learning and are highly disruptive to the educational process which interferes with students meeting AYP.

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

Students who meet or exceed state standards is up. In 2007-08, 6.6% of students met or exceeded state standards and this increased to 6.9% in 2008-09. There was growth in reading from 12.1% in 2007-08 to 13.6% in 2008-09. There was a decline in math from 3.5% in 2007-08 to 3.1% in 2008-09. There also was a decline in science from 4.3% to 4.0% in 2008-2009. However, the composite score did go up from 6.6% to 6.9%. There is a slight decline in the average ACT score from 15.1% in 2007-08 to 14.5% in 2008-09. Students enrolled in AP classes declined from 7.2% in 2007-08 to 4.9% in 2008-09. There was also a decline in the number of students scoring 20 or higher on the ACT. In 2007-08 3.1% achieved that score while 1.4% scored a 20 or higher in 2008-09. There must be a push to get students to enroll in AP classes and structure lessons so that students are fully engaged and learning the material. We will also provide supplemental materials, practice and reteach where necessary to assist subgroups to meet AYP.

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

We are meeting AYP in the percent tested. We are not meeting AYP in reading, math or graduation. Reading is 12.8%, Math 12.7%, and graduation 69.8%.

### Strengths:

Students have opportunities to participate in tutoring offered by AIM High, University of Chicago, and Northeastern Illinois University. Most teachers are implementing the required IDS curriculum which incorporates academic rigor. Additionally, teachers have increased professional development attendance and meet during common planning. Attendance data is provided to the principal. Teachers use common planning time to plan lessons and analyze data from quizzes, tests, quarterly and formative assessments. Students are provided with the learning goals at the beginning of each class period and they work collaboratively to enhance higher order thinking, reading and writing skills. Teachers will continue to participate in peer observation in order to improve instruction. Many of our students in the vocational programs have won awards and recognition throughout CPS and the state. In the last two years, we have had two students win the C-CAP scholarship in Culinary Arts for \$40,000.00 and the highest number of students tested for certification for Illinois State Restaurant Association and 36 students received their certification in sanitation. Students in the medical academy program participate in the Health Occupations of America (HOSA). Students have won 1st place statewide in Persuasive Essay, Job seeking skills, and health education competition and qualified for nationals. Senior students have won full scholarships to 4 year schools. 25 students are currently participating in clinical rotations at various hospitals in Chicago, 8 junior students are certified Nursing Assistants and 18 students will complete the pharmacology training exam in June 2010. We have Advancement Via Individual Determination (AVID) certification which is a program designed to help underachieving students prepare for and succeed in college. AVID offers a rigorous program of instruction. We are currently in

### Concerns:

We are using the strategies provided during the professional development by IDS providers; however, academic progress results do not reflect the level of academic intensity offered to Dunbar students. The challenge is motivating and getting students to take advantage of all the resources offered at the school. There was a slight decline in the average ACT score to 14.5%. The trend showed that we have been stagnant over the last 2 years at 15.1%. An analysis of the ACT subtest in reading, math, science and English have been consistent and stagnant as well. There was a slight increase in the meet/exceed PSAE State Standards from 6.6% in 2007-2008 to 6.9% in 2008-09. In the subtest analysis, there was an increase in reading from 12.1% to 13.6% and the composite in 2007-08 6.6% increase to 6.9% in 2008-09. Freshmen on track improved from 59.6% in 2007-08 to 62.1% in 2008-09. There is a decline in the number of students enrolled in AP classes and only 1.4% scored higher than a 20 on ACT and none scored 3+ on the Advance Placement Exam. Teachers will continue to go to AP trainings and increase rigor in lessons with more practice and reteaching to assist subgroups to meet or exceed standards and AYP.

the process of becoming an AVID National demonstration site.

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

Some gains were made in the area of attendance. In 2007-08, the average days absent per student was 55.1 or 31%. There was a slight improvement in this average in 2008-09 to 54.7 or 30%. While a 1% improvement in attendance seems minimal, this translates into additional instructional time for students. We recognize that there is still a great need to improve attendance. We are very pleased that 80.0% students viewed teachers and staff as supportive and 66.0% students viewed Dunbar as safe and respectful.

**Concerns:**

We are concerned that the average days absent per student is still over 50 which is a significant amount of missed instructional time and the truancy rate is very high. We must implement more intensive measures to address these problems. The number of students participating in extracurricular activities is down. In 2007-08 55% and 2008-09 48% participated in extracurricular activities. We want students to participate in these activities to feel more connected to the school and their peers. 69.0% of the students felt the curriculum was not academically rigorous. Therefore, there should be a conversation with students regarding their perception of academic rigor in order to create a more consistent definition. In 2007-08 there were 989 suspensions and 1427 in 2008-2009. In order to reduce the number of suspensions we have implemented additional mentoring programs such as Ladies of Distinction for females, Think First, and Lions Quest for Freshmen.

## School Characteristics

### Student Characteristics Strengths and Concerns

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


There are 6 National Board Certified Teachers and 4 teacher candidates. Additionally, we have teachers committed to the NBC process for the next school year. Currently the 6 National Board Certified teachers are in subject area leadership roles or ILT members. These National Board Certified teachers support and recruit National Board candidates. Current teacher retention remains high as teachers are pleased and feel supported at the school. There are 1,525 students enrolled at Dunbar. The mobility rate has been stable during 2007-08 and 2008-09 at 11.6%. This rate changes due to students moving or after coming to the school realize the expense, and distance prove to be too much. We are very pleased that teachers do not exceed the 10 days absence the union contract allows per year. We have a hard working and supportive teaching staff that cares about the students. The building is clean and plans have been made for renovation of some of the vocational shops to take place over the summer 2010. We believe parents are satisfied with the school. The most recent parent satisfaction data is four years old and does not reflect the feedback we are getting from parents.

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



Math	Kinney & Associates	Learning Through Sports																	
Science	Other		X																
Writing	Writers' Workshop		X																
Writing	Other		X																
Social Studies	Teacher-created		X																
Social Studies	Other		X																
Arts Education	Partnership	UIC Art department	X																
Arts Education	Teacher-Created	Art Institute Historical Tours	X																
English (HS)	America's Choice	Writing Across the Curriculum	X																
English (HS)	Other	Gains/New Leader	X																
Math (HS)	Agile Mind	Benchmark Assessment am	X																

Partner Name	Partner Description	# of Students
Northeastern Illinois University Talent Search	Works with students to prepare them for postsecondary education	500
University of Chicago Gear Up	Works with sophomore and junior students to prepare them for postsecondary education	500
Mercy Hospital/Dunbar Clinic	Provide health care to all students who register for services	1300
Chicago Women in Trade	Mentor female students for careers in the construction trade	700
University of Illinois Chicago	Work with students to prepare them for college	500
SGA Youth and Family Services	Provide mental health services and support to pregnant and parenting students	100
Loyola Hospital	Assist students with asthma management	75
Black Men On Campus	Mentor male students	50

 **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).

Evening School is open to all sophomores, juniors and seniors who have failed a class. Before and after school programs. Freshmen who failed a class may participate in Credit Recovery. Common planning periods are used to review and discuss data to formulate strategies. IDS coaches help with the collection and interpretation of data to modify instructional practices to help struggling students. Students are encouraged to participate in AIM High tutoring, Black Men on Campus or Gear UP.

- 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...).

We use a team teaching model between regular and special education teachers. To the extent possible, both teachers attend the same professional developments and have the same common planning time. Moreover teachers are differentiating instruction for students to further develop a skill base on standardized tests in order to meet AYP.

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

- Next Steps for Instruction:

We will continue to develop strategies that will engage regular and special education students regardless of the academic level in the class. We will continue to provide professional development that will expose teachers to new strategies and techniques and demonstrate how to use data to improve lessons. We will continue to use common planning time for all core subjects and implement grade level collaboration. We will continue to identify and encourage students to participate in after school tutoring.

### ***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 Leadership Team meets regularly to ensure that departments align the curriculum with state, national and common core standards, is rigorous, and engaging. We will continue with internal walkthroughs to give feedback to the staff. Each department has a chair person who is responsible for sharing the data with members. The instructional leadership team will continue to meet in order to formulate and evaluate data to show programs are working and share information with department members. We will continue to use teacher created and formative assessments as well as IDS Quarterly assessments as a means of evaluating progress.

### ***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?

The data reveals a downward trend in meeting state standards. Factors within that contributed are as follows: The lack of school wide focus upon several important reading strategies with an added emphasis on Comprehension and Question/Answer relationships. The data continued to spiral downward with lack or little emphasis in classroom instruction related to Critical Thinking.

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

- Describe your teacher mentoring program

Alternative certification program that is designed to recruit, educate, develop and support effective professional teachers for CPS. This program is intended to attract college grads who have had a successful career in another profession. GOLDEN teachers program supports newly hired CPS teachers by hosting new teacher orientatin, coordinating mentoring for first year new teachers, providing targeted workshops on content and pedagogy, and managing school and system wide efforts to bring new teachers into CPS. CPS Student-Teacher initiative is designed to attract pre-service teachers by offering support through the final phases of traditional teacher certification processes. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills thereby engaging students and fostering a life-long learning philosophy. A

newsletter, professional development events, SLCs, and a useful inactive Website for students and teachers are some additional supports.

- 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...)

To the extent possible, special education teachers meet with the core department they are teaching in for weekly common planning periods. Special education teachers attend joint professional developments with regular education teachers in their subject area.

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

- Next Steps for Professional Capacity:

We will continue to provide professional development that is beneficial to staff in the areas of technology and integrated lessons that address varying learning styles for regular and special education students. We will continue to provide professional development that will focus on team teaching between regular and special education teachers. We will provide time for peer observation of best practices. We will continue to support new teachers through mentoring and coaching programs.

### ***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).

The school is undergoing an extensive renovation this summer to improve classrooms and bring them into ADA compliance. Special education students are enrolled in regular education classes when indicated in the IEP. Special education students participate in sports and all other nonacademic classes with regular education students when possible. We have an active Big Buddies program where a regular education student mentors a special education student and includes the student in his/her circle of friends and school activities.

- Next Steps for Learning Climate:

We encourage students not to deface walls and lockers so that the school will be a desirable place for students, parents, visitors and staff. We will continue to increase security and parent patrol to help provide a safe and orderly environment for the learning climate.

### ***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?

Workshops are provided by AVID, PAC and Dunbar counselors. Counselors work with parents after school to complete scholarship and FAFSA forms. In partnership with Gear Up, there are parent computer classes, time management classes and nutrition and health awareness classes offered three times a year. We continue to find that parents who are actively involved in the school have children who are involved and they tend to be the high performing students.

- 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 are told about the academic status of the school through the DVCA newsletter and letters sent to parents by CPS.

#### Next Steps for Family & Community Involvement:

During freshmen orientation, we encourage parents to sign up to become active participants in the school. Parents are encouraged to sign up for at least one activity. We will continue to provide parent workshops that promote health and nutrition, time management, information on how to prepare their children for college or work as well as other self help workshops of interest to parents.

## 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	On Track to Graduation	Improvement with overall student achievement and promotion at all grade levels including those students receiving special education services with being on track with meeting Safe Harbor in reading (18.3%) and math (14.5%). Specific subgroups addressing this priority includes those who are receiving Special Education services who will move from 0% to 3% with meeting standards and receiving a grade of 'C' or higher in all content area classes.	By June 2012, 16.3% of 11th graders will meet or exceed standards on the PSAE reading and math assessments. By the end of the 2nd semester 25% of 9th graders will show a 2 point EPAS gain on a school administered PLAN assessment, and 65% will pass the reading course with a C or better. By the end of 2nd semester 10% of 10th graders will demonstrate a 2 point EPAS gain on a school administered PLAN exam. Finally 10% of 12th graders will post reading gains on the PSAE retake assessment meeting NCLB Safe Harbor goals.	September through June literacy instructors will provide daily literacy instruction to 9th and 10th graders including the special education population. 9th-10th grade reading class will target comprehension, vocabulary and fluency as well as reading appreciation. 11th grade level class will also focus upon comprehension, vocabulary and fluency as they relate to the ACT Reading assessment and Work Keys Reading assessment. Reading instructors meet weekly with grade level teams.	Yes
1	Enrichment Instruction	Increased percentage in reaching safe harbor (18.3%) reading and (14.5%) math, instructional rigor and achievement in English, Reading, Math, and Science will be improved with literacy intergation and benchmark assessments to make sure students reach proficiency on PSAE and NCLB Safe Harbor goals in reading (18.3%) and math (14.5%), inclusive of those who are receiving specialized and supportive services moving from 0% to 3% with meeting standards receiving a grade of 'C' or higher in content areas .	10% growth in Benchmark assessments of grades 9, 10 & 11 Math and English. Using the internal walk through rubric, 80% of observed IDS teachers will score a 4 or higher on classrooms that are organized for learning. PSAE meets/exceeds from 5% to 14%. This will assist all subgroups in meeting safe harbor.	Tri-weekly: Internal Walkthrough. Quarterly Monitoring: Using classroom and quarterly assessments to make sure that at least 80% will receive passing grades in 4 of 5 core classes on benchmark assessments.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Implementation of writing literacy program to enrich classroom instruction across the curriculum improving student writing, presentation skills and oral/ verbal communication.	Student writing samples will score at least a 3 base on ACT writing rubric, better performance on standardized exams and common assessment.	ACT writing rubric will utilized quarterly whereby teachers will track student progress.	
2	Core Classroom Instruction	Improved core classroom instruction and student achievement by expanding program offerings, increasing rigor, and updating curricula and equipment.	50% increase in students meeting/exceeding benchmarks on quarterly assessments by June 2012. 60% decrease in D/Fs in Core Content by June 2012. 20% increase who meet college readiness standards on ACT by 2012. 20% increase in M/E on PSAE for Reading and Math by 2012.	Tri-weekly: Internal Walkthrough. Quarterly Monitoring: Using classroom and quarterly benchmark assessments to make sure that at least 80% will receive passing grades in 4 of 5 core classes.	
2	Enrichment Instruction	Improvement evidenced towards meeting safe harbor (18.3%) in reading and (14.5%) math employing instructional rigor in English, Reading, Math, and Science while students reach proficiency on PSAE and NCLB Safe Harbor goals in reading (18.3%) and math (14.5%), inclusive of those who are receiving specialized and supportive services moving from 0% to 3% with meeting standards receiving a grade of 'C' or higher in content areas .	10% growth evidenced with benchmarked assessments of grades 9 and 10. Using the internal walk through rubric, 80% of observed English and math teachers will score a 4 or higher on classrooms benchmark assessments. PSAE meets/exceeds from 5% to 14%. This will assist all subgroups in meeting safe harbor.	Tri-weekly: Internal Walkthrough. Quarterly Monitoring: Using classroom and quarterly benchmark assessments to make sure that at least 80% will receive passing grades in 4 of 5 core classes.	
2	Literacy	Increase reading scores for students on standardized exams using school wide benchmark and literacy programs to increase fluency and comprehension to meet AYP. Teach literacy across the content areas. Provide professional development in literacy and increase rigor in all courses to assist all subgroups to meet AYP.	10% of current male freshmen and 20% of current female freshmen will meet or exceed the state standards in reading as juniors. 10% of current male freshmen and 20% of current female freshmen will meet AYP as juniors in 2012.	The ILT will review and discuss data from IDS quarterly exams, ACT practice, PLAN and EXPLORE reading results. Disseminate information to department members.	

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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Core Classroom Instruction	School Educational Team and Administration will continue to promote curriculum that is embedded with Common Core State Standards.	Instructors will connect lessons to CCSS with a 30% increase in student learning outcomes and instructors overall Performance in classroom by 50%	Teacher Performance Evaluations and Tri-weekly: Internal Walkthrough. Quarterly Monitoring: Using classroom and quarterly benchmark assessments to make sure that at least 80% will receive passing grades in 4 of 5 core classes.	Yes
3	Mathematics	Increase math scores for on standardized exams using Agile Mind materials and professional development to meet AYP. Increase rigor in math classes using technology to assist all subgroups to meet AYP.	10% of current male freshmen and 10% of current female freshmen will meet or exceed the state standards in math as juniors. 10% of current male and female freshmen will meet AYP in 2012	The ILT will review and discuss data from IDS quarterly exams, ACT practice, PLAN and EXPLORE math results. Disseminate information to department members.	
4	Science	Increase science scores on standardized exams using Illinois Institute of Technology materials and professional development to meet AYP.	10% of the current male freshmen and 7% of current female freshmen will meet or exceed state standards. 10% of freshmen males and 7% of freshmen females will meet AYP in 2012.	The ILT will review and discuss data from IDS quarterly exams, ACT practice, PLAN and EXPLORE science results. Disseminate information to department members.	
5	On Track to Graduation	Improvement in overall student achievement and promotion at all grade levels including those students receiving special education services will be on track with meeting Safe Harbor in reading (18.3%) and math (14.5%). Those who are receiving Special Education services will move from 0% to 3% with meeting standards and receiving a grade of 'C' or higher in all content area classes.	By June 2012, 18.3% of 11th graders will meet or exceed standards on the PSAE reading and math assessments. By the end of the 2nd semester 25% of 9th graders will show a 2 point EPAS gain on a school administered PLAN assessment, and 65% will pass the reading course with a C or better. By the end of 2nd semester 10% of 10th graders will demonstrate a 2 point EPAS gain on a school administered PLAN exam. Finally 10% of 12th graders will post reading gains on the PSAE retake assessment meeting NCLB Safe Harbor goals.	September through June literacy instructors will provide daily literacy instruction to 9th and 10th graders including the special education population. 9th-10th grade reading class will target comprehension, vocabulary and fluency as well as reading appreciation. 11th grade level class will also focus upon comprehension, vocabulary and fluency as they relate to the	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				ACT Reading assessment and Work Keys Reading assessment. Reading instructors meet weekly with grade level teams.	
5	On Track to Graduation	Increase the number of freshmen on track to graduate The number of freshmen graduating within five years was 61% in 2008-09.	70% of incoming freshmen will be on track to graduate within 4 years and 67% of current freshmen will be on pace to graduate in 4 years. Current sophomore class will increase attendance to 70% during the 2010-2011 school year.	Use dashboard to monitor freshmen watchlist, success and summary report.	
6	School leadership	Administration will continue to promote curriculum that is embedded with Common Core State Standards	Instructors will connect lessons to CCSS with a 20% increase in student learning outcomes.	September through June tri-monthly meetings amongst school leadership team will review of results and report, redefine, and purport instructional goals.	Yes
6	Operations Schools	Improvement overall school wide operations: outside perimeters, safe passage routes, cameras, security, and lunchroom.	Indicator of success will be seen in evidenced increase in operable school climate and control, and no lunchroom inspection violations.	Process will be monitored by administratin quarterly.	
7	Learning Climate / Safety	Use of external partners to provide behavior intervention programs, social emotional programs, and student motivational programs to address school climate.	Indicators of Success include: 20% reduction in student level 4-6 misconducts, 25% increases in student attendance and student achievement.	Process will be monitored by staff quarterly.	

### 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.



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- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,407,513.00	\$1,501,175.09	INCOMPLETE	426685,431427, 426119,270155, 425472,448036, 426596,426118, 447989,430350, 116141,447990, 426823,426120, 425472,430349, 271971,426117, 426116,426121, 443344,448035	
N	School Clerk		X		Principal	\$127,794.00	\$133,559.09	INCOMPLETE	386192,153586	
N	Business Management Consultant services			X				INCOMPLETE		
N	Fund Business Manager; 5 clerks		X					INCOMPLETE		
N	Provide security		X			\$266,020.00	\$254,542.67	INCOMPLETE	447965,423923,	



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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						
	to the building								447970,447968, 447967,423354	
N	School Community Rep will assist with reductions in suspensions and increase attendance		X					INCOMPLETE		
N	Student advocate to assist at risk students and young teen parents with school and job training		X					INCOMPLETE		
N	FY10 Parent involvement funds reload.			X				INCOMPLETE		
N	Fund Part time police officers		X		Principal			INCOMPLETE		
N	Pool of funds for computer repair support			X	tech Coordinator			INCOMPLETE		
N	Provide funding for consultant to work with regular and special education teachers			X				INCOMPLETE		
N	To Fund parent training. After School			X	Principal/Business Manager	\$4,000.00	\$4,000.00	INCOMPLETE		53021.332.54205.390030.430115.2012_\$5,717.00 + 53021.332.54205.390030.430128.2012_\$4,000.00
N	To fund purchase of supplies for parent training During and After School			X				INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund SGSA and NCLB positions. During School		X		Principal	\$425,799.00	\$408,400.52	INCOMPLETE	148807,156997,164337,386191,397292,427706,149057,386798	
N	Provide incentives to improve attendance. During School			X		\$12,000.00	\$12,000.00	INCOMPLETE		53021.225.53405.211210.000703.2012_\$10,200.75
N	Purchase schoolwide supplies. During School			X	Principal	\$10,000.00	\$10,000.00	INCOMPLETE		53021.225.53405.241006.000703.2012_\$7,323.90
N	Provide funds for homeless program. During School			X	Principal			INCOMPLETE		
N	Provide security for all after school programs. After School		X					INCOMPLETE		
N	Provide adequate supplies to support school wide mission. Before, During, After School			X				INCOMPLETE		
N	Open a supply line to purchase refreshments and supplies for parent meetings. During or After School			X		\$4,000.00	\$4,000.00	INCOMPLETE		53021.332.53405.390030.430128.2012_\$4,000.00 + 53021.332.53405.390030.430115.2012_\$3,151.00
N	Open an extended day ESP bucket After School		X					INCOMPLETE	447971	
N	Fund Guidance counselor aides and attendance office support personnel		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	Schoolwide support staff misc bucket		X					INCOMPLETE	427430,429293,434821	
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops), parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).		X			\$61,735.00	\$60,818.08	INCOMPLETE	419243	
N	Operations and Maintenance Staff		X		Principal	\$28,345.00	\$27,140.51	INCOMPLETE	158357	
N	Provide funds for CTE Coordinator.			X	Principal			INCOMPLETE		
N	Open a .5 position for Post Secondary Education Coach		X		Principal	\$25,567.00	\$25,567.32	INCOMPLETE	424592	
N	To provide funds for College/Career program			X	Principal			INCOMPLETE		
N	Student transportation for extra-curriculum activities			X	Principal	\$15,319.00	\$15,319.00	INCOMPLETE		53021.225.54210.320020.000703.2012_\$15,129.00



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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	Maintenance for school copiers			X	Principals			INCOMPLETE		53021.225.56105.241006.000703.2012_\$0.00
N	school website			X	Principal			INCOMPLETE		
N	Laptop replacement			X				INCOMPLETE		
N	Refreshments for pac training			X	PAC	\$2,000.00	\$2,000.00	INCOMPLETE		53021.332.53205.390030.430128.2012_\$2,000.00 + 53021.332.53205.390030.430115.2012_\$0.00
N	Consultant services for PAC workshops			X	pac	\$1,388.00	\$1,388.00	INCOMPLETE		53021.332.54125.390030.430115.2012_\$1,000.00 + 53021.332.54125.390030.430128.2012_\$1,388.00
N	Postage for PAC mailings			X	PAC			INCOMPLETE		
N	Funds for PAC to travel to conferences and travel reimbursement			X	PAC			INCOMPLETE		
N	Contractual services for PAC			X	PAC			INCOMPLETE		
N	PAC parent reimbursements			X	PAC			INCOMPLETE		
N	.5 CTE coordinator position		X		Principal			INCOMPLETE		
N	Business Management Consultant Services to support Administration and Clerical Staff			X	Principal	\$20,000.00	\$20,000.00	INCOMPLETE		53021.225.54125.241006.000703.2012_\$20,000.00



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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	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

2 - 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	Develop a schedule so that teachers may engage in peer observation During School	Peer obserbation allows teachers to observe best practices, offer feedback and learn from each other.	X					INCOMPLETE		
N	Utililze Advisory Period for Lions Quest	To teach students skills in personal management and responsibility		X				INCOMPLETE		
N	Hire AVID Tutors to assist students in AVID Program. During School	Tutors will assist individual students or in small groups to provide students with help to be successful with lessons.	X		English Dept Chair			INCOMPLETE	429232	
N	Purchase supplemental reading materials for class library. During School			X		\$10,000.00	\$10,000.00	INCOMPLETE		53021.332.53405.119015.430106.2012_\$0.00 + 53021.332.53405.119015.430119.2012_\$10,000.00
N	Train all teachers to become teachers of literacy with		X		Asst Principal			INCOMPLETE		



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

2 - 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						
	professional development. Open sub bucket During School									
N	Pay fees for teachers to attend workshops/conferences.			X	Principal	\$2,500.00	\$2,500.00	INCOMPLETE		53021.332.54505.221234.430106.2012_\$0.00 + 53021.332.54505.221234.430119.2012_\$2,500.00
N	Provide funds for fees, seminars, subscriptions and memberships for English Teachers			X				INCOMPLETE		
N	Provide common lesson planning time for English Teachers. During School			X				INCOMPLETE		
N	Professional Development for Teachers. Open Extended Day Bucket After School		X					INCOMPLETE		
N	Provide funds for Advance Placement training and fees. During or After School		X					INCOMPLETE		
N	Purchase supplemental instructional materials for Reading programs. During School.			X	English Dept Chair			INCOMPLETE		
N	Princeton Review ACT/PSAE			X		\$25,000.00	\$25,000.00	INCOMPLETE		53021.332.54125.119015.430119.2012_\$25,000.00 + 53021.332.54125.119015.430106.2012_\$0.00



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

3 - 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	Purchase materials for ACT and AP practice. During School			X				INCOMPLETE		
N	Provide funds for Advanced Placement, College Board, AP fees, and training. During and After School			X				INCOMPLETE		
N	Hire a math specialist (freed teacher) to help guide instructional practice and serve as a resource to the department members.		X					INCOMPLETE		
N	Provide funds for fees, seminars, subscriptions, and memberships for Math Teachers. During or After School			X				INCOMPLETE		
N	Provide common planning time for the department. During School			X				INCOMPLETE		
N	Provide funds for travel expenses for teachers to attend workshops/conferences			X		\$2,500.00	\$2,500.00	INCOMPLETE		53021.332.54205.221234.430119.2012_\$2,500.00 + 53021.332.54205.221234.430106.2012_\$0.00
N	Purchase			X				INCOMPLETE		



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

3 - 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						
	supplies for Math Program									
N	Purchase supplemental instructional materials for Math Program. During School			X	Math Dept Chair			INCOMPLETE		
N	Create bell ringers with PSAE/ACT type problems all math teachers will use.			X				INCOMPLETE		
N	Provide tutoring to students after school. Open Extended Day Bucket After School		X					INCOMPLETE		
N	Open Bucket for Extended Day for Professional Development. After School		X					INCOMPLETE		

4 - 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	Open an Extended Day Bucket for professional Development. After School			X				INCOMPLETE		
N	Provide funds for travel expenses			X				INCOMPLETE		



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

4 - 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						
	for teachers to attend workshops/conferences. During or After School									
N	Provide funds for Advanced Placement training and fees. During of After School		X					INCOMPLETE		
N	Purchase supplemental instructional materials for Science Program During School			X		\$4,980.00	\$4,980.00	INCOMPLETE		53021.332.53305.119017.430106.2012_\$0.00 + 53021.332.53305.119017.430119.2012_\$4,980.00
N	All science students will take practice PSAE. Teachers will analyze results			X				INCOMPLETE		
N	Use test taking skills as an integral part of daily instruction			X				INCOMPLETE		
N	Teach reading skills in all classes			X				INCOMPLETE		
N	Keep a science portfolio on each student reflective of experiments and projects			X				INCOMPLETE		
N	Hire a science specialist (freed teacher) to help guide instructional practices		X		Principal			INCOMPLETE		
N	Provide funds for fees, seminars, subscriptions, and			X				INCOMPLETE		



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4 - 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						
	memberships for Science Teachers. Before, During or After School									
N	Purchase supplemental instructional materials for Science program. During School			X	Science Dept Chair			INCOMPLETE		
N	Add 1 additional AP class			X				INCOMPLETE		

5 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds to purchase supplies for service learning projects. Before or After School			X				INCOMPLETE		
N	Provide funds for student transportation for service learning projects. During or After School			X				INCOMPLETE		
N	Open an Extended Day Bucket for Service Learning Coach. After School			X				INCOMPLETE		
N	Provide four year			X				INCOMPLETE		



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

5 - 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						
	plan for each freshman. review plan with each upper classman. During School									
N	Open an extended day bucket to provide tutoring and credit recovery. After School			X				INCOMPLETE		
N	Review transcript and develop plan for students to stay or get back on track. During School			X				INCOMPLETE		
N	House Freshmen Academy on third floor. During School			X				INCOMPLETE		
N	Invite parents for transcript review in Sept/Oct. Teacher Extended Day After School			X				INCOMPLETE		
N	Host Career Days invite community partners to come in to speak to students about college and job opportunities. During School			X				INCOMPLETE		
N	Offer ACT Prep. After school			X				INCOMPLETE		
N	Evening school for all students to recover credits. After School			X				INCOMPLETE		



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

5 - 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	Purchase supplemental instructional materials for Other Instructional program. During School			X	Assistant Principal			INCOMPLETE		
N	Provide funds for Homeless students. During School			X		\$10,000.00	\$10,000.00	INCOMPLETE		53021.225.53405.111069.000703.2012_\$10,000.00
N	Instructional Leadership team Development		X					INCOMPLETE		
N	Purchase supplies for Computer Program. During School			X				INCOMPLETE		
N	To provide funds for College/Career program			X	Principal			INCOMPLETE		
N	ESP extended day support, for afterschool programs, extracurriculum and instructional.		X		Principal			INCOMPLETE		
N	Purchase School Community Representative		X		Principal			INCOMPLETE		
N	Special Education Clerk Assistant		X		Principal			INCOMPLETE		
N	School Assistants to assist with school wide support		X					INCOMPLETE		
N	Learning Through Sports			X		\$10,000.00	\$10,000.00	INCOMPLETE		53021.225.54125.320020.000703.2012_\$10,000.00



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## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

5 - 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						
	Program									
N	Part time auto tech teacher		X					INCOMPLETE		
N	Radio Engineer Assistant		X					INCOMPLETE		

2 - 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	Cosmetology Teacher		X					INCOMPLETE	448081	
N	Hospitality Teacher		X			\$86,128.00	\$85,022.43	INCOMPLETE	448083	
N	.2 Overtime indicator		X			\$45,318.00	\$45,462.33	INCOMPLETE	448085,448087, 448086,448086, 448086	
N	Substitute services for staff during pd sessions		X					INCOMPLETE		
N	Classroom Teaching		X		Principal	\$7,994,147.00	\$7,908,860.89	INCOMPLETE	134785,143074, 250351,136654, 115983,251672, 118078,123022, 142101,122809, 118555,336242, 373246,140875, 146858,140208, 137969,122116, 280756,136470,	



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

### 2 - 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						
									128924,121337, 115052,132307, 124013,251668, 252343,115112, 254962,113738, 304454,133642, 139338,139162, 133418,122654, 275327,116183, 121148,310522, 133131,147457, 122239,152752, 148617,116165, 134026,133519, 137825,131021, 123157,134152, 412250,136684, 132442,118640, 148617,143576, 412248,121393, 142324,143884, 130175,144173, 132339,251671, 143964,268396, 147257,134846, 125140,121173, 116348,116522, 147802,119632, 257649,119135, 143125,119619, 412251,251703, 122040	

### 6 - 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	Leadership Team		X		Principal	\$1,353,888.00	\$1,371,018.08	INCOMPLETE	134726,128962, 115200,311396, 312760,126168,	



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

6 - 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						
									123998,133479, 164215,275208, 122375	

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		53021.312.53205.256009.000000.2012_\$ 0.00 + 53021.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		53021.230.54105.254020.000000.2012_\$ 5,000.00 + 53021.230.54105.254022.000000.2012_\$ 0.00 + 53021.230.54105.254021.000000.2012_\$ 0.00 + 53021.230.54105.254027.000000.2012_\$ 8,641.00 + 53021.230.54105.254011.000000.2012_\$ 0.00 + 53021.230.54105.254002.000000.2012_\$ 11,148.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		53021.230.56105.254002.000000.2012_\$ 123,070.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		53021.230.53405.254002.000000.2012_\$ 28,431.09
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		53021.230.53115.254002.000000.2012_\$ 0.00 + 53021.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		53021.230.53120.254002.000000.2012_\$ 0.00 + 53021.230.53125.254002.000000.2012_\$ 0.00



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		53021.230.54125.266410.000000.2012_\$0.00 + 53021.230.54125.266407.000000.2012_\$0.00 + 53021.230.54125.266402.000000.2012_\$0.00 + 53021.230.53306.009573.000000.2012_\$0.00 + 53021.230.53306.254901.000000.2012_\$0.00 + 53021.230.53306.266407.000000.2012_\$0.00 + 53021.230.56105.266414.000000.2012_\$0.00 + 53021.230.54125.254901.000000.2012_\$0.00 + 53021.230.54125.009574.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		53021.115.54215.255052.000065.2012_\$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		53021.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		53021.225.54105.266408.000703.2012_\$7,608.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		53021.332.54105.266411.430106.2012_\$0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		53021.225.54105.266411.000703.2012_\$19,938.00



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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 transportation			X	Principal			INPROGRESS		53021.115.54210.255004.376712.2012_\$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	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		53021.115.55005.254403.000000.2012_\$12,806.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		53021.115.53405.119035.000000.2012_\$17,221.57
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		53021.115.53305.119035.000000.2012_\$105,936.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		53021.369.53405.140205.474555.2012_\$2,500.00 + 53021.369.53306.144601.322016.2012_\$6,410.00 + 53021.369.53405.144601.322016.2012_\$3,000.00 + 53021.369.54210.140006.474555.2012_\$400.00 + 53021.369.53306.144611.322016.2012_\$2,944.00 + 53021.369.54210.144601.322016.2012_\$600.00 + 53021.369.53405.140225.474555.2012_\$16,059.00 + 53021.369.55005.140205.474555.2012_\$17,600.00 + 53021.369.54210.144606.322016.2012_\$400.00 + 53021.369.53405.144611.322016.2012_\$8,000.00 + 53021.369.53306.149005.322016.2012_\$



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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						
										3,880.00 + 53021.369.56105.140205.474552.2012_\$ 2,871.99 + 53021.369.53405.149005.322016.2012_\$ 1,081.00 + 53021.369.54210.140225.474555.2012_\$ 1,600.00 + 53021.369.55005.140225.474555.2012_\$ 919.00 + 53021.369.54210.144611.322016.2012_\$ 400.00 + 53021.369.53405.144701.474555.2012_\$ 5,605.00 + 53021.369.54210.140505.474555.2012_\$ 1,000.00 + 53021.369.55005.140205.474552.2012_\$ 0.00 + 53021.369.55005.149005.322016.2012_\$ 976.00 + 53021.369.53306.140006.474555.2012_\$ 1,250.00 + 53021.369.55005.148002.474555.2012_\$ 1,185.00 + 53021.369.54210.148002.474555.2012_\$ 1,600.00 + 53021.369.53405.140505.474555.2012_\$ 8,729.00 + 53021.369.55005.144606.322016.2012_\$ 7,534.00 + 53021.369.54210.149005.322016.2012_\$ 400.00 + 53021.369.53306.144606.322016.2012_\$ 2,944.00 + 53021.369.55005.144601.322016.2012_\$ 2,095.00 + 53021.369.54210.140205.474555.2012_\$ 600.00 + 53021.369.53405.140705.474555.2012_\$ 5,109.00 + 53021.369.53205.140505.474555.2012_\$ 15,750.00 + 53021.369.53306.144701.474555.2012_\$ 5,400.00 + 53021.369.54210.144701.474555.2012_\$ 400.00 + 53021.369.53306.140705.474555.2012_\$



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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						
										1,000.00 + 53021.369.53405.148002.474555.2012_\$ 6,366.00 + 53021.369.53405.144606.322016.2012_\$ 6,000.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		53021.115.53305.223012.000000.2012_\$ 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 Improvement Design Template		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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						
	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	Custodian/Engineer		X		OMB Budget Analyst	\$686,670.00	\$674,443.49	INCOMPLETE	152878,152616, 157722,168376, 151255,168375, 167932,157610, 167938	
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		53021.115.55005.119035.000000.2012_\$ 25,777.00 + 53021.115.56105.119035.000000.2012_\$ 4,324.00
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 state miscellaneous grants (e.g., fund 324 & 326)		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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						
	(positions)									
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$310,153.00	\$297,466.05	INCOMPLETE	157677,167097, 161107,151329, 259806,161148, 168993,167546, 167297	
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		53021.369.53405.140050.322014.2012_\$ 0.00 + 53021.369.53405.140050.322016.2012_\$ 21,880.00
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		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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						
	Title I 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		53021.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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	\$194,974.00	\$190,085.50	INCOMPLETE	148719,148994,156064,158275	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		53021.210.53405.254607.000000.2012_\$3,775.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		53021.332.57940.390030.430115.2012_\$585.20 + 53021.225.57940.119020.000703.2012_\$0.00 + 53021.332.57940.119031.430106.2012_\$0.00



# CPS SIPAAA Planning Report

## 53021 - Dunbar Vocational Career Academy : 2010-2012 Year 2

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		53021.332.54565.390030.430115.2012_\$1,000.00 + 53021.332.53405.390030.430115.2012_\$3,151.00 + 53021.331.54565.390030.430103.2012_\$980.00 + 53021.331.53510.390030.430103.2012_\$1,000.00 + 53021.332.57940.390030.430115.2012_\$585.20 + 53021.332.54125.390030.430115.2012_\$1,000.00 + 53021.332.54205.390030.430115.2012_\$5,717.00 + 53021.331.55005.390030.430103.2012_\$1,000.00 + 53021.331.54505.390030.430103.2012_\$69.00 + 53021.331.54205.390030.430103.2012_\$403.20 + 53021.331.53205.390030.430103.2012_\$2,350.46
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		