



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
Plascencia	Theresa	Principal	X		
Alvarado	Ivan	Special ed. faculty			
Babb	Amanda	Classroom tchr.			
Bacon	Kevin	Other			
Brightwell	Emily	Classroom tchr.			
Chavez	Osbaldo	Student (HS)			
Escamilla	Anthony	Lead/resource tchr.			03-Jan-2011
Falls	Veronica	Counselor/case mgr.			
Feltes	Emily	Classroom tchr.			
Fernandez	Yaraseht	Student (HS)			
Gallegos	Leonel	Other			
Hammaker	Tonya	Curriculum faculty			18-Jun-2010
Hernandez	Javier	Partner			
Ho	Lam	Partner			18-Jun-2010
Lewis	Candace	Classroom tchr.			
Milenkovich	Vera	Classroom tchr.			
Mironchuk	Aleksandra	ELL faculty			
Mooney	Maria	Classroom tchr.			
Nunamaker	William	Classroom tchr.			18-Jun-2010
Rivas	Ana	Student (HS)			
Sallas	August	LSC member			
Sanchez	Dalia	Student (HS)			
Sanchez	Nailha	Student (HS)			03-Jan-2011
Satterfield	Antonette	Student (HS)			18-Jun-2010
Satterfield	Ms.	Parent/guardian			18-Jun-2010
Siegellak	Jason	Other			
Swain	Martha	Partner			
Westlove	Michael	Asst. Principal			
Williams	Derrick	Student (HS)			
Younger	Victor	Support staff			
Ziehlbauer	Joseph	Support staff			

Involvement

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

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

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

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

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

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

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

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

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

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

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

Chief Area Officer:

Rick Mills


Management Support Director:

Marisa Velasquez

Management Support Staff:	Ardis Relf
Data Support:	Shirley Pleasant
ENLACE Chicago	Woodward Bennett

External Partners:

Central State (SER)
 The Confederation of Spanish American Families (CSAF)
 Illinois State University
 Malcolm X College
 Northeastern Illinois University
 Daley College
 Benedictine University
 Depaul University (GEARUP)
 YMCA Chicago
 Chicago Park District
 North Lawndale Juvenile Justice Collaborative
 The Resurrection Project
 After School Matters
 Lawndale Christian Health Center
 Harmony Health Plan
 Mujeres Latinas En Accion
 Americorps
 Carnegie Learning
 Cambridge Educational Services
 Brainfuse
 Little Village Community Council
 International Academy of Design and Technology
 Youth Cultivation Coalition
 Student Conservation Association
 Legal Assistance Foundation of Metropolitan Chicago

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

The SIPAAA team gathered input in a variety of ways ensuring that all stakeholders participated, had ownership, and collaborated to create an effective and conducive school improvement plan for Farragut Career Academy. Over the past two months, SIPAAA members met several times to examine Annual Yearly Progress, School Report Card, Internal, and External data to arise at conclusions that would best benefit the student body at Farragut. During this time it was important for stakeholders to review the Area 26 strategic plan to make sure that the school improvement plan aligns with the core values, vision, and mission of the area office. Fortunately, Farragut was able to devise a school improvement plan with input from all stakeholders such as students, staff, teachers, administrators, community partners, special educators, parents, ancillary staff, and community members. This collaboration was invaluable in ascertaining the needs of the students, parents, staff members, community, and the administration. A great deal of time was dedicated to employing a jigsaw format to meetings. Members were divided into five groups, given a task, completing a task, and passing the task on to the next group for their input. This round robin approach was beneficial and successful in that all members were exposed to the many components of the SIPAAA tool and were able to give helpful feedback to the group.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	1	7	2	1	6	2	8

Summary of Meetings



Meeting Date	Meeting Type	Description
14-Apr-2011	Town hall/community mtg.	Local School Council Meeting to discuss final revisions to the SIPAAA
14-Mar-2011	Small group discussion	Discussed final changes to the SIPAAA tool
13-Mar-2011	SIPAAA Team	SIPAAA team met to discuss changes in both the team, reviewed current data, and worked on amending strategies to promote further achievement
11-Mar-2011	Small group discussion	Several members of the SIPAAA team sat down to review the current SIPAAA and develop an agenda for Wednesday's meeting
10-Mar-2011	Town hall/community mtg.	Local School Council Meeting to discuss additions to the SIPAAA
10-Feb-2011	Town hall/community mtg.	Local School Council Meeting to discuss amendments to the SIPAAA
09-Mar-2010	SIPAAA Team	The SIPAAA team broke out into small groups to analyze the nine priorities and attach SMART goals to each of them.
08-Mar-2010	Other	Mr. Nunamaker and Mr. Siegellak planned the priority meeting for tomorrow. Folders were created for aligned SMART goals.
02-Mar-2010	SIPAAA Team	The SIPAAA team collaborated today by looking at data and school priorities. We discussed what our key priorities are as well as what activities we wanted to attach to those priorities.
24-Feb-2010	Other	Mr. Nunamaker and Mr. Siegellak discussed the review and edit of the outcome and process analysis in a brief but effective meeting.
24-Feb-2010	Other	Ms. Milenkovich and Mr. Siegellak met to discuss the upcoming parent meetings and the parent component to the school improvement plan.
23-Feb-2010	SIPAAA Team	SIPAAA team collaborates in small groups to analyze Data for the Process Analysis. Once the data is scrutinized it will be entered into the SIPAAA tool.
22-Feb-2010	SIPAAA Team	SIPAAA team collaborated on Outcome Analysis section of SIPAAA. The group analyzed relevant data and worked to synthesize information for the SIPAAA tool.
19-Feb-2010	Other	Mr. Nunamaker and Mr. Siegellak finalized the planning folders for the upcoming meetings.
18-Feb-2010	Other	Mr. Nunamaker and Mr. Siegellak met to plan and organize the meetings revolving around the process analysis and outcome analysis.
18-Feb-2010	Small group discussion	A small group of stakeholders met to discuss changes to the mission and vision statements. The discussion revolved around feedback from a mass email on changes to the mission and vision and suggestions from all stakeholders.
10-Feb-2010	Other	SIPAAA training for SIPAAA members provided by the Area 26 Office.
04-Feb-2010	Other	SIPAAA training for SIPAAA members provided by the Area 26 Office.

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:	118
Number of Student Survey Responses:	180
Number of Teacher Survey Responses:	75
Number of Staff Survey Responses:	15

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:



Farragut Career Academy's mission is to prepare all students to be life-long learners and responsible citizens by providing them a full spectrum of academic knowledge which will enable them to develop the skills needed for careers and personal success. Through these experiences, we will instruct and inspire them in the values of democracy, fairness, and self-esteem. Toward these ends, we are committed to discovering, developing, and implementing the most advanced and effective curricula, teaching/learning methodologies, and technology.

Vision Statement:

Farragut Career Academy commits itself to excellence and equity in education for all students by developing graduates who possess moral and ethical character, responsible citizenship, and high academic achievement for post secondary and career success.

Student Outcomes

Student Outcomes Strengths and Concerns

-  **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.
-  **TIP** The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.
Concerns:

Strengths:

Strengths in the area of student outcomes include the following. Freshman Connection has been introduced and enrolled 170 students in their transition from elementary school to high school. Freshman Academies were introduced and used to house freshman students in a separate part of the building while sharing all of their teachers. The Freshman On-Pace recovery classes allowed freshmen to make up a failed class to remain on-track. There has been increased participation in the Chicago Metro History Fair with students advancing to the city-wide competition held at University of Illinois at Chicago. The Debate team participation has more than doubled from two years ago. The Chicago Debate League named Farragut the #4 school for participation in Policy and Debate in 2008. The one-year drop-out rate has decreased from 19.6% the previous year to 18.1% last year.

There is limited or inaccurate data, on Data Dashboard which inhibits and distorts planning for programs and classes. Additionally, the freshman graduating in 5 years rate has decreased to 43.9% from 45% the previous year.

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?

We use a variety of data to inform school improvement decisions. On a large scale, we consider relevant data from standardized tests that students take throughout their time in high school. Specifically, Plan, Explore, PSAT, and ACT data are analyzed and used to make curricular and instructional decisions. Furthermore, we use common exams aligned to ACT College Readiness Standards every 10 weeks. This data is collected and compiled by each grade level team in each department area, core and elective. We analyze these results to create action plans which detail potential reasons for low performance and best practices for remediation. Conversely, we also use this data to look for areas of enrichment when possible. Finally, as an IDS school, we administer and receive feedback on CPS created IDS exams in our core areas. These results allow us to highlight our instructional goals and look for ways to make alterations if needed.

This data shows strengths and weaknesses in two different areas: instruction and learning. As previously stated, it highlights specific skills related to ACT CRS standards and Illinois State Standards where students are deficient. It also paints an accurate picture of which skills where our students are particularly adept. For example, in English, we may find that students are highly skilled in identifying author intent, but poor in word knowledge skills. The data also provides a picture of instructional weakness. As grade level teams, we analyze student responses on each question on each assessment. If the data plot of answers is evenly spread amongst all four responses, we can make an assumption that rather than remediation for students, we need to have a discussion about best practice instructional techniques to align teaching to standards.

- 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.

Internal factors which may have contributed to these low achievement scores include an attendance rate of only 77.6%. Another factor which

may have contributed is the implementation of a new curriculum across all core areas. There is a curriculum coach and multiple forms of support, but teachers must contend with new materials, new lessons, and a rigid course outline. External factors include a high mobility rate of 36.8% which disrupts the continuity of the educational program and affects all students. Many of the students live in poverty with the percentage of students on the Federal Free and Reduced Lunch program at 98.6%. Finally, we have a large population of students with limited-English-proficiency (12.3%).

- 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 can support students with the lowest achievement by supporting students in science with a double period; offering remedial reading classes at every grade level; assigning more position numbers for special education teachers; hiring reading specialists to work with low performing students; and considering restructuring the schedule to a year-round schedule to accommodate continuous learning. Some possible next steps might include: increasing reading and science electives; offering more instructional support and professional development in the areas of special and bilingual education; modifying testing for special populations.

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

The data demonstrates that student performance is improving especially amongst the incoming freshman and those students who have been exposed to the new core curriculum. Our freshman on-track rate has significantly increased while the number of students taking and succeeding in Advanced Placement courses has also improved. Conversely, we are concerned with the low performance of our African-American population in math and science. While numbers remain low, there have been significant improvements in every subgroup in both reading and math except for one. All students have shown an improvement in meeting or exceeding standard in reading by 5.6% and in math by 7.5% from 2008. In reading, our black students have increased by 6.5% from 2008 while Hispanic students increased by 6.3%. In math, our black students have increased their scores by 3.9% while Hispanic students have shown a 7.6% improvement. Students with disabilities increased reading scores by 5.6% and math scores by 1.9%. Economically disadvantaged students increased reading scores by 5.9% while losing 8% points in math. Graduation rates have decreased from 59.6% in 2008 to 56.5% in 2009. Black students have a significantly lower graduation rate from Hispanic students by 20.6%.

- 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>

Farragut Career Academy currently is above targets in the percentage of students tested in both reading and math. It is currently below targets in the percentage of students meeting or exceeding standards in reading and math, as well as below target in the attendance and graduation rates. The school is currently not meeting safe harbor targets in reading or math.

Strengths:

Despite not meeting targets in reading or math, Farragut Career Academy has shown a 5.6% increase in the number of students who do meet or exceed state standards in reading. Additionally, the freshman on-track rate has improved by 14.4% to 58.6%. Attendance has increased by more than 4% points from the previous school year ending in 2008. Advanced Placement enrollment has increased to 5.1% of students enrolled in a class.

Concerns:

We are concerned that not enough of our students are meeting or exceeding state standards in math or reading. There is a significant achievement gap between black students and Hispanic students. Furthermore, we are not meeting safe harbor targets in either math or science for any group of students. Although we have seen growth in recent years, the numbers remain low and graduation rates have actually decreased.

Of those students, 8.5% have experienced success.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The average number of days absent decreased by 13.6% from 2007-08 to 2008-09, an average of 6.6 days per student perhaps because of incentives offered to students for both perfect attendance and improved attendance. Truancy is discouraged through the implementation of attendance contracts and strict enforcement of the withdrawal/release from school policy. Freshman absences decreased by an average of 30.1% over this period. This has been influenced by participation in Freshman Connections, Freshman Seminar, and AVID courses. Increased credit recovery courses have encouraged freshman attendance as a way to stay on-pace.

Student participation in extra-curricular activities has increased by 4%, an indicator of an increased sense of security when staying after school and teachers encouraging participation through extra-credit opportunities. The After School Matters program also provides students with an opportunity to earn money in the process. Academic rigor has increased by 7% from 2007 to 2010, potentially due to more common course planning time, vertical alignment of the curriculum, and additional professional development. Students reporting supportive staff also increased by 8%. Some factors that may influence this would be that students must meet with counselors before returning from suspensions or truanancies and teachers now complete remediation plans for struggling students. The number of suspensions and expulsions decreased. One factor might be the implementation of in-school suspension.

Concerns:

The truancy rate increased drastically over this period of time, partially due to more stringent standards and better data. Also, students reporting a safe and respectful climate decreased by 7%. Students specifically point out that while they feel safe within the building; it is coming to and leaving school through the community that leads to the unsafe feeling. Students also express concern that they are not allowed to carry cell phones, which leaves them without protection when walking home.

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?

Farragut Career Academy is one of several high school facing severe challenges. We have a large population of LEP students and students with disabilities. Other common obstacles include a pervasive gang presence, drugs and poverty. Parents have reported, however, that they are satisfied with Farragut. Of those who responded, 78% in 2008-2009, up from 57% in 2007-2008 reported satisfaction with the school. Though the mobility rate is high at 36.8%, it has decreased from 53.1% in 2006-2007.

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

There is a gang problem in the neighborhood which causes students walking to school and leaving school to be in fear for their safety. As a byproduct of gangs, the selling of drugs creates a hostile environment through which students must travel every day. Some students must cross gang boundaries to get to school, and they must do so in large groups to avoid being targeted for violence. Beyond gangs, an overwhelming number of students, 94.2%, live below the poverty line. The absence of means creates a deficiency in the basic needs of many of our students. Teachers are absent an average of 10.1 days up from 9.6 the previous year. When average teacher absences are this high, instruction is interrupted and creates deficits in learning and achievement. All of the factors combine to make a learning difficult and inconsistent.




Strengths:

The mobility rate has decreased by over 17% from 2006-2007. Parent satisfaction with the school has increased by 21% from 2007-2008. The number of national board certified teachers has increased from 1 in 2007-2008 to 3 in 2008-2009. School cleanliness is rated as a B which is up from a grade of C in 2006-2007. Of the 290 students who have a disability, 57% are in a classroom with the support of a cooperating special education professional. The number of students with this support has increased from 52% in 2007-2008.

Concerns:

We are concerned that the mobility rate remains elevated despite showing a significant reduction from 2006-2007. We would like parent satisfaction to be higher, even though there has been a significant improvement in this area. We are concerned that teachers are missing too many days on average which is disrupting the continuity of the educational environment. We are concerned that the cleanliness of the school environment is not as good as it could be. Although we received a grade of B, we want it to be at an A. Finally, we are happy that 3 of our teachers received national board certification in the 2008-2009 school year, but we would like that number to increase drastically with the hope that instructional effectiveness and student achievement will improve accordingly.

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
English (HS)	Kaplan K12 Learning Services	The Kaplan English and Language Arts curriculum supports student-centered, inquiry-based learning.	X										
Math	Carnegie	This is a problem-based curriculum involving Algebraic understanding.	X										
Science (HS)	Meaningful Science (Northwestern, BSCS, UIC, It's About Time)	This program provides meaningful science skills to all students.	X										

Partner Name	Partner Description	# of Students
GearUp	GearUp provides additional tutoring and support services to students ensuring they are on track	600
After School Matters	After School Matters provides a safe harbor for students to do a variety of after school activities.	140
Life Directions	Life Directions is a pullout program where a variety of students discuss conflict resolution.	35
ENLACE Chicago	ENLACE provides after school programs for adults and students.	180
Central State (SER)	SER provides job readiness, interview, and resume writing skills.	30
Confederation of Spanish American Families (CSAF)	CSAF provides family value classes for youth and are an integral part of our fiesta night	300
Chicago Park District	The Chicago Park District provides after school activities for youth through After School Matters	55
North Lawndale Juvenile Justice Collaborative	The collaborative provides free legal assistance for adults with juvenile records	100
Illinois State University	Illinois State University provides critical data regarding the partnership for ENLACE Chicago	180
The Resurrection Project	The Resurrection Project is designed to bring families closer together and build community spirit.	100
Legal Assistance Foundation of Metropolitan Chicago	The Legal Assistance Foundation provides a free legal clinic at Farragut from 3:45 p.m. to 5:30 p.m.	150
Lawndale Christian Health Center	Lawndale Christian Health Center is a full service medical center at Farragut.	1000
YMCA of Metropolitan Chicago	The YMCA provides violence prevention training for youth at Farragut.	150
Harmony Health Plan	Harmony provides additional medical coverage to families in the community	50

Partner Name	Partner Description	# of Students
Mujeres Latinas En Accion	Mujeres provides In-School Suspension Workshops revolving around building family values.	35
John Stroger Hospital	This is a Medical assisting program support and intern positions for students in the program.	25
Dr. Mueherke Scholarship	Scholarship designed for students who excel in athletics. One is given per year.	1
Little Village Community Council	The community council supports learning efforts for youth in the community.	100

 **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).

Farragut employs a multitude of strategies to accommodate students who may be deficient in core academic areas by providing before and after school tutoring programs such as SES and GEARUP. Other programs include credit recovery through Evening School, Saturday School, and a first and ninth period recovery program for students with conflicting schedules. Additionally, all core departments have common planning time. A majority of this time is devoted to course planning where teachers align lesson plans and exams to state and college readiness standards. A variety of double period classes are offered such as Algebra, College Algebra, and Geometry for students with deficiencies in math. Remediation plans for struggling students are on file from all teachers for students in danger of failing a class. The remediation plans are signed by students and show that collaboration has occurred between student and teacher to ensure that ownership to achieve takes place. Targeted professional development occurs monthly during professional development days. Issues such as classroom management, instructional delivery, special education, and new best practice workshops are frequently introduced to help the beginning, moderate, and veteran teacher. Restructured school days usually occur during ACT and Prairie state exams but also are used to assist students on Chicago Public School Initiatives and practices.

- 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...).

Farragut Career Academy utilizes a number of instructional practices, strategies and resources to close the achievement gap between students with and without disabilities. All students with disabilities have IEP meetings which are closely monitored by the case manager, provider, classroom teacher, parent, student, social worker, school psychologist, and an administrator if available. After analyzing student need, students are placed in their least restrictive environment so they may excel. Farragut provides a continuum of services that include self-contained, cooperative teaching (CTT), and consultation. Additionally, all teachers are provided with professional development workshops that focus on incorporating the three major modalities of differentiated instruction: visual, auditory, and kinesthetic learning. These applications assist all learners in the classroom setting. Currently, all teachers must provide a remediation plan or have one on file for students who are in danger of failing. The remediation plan includes teacher feedback, student feedback, meeting dates, calls to parents, and signatures from the teacher, student, and parent. This process allows students to take ownership of their achievement.

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

- Next Steps for Instruction:

Our next steps for instruction include providing professional development training for regular education teachers that focus on analyzing and interpreting an Individualized Education Plan (IEP). This training will allow teachers to better understand specific academic deficiencies within their classroom population and make better use of differentiated instruction. Additionally, we are going to send more teachers to specialty conferences outside of the school that focus on improving instruction. Many of the conferences will contain best practice on instructional delivery, how to utilize differentiated instruction in the classroom, utilizing technology with special needs students, and how to motivate struggling students.

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:

Farragut Career Academy's next steps for instructional leadership involve a plethora of strategies and methodologies that will promote academic excellence. First, the instructional leadership team will encourage the community, parents, and students to interact with Farragut's website by including announcements in the monthly newsletters and at report card pick-up. Additionally, a marquee notice will also inform the community about the website. The website will be updated weekly about events, current news, achievement, and services provided. Farragut will provide more advanced placement and honor courses as well as encourage additional teachers to attain advanced placement certification. The counseling department and college office will research additional service learning opportunities for students that are relevant and benefit their community. Instructional leaders will utilize Culture of Calm funding and programs to assist in closing the achievement gap. Part of this initiative will be to provide students with additional text books so that they can take them home. The Instructional Leadership Team will meet with the counseling department, curricular departments, and students to determine more meaningful electives. These added electives will provide the student body with more freedom regarding elective choice.

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?

Many factors contribute to student performance results. Consistency is perhaps one of the most essential characteristics to student performance results and a quality education. In looking at the school characteristics statistics under the outcome analysis tab, it is evident that students are receiving a more consistent education based on the trends in mobility rates. During the 2006-2007 school year, Farragut experienced a staggering 54% mobility rate. In 2007-2008 and 2008-2009 the mobility rate decreased from the prior year to 36.8%, a 17.2% drop. Other factors that contribute to student performance results are effective professional development for teachers, peer collaboration, and continuous learning. All Farragut teachers attend monthly professional development meetings internally and externally. Evaluation forms are distributed to determine the effectiveness of the learning experience. Classroom observations by administrators and peers help instructional leaders decide if professional development activities are put into practice. Typically, two classroom observations are conducted throughout the year by administrators and peer observations occur monthly. Department walk-thrus are yet another mode of observation that helps teachers and teams collaborate and evaluate curricular practices and instructional effectiveness. Lesson plans are posted in each classroom for peers to review and are usually planned during weekly course team meetings. Common planning time allows all departments and course teams to meet regularly. This is particularly effective during data discussions regarding assessment. Course teams determine the level of each exam question and evaluate which questions were particularly difficult for students. Classroom discussions follow with students to ascertain why students

missed certain questions. In search of mastery, teachers will retest students once the challenging material is re-taught.

✓ **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...)

Farragut has already developed the capacity of both the general and special education teachers to implement inclusive practices by allowing for common planning time, joint professional development and the utilization of technology. Currently, all departments have common planning time for the entire department and for course teams. This is inclusive of the special education department. Additionally, special education teachers attend department and course team meetings in the subject areas in which they teach. Professional development activities are offered each year that inform special education and regular education teachers about effective collaborative practices for the inclusion classroom. Many regular and special education teachers attend each year. After their experience they conduct workshops at Farragut so that the knowledge about best practice is shared. Farragut employs a number of technological resources that assist in developing a professional capacity. Each year Farragut purchases SMARTBOARDS for classrooms and is constantly adding computer laboratories to the building. The IMPACT system, use of First Class/CPS email, school website, and use of a digital grade book are all indicators that Farragut Career Academy is utilizing technology resources to raise the achievement gap and causing positive systemic change to the school and community.

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

- **Next Steps for Professional Capacity:**

The next steps for professional capacity at Farragut Career Academy are to closely align the curricular and programmatic goals of the school with that of the strategic plan of Area 26. In doing that, Farragut would like to schedule more planning meetings with administrative officials at Area 26 so that goals are met. Next, Farragut Career Academy would like to offer more professional development opportunities both after school and on weekends. Some likely topics of the professional development activities would revolve around special education practice and differentiated learning. Farragut would like to employ the use of a school improvement suggestion box located in the main office and reviewed at Instructional Leadership meetings, implement more cross-curricular observations, and attend more instructional technology workshops. Staff will be given more access to administrators during office hours.

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).

Farragut Career Academy fosters an inclusive learning climate by conducting several community workshops throughout the year. Farragut holds a family night for each of its four classes: freshman, sophomores, juniors, and seniors. Additionally, Farragut has two report card pick-up days for parents and a business and community fair for parents to visit. In an effort to promote culture of calm initiatives, Farragut offers mediations among students, peace circles, peer jury, and life directions. Two parent meetings are held the first and third Thursdays of the month and there are girl mentoring groups such as the teen pregnancy group. Economic workshops are held periodically to help parents and the community members become more responsible financially. Perhaps our largest event is Farragut's Family Fiesta Night. It is held in the Spring and has grown in population each year.

- **Next Steps for Learning Climate:**

A school plan that fosters an inclusive learning climate including activities with resources both physical and social integration of students with and without disabilities would have to provide advanced placement and honors classes at all four levels of high school. Additional professional development activities about parent portal including a room for parents where they can participate in job readiness training would help facilitate an inclusive learning climate with the community in mind. Extended office hours with compensation for staff who service the community would be beneficial for families who work until school is dismissed and do not get the opportunity to meet with staff and benefit from services. Services such as counseling, adult education, and administrative support would help to boost family involvement ultimately increasing achievement. Converting Farragut into a seven day a week high school would draw community members and parents who would not normally come to the school because of hectic work schedules and familial obligations. Additional open houses for parents, students, and community members, and teachers would build a stronger sense of community and camaraderie at Farragut. Establishing a better cohesive communication plan between JROTC and Regular education students would bridge the gap between the two learning groups.

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?**

Several factors regarding family and school involvement such as communication, partnerships, and community investment have contributed to student performance. Parents, community members, businesses, and community partners are all communicated to through various media. Farragut publishes a monthly newsletter, daily bulletin, marquee announcement, and utilizes a website which is updated weekly to provide the community and its constituents a glance as to the current happenings at Farragut. This is especially important in its growth as a community school. In addition, monthly GearUP and NCLB meetings are held for parents and services are provided. Parents are given an opportunity to attend workshops, professional developments, and leisure activities that promote communication with their children and align to No Child Left Behind requirements. As a community school, Farragut offers adult education classes such as G.E.D., E.S.L., and computer classes to its adult learners as well as enrichment classes to its students. Enrichment classes such as Music, Theater, Graphic Arts, and Youth Leadership have all thrived with growing numbers every semester. Facilities such as the pool, gymnasium, and outdoor field are available to the public in the evenings and on weekends. An open swim on Friday nights and Saturday mornings as well as an open basketball gym on Saturday mornings are newly developed programs for community members to take advantage of and enjoy. Various community members and organizations understand Farragut's mission and vision statement or the school improvement efforts and do donate time, in-kind support, fiscal support, and other services to assist the school in moving forward. There are at least two to four business and community fairs during the school year. Two of them occur during report card pick-up.

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

The school has provided written notice about the school's academic status identification to parents by letting them know that there is a school website, yearly report card, and Annual Yearly Progress (AYP) report online which can be easily accessed. In addition, parents are notified when one of their students' teachers is not highly qualified to teach the class their child is in. This means that the teacher has some deficiency in their area of course work. Additionally, parents are notified through remediation plans that their child is struggling as well as understand it during report card pick-up. Report cards are also printed in English or Spanish so that parents can easily understand how their child is doing. All communication at Farragut is distributed in both English and Spanish including the monthly newsletter.

Next Steps for Family & Community Involvement:

The next steps for family and community involvement are to try and establish more partnerships that are meaningful, allow the building to stay open longer hours and more days, and promote positive systemic change at Farragut Career Academy. Farragut staff members and administrative team plan on utilizing culture of calm money and any other necessary funding, in-kind, and fiscal support from partners, grants, and volunteers so that students receive all of the supplemental services they deserve. All of Farragut's initiatives are designed around the mission and vision which is to create responsible, conscientious learners, who have fervor for achievement.

Priorities / Categories

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

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Attendance	Improve student attendance by creating programs and offering incentives to students at all levels.	Farragut will increase cumulative annual student attendance by 4% each year over the next two years. We will utilize IMPACT and Data Dashboard to measure progress. Farragut's strategy to attain success is to implement the culture of calm initiative aligned by the Area 26 strategic plan. Various incentives will be used to encourage stellar attendance among the student body. Weekly time-oriented gains will be reviewed at Instructional Leadership team meetings.	This process will be monitored through extensive data analysis tools such as IMPACT and data dashboard and discussed during weekly Instructional Leadership Team Meetings.	
2	Literacy	Improve student achievement in literacy by targeting reading comprehension across all content areas.	Students will increase their reading score on (PSAE) by .8% each year over the next two years. Farragut will measure success by evaluating scores on Powerful Practice Vocabulary Tests and monthly PSAE assessments during department and course team meetings. Teachers and staff will collaborate and adjust curriculum based on assessment data to help students achieve more. This will better equip students for the challenges and rigor of post-secondary experiences. Students will achieve literacy goals by June of the 2010-2011 school years.	Farragut will monitor literacy goals using a tri-level approach. First, the Instructional Leadership Team will meet weekly to communicate and scrutinize data regarding progress. Secondly, the case manager and special education department will review the Individualized Education Plan process for the student body to ensure that gains in literacy happen for all students. Finally, regular instruction and assessment will be reviewed during monthly department meetings and weekly course team meeting	

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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Family/Community Involve.	Improve family and community involvement through increased communication and outreach.	Farragut will conduct a total of four family nights (one for each year) and one fiesta night each year over the next two years. Success will be measured by attendance and survey feedback from each event. Various forms of advertising such as the marquee, monthly newsletter, and report card make this goal attainable. Incentives such as a raffle, meal, and entertainment as well as community and family development workshops make this goal attainable. All four family nights and one fiesta night will occur over the course of a two semester school year.	The NCLB, Gear-Up, and Local School Council parents will review, assess, and determine the fidelity of the events by attending, observing, and discussing the activities they previewed.	
4	On Track to Graduation	Increase the number of students who are on-track to graduate at every grade by increasing the quantity and quality of supports to those at risk.	Farragut's goal is to raise freshmen who graduate within five years by 5% each year over the next two years. This will be measured by reviewing freshmen on track data, remediation plans, and the eighth grade data watch list during the summer, after they complete their first semester, and at the end of their first year. It is attainable if we focus more attention to high school and middle school curriculum as well as set up monthly articulation meetings so that curriculum in core areas can be better aligned. These measures are relevant to district and area goals and complement the vision and mission statement at Farragut. Data will be reviewed quarterly by the Instructional Leadership Team and core department teams to monitor progress.	Farragut will monitor freshman on-track to graduate data by collecting five week progress report data, data from elementary school EXPLORE scores, and Freshmen on-track to graduate data.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	Implement positive behavioral intervention strategies and a unified classroom management system to maintain a safe school environment.	Farragut's goal is to reduce the number of L4-L-6 misconducts by 7% annually over the next two years. Data Dashboard is the current technological system used to assist in measuring the number of misconducts. Farragut will utilize the culture of calm strategic plan to accomplish these gains. Improving the learning climate and safety in our school is necessary to create a genuine learning climate where students feel comfortable and safe. Students will be exposed to conflict resolution strategies annually.	Data and strategies will be updated and analyzed weekly/biweekly and Instructional Leadership Team meetings so that appropriate modifications can be made.	
6	Core Classroom Instruction	Improve core-classroom instruction by offering support and professional development to improve teacher effectiveness and student achievement.	Farragut will achieve gains in both reading and math by .8 each year over the next two years increasing the composite score for students by 1.6 each year. Farragut would like students to obtain a composite score of 17 for the spring of 2011 school year and an 18.6 by the spring of 2012. Farragut will measure success by reviewing the REA website and implementing an ACT practice course within the curriculum of the junior classes according to the Area 26 strategic plan. These gains are relevant in making progress guided by "No Child Left Behind Standards." Every Junior will be exposed to a ten week ACT practice course in English and Math before taking the ACT.	Farragut will monitor the program based on student success in the classroom. ACT teachers will also provide feedback to departments and course teams that will determine what specific skills students are struggling with to prevent them from achieving more on the ACT. These meetings will occur weekly, bi-weekly, and monthly.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Technology	Increase access to technology available for use in classrooms to improve ability to use technology as an instructional aid.	Farragut will designate a technology coordinator who does not teach a full course load to maintain and repair technology within the school and inventory a fully accessible technology resource room that houses routine maintenance supplies. A technology coordinator will be designated and relieved from at least two courses and a technology supply room will be reserved, organized, and stocked within the next two years. One person within each department will be designated to monitor the technology within the department.	The technology coordinator will submit a bi-monthly report to the administrator over technology and will communicate monthly with the technology delegate from each department.	
8	Postsecondary Prep	Increase the quantity and improve the quality of preparation programs for post-secondary education so more students attend college after graduation.	Farragut's goal is to increase the number of students going to college by ten percent each year over the next two years. We will measure progress by issuing a Senior Exit Questionnaire and review college admissions data. According to past data, this goal is attainable as Farragut has enjoyed gains over the past couple of years. This goal is relevant as it aligns with district, area, and school vision and mission statements.	The Farragut Instructional Leadership team, counselors, and post-secondary coach will conduct Senior exit interviews as well as review the senior exit questionnaire each summer once those seniors have graduated.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	Special Education	Ensure that the least restrictive environment is available to all students through increased training for special education and regular education teachers.	Farragut's goal is to improve academic achievement of students with disabilities through doubling professional development opportunities for all staff including but not limited to: how to properly read an Individual Education Plan, how to effectively utilize differentiated instruction in the classroom, how to provide explicit and implicit instruction to special needs students, how to work collaboratively with a cooperating special education teacher, and how to effectively participate in Individualize Education Meetings. Enhancing the professional development opportunities is measurable by looking at the amount of special education professional development offerings last year and comparing it to this current year. It is reasonable to ascertain that teachers need as much exposure to special needs training as possible. Monthly professional developments will be the benchmark for doubling the offerings.	Farragut will monitor this process by conducting peer observations by the case manager, reviewing progress reports, and providing intervention meetings for at risk students.	

Activities

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



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- ✓**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	\$1,815,151.00	\$1,963,991.78	INCOMPLETE	271978,443909, 424627,445586, 443949,444061, 425963,432930, 136142,428268, 140659,138927, 424897,444071, 424607,445510, 425964,432929, 412254,212513, 424637,445587, 444058,136900, 444010,419856, 425966,443900, 425962,425965, 430357,430358, 425967,426304, 443943,443916, 424083	
N	Extended pay for min. of 2 data analysts for data team throughout school year		X		Principal; Assistant Principal			INCOMPLETE		
N	Supplies will be purchased for main office to ensure efficient school operations.			X	Ms. Montalvo	\$23,597.00	\$23,597.00	INCOMPLETE		53091.225.53405.241006.000703.2012_\$23,597.00



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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	Fund Tech XL Network Support Fee using SGSA funds.			X	Tech XL - CPS			INCOMPLETE		
N	Fund Tech XL Leasing using SGSA funds. Fund Tech XL Leasing using SGSA funds.			X	Tech XL - CPS			INCOMPLETE		
N	Fund Tech XL leasing using NCLB funds.			X	Tech XL - CPS			INCOMPLETE		
N	Student transportation will be provided for field trips and other student activities.			X	Activity Sponsor			INCOMPLETE		
N	A lifeguard will be present, along with instructor, for all activities in the pool area.			X	Principal; Pool Instructor			INCOMPLETE		
N	Travel reimbursement will be provided for teachers who attend conferences outside of the Chicago area and out of state.			X	Principal; Dean of Instruction			INCOMPLETE		
N	Supplies will be purchased for other enrichment programs.			X	Program coordinators; Principal	\$5,659.00	\$5,659.00	INCOMPLETE		53091.332.53405.119061.430119.2012_\$5,659.00 + 53091.332.53405.119061.430106.2012_\$0.00
N	School clerk assistants will perform various		X		Principal; Department Manager			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						
	clerical functions and will maintain records in designated offices (ex. attendance & discipline office, main office, counseling office, etc.)									
N	School Clerk Bilingual Spanish will assist in general operation of school and perform tasks which support educational programs and require bilingual skills.		X		Principal	\$194,432.00	\$190,807.82	INCOMPLETE	255533,164231,165350	
N	Extended day pay will be provided for office staff for services provided before/after regular scheduled hours.		X		Principal			INCOMPLETE	445503	
N	Summer school ESP staff will assist in general school operations, security, and preparation of materials for the upcoming school year.		X		Summer School Administrator			INCOMPLETE	443868	
N	Maintain balanced budget by clearing negative budget			X	Business Manager			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						
	lines when necessary.									
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			\$63,365.00	\$62,397.71	INCOMPLETE	419258	
N	Custodial staff will provide services as directed by engineer and principal.		X		Chief Engineer; Principal	\$924,188.00	\$885,896.64	INCOMPLETE	155999,163448,160402,163845,163412,148972,149648,163259,168401,163388,165887,163085,163357,165907,151442,156109,162753	
N	Lunchroom staff will work under the supervision of lunchroom manager and principal.		X		Lunchroom manager; Principal			INCOMPLETE		
N	Engineer will direct and perform maintenance		X		Principal	\$435,252.00	\$431,584.98	INCOMPLETE	167994,156056,167992,167993	



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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						
	school operations as defined by job title.									
N	Pre-K program will have an instructor and aide.		X		Principal			INCOMPLETE		
N	Clear negatives			X	Principal, LSC, V. Milenkovich			INCOMPLETE		
N	SLC will fund .5 SLC coordinator position (school will fund additional .5)		X		SLC and principal			INCOMPLETE		
N	Laptop replacement			X				INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

3 - 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	Host open house in early September.			X	Assistant principal			INCOMPLETE		
N	Guidance counselor assistant will assist counselors in various duties.		X		Counselors	\$100,357.00	\$98,881.90	INCOMPLETE	258986,255944	
N	NCLB PARENT			X	Parent Outreach	\$2,400.00	\$2,400.00	INCOMPLETE		53091.332.53305.390030.430115.2012_\$



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3 - 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						
	ACTIVITY- Provide instructional materials for literacy classes/workshops.				Coordinator					0.00 + 53091.332.53305.390030.430128.2012_\$ 2,400.00
N	NCLB PARENT ACTIVITY- Provide supplies for arts/crafts projects and other workshops.			X	Parent Outreach Coordinator	\$4,946.00	\$4,946.00	INCOMPLETE		53091.332.53405.390030.430115.2012_\$ 5,000.00 + 53091.332.53405.390030.430128.2012_\$ 4,946.00
N	NCLB PARENT ACTIVITY- Refreshments will be provided at parent activities.			X	Parent Outreach Coordinator	\$1,300.00	\$1,300.00	INCOMPLETE		53091.332.53205.390030.430128.2012_\$ 1,300.00 + 53091.332.53205.390030.430115.2012_\$ 3,300.00
N	NCLB PARENT FUNDED- Encourage parents to attend field trips, college visits, and parent conferences provided by CPS, NCLB, GEARUP and/or other organizations.			X	Parent Outreach Coordinator	\$3,600.00	\$3,600.00	INCOMPLETE		53091.332.54125.390030.430115.2012_\$ 0.00 + 53091.332.54505.390030.430115.2012_\$ 3,246.00 + 53091.332.54125.390030.430128.2012_\$ 2,000.00 + 53091.332.54505.390030.430128.2012_\$ 1,600.00
N	NCLB PARENT ACTIVITY- Transportation to conferences, field trips, and other parent activities will be provided.			X	Parent Outreach Coordinator			INCOMPLETE		
N	Parent advocates will support all school programs.		X		principal	\$154,451.00	\$192,486.13	INCOMPLETE	425200,425201, 425620,425202	
N	Postage will be			X	Main office			INCOMPLETE		



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3 - 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						
	needed to improve communications between home and school.				manager					
N	Report Card Pick-Up: Encourage parent-teacher interaction by formally inviting parents to visit each teacher's room and discuss student progress reports.			X	Principal; all staff			INCOMPLETE		
N	Family Night: Freshmen families are invited to the school to meet teachers, learn about classroom activities and meet with school administrators.			X	Freshman Academy Lead			INCOMPLETE		
N	Forge strong relationships with businesses in the community holding job fairs during report card pick-up for the community members.			X	Parent Outreach Coordinator			INCOMPLETE		
N	Attend professional developments concerning community schools to better facilitate our programs.			X	Administration; parent outreach coordinator			INCOMPLETE		
N	Form a strong community			X	Parent Outreach Coordinator			INCOMPLETE		



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3 - 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						
	organization that will collaborate to make decisions for community schools initiatives.									
N	Implement activities (ex. Fiesta Night) designed to bring families closer together instilling strong educational beliefs throughout.			X	Parent Outreach Coordinator; GEARUP			INCOMPLETE		
N	A school nurse sill provide students with individual health needs and emergencies.		X		Principal			INCOMPLETE		
N	Establish an after school E.S.L. program for parents and members of the community who would like to take an English Language Course.			X	Parent Outreach Coordinator			INCOMPLETE		
N	Provide computer classes for parents and members of the community to be taken after school and/or on weekends.		X		Parent Outreach Coordinator			INCOMPLETE		
N	Retain school community representatives to foster a closer		X		Principal			INCOMPLETE		



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3 - 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						
	relationship between home and school.									

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	A technology coordinator will be designated (teacher with a reduced class load) to maintain and troubleshoot equipment school-wide.			X	Principal			INCOMPLETE		
N	Renew copier and postage machine maintenance agreements.			X	Principal; Clerk	\$18,000.00	\$18,000.00	INCOMPLETE		53091.225.56105.241006.000703.2012_\$18,000.00
N	Exercise buyout option for laptops and provide technical support for maintenance.			X	Technology coordinator			INCOMPLETE		
N	SmartBoards and other media will be used to address the diverse learning styles of students.			X	Teachers			INCOMPLETE		
N	Leasing agreements will be honored for full term of contract and will			X	Principal; Technology Coordinator			INCOMPLETE		



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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						
	be refreshed or bought out at end of lease.									
N	Access to technology will be readily available to all staff and students for learning projects throughout the entire school.			X	Principal; Technology Coordinator			INCOMPLETE		
N	School website will be updated on a weekly basis to provide students, parents, and community with information pertaining to programs and events at Farragut.			X	Website coordinator			INCOMPLETE		
N	Data team will have access to tools and inservices needed to input information for the purpose of analysis.			X	Data coordinator			INCOMPLETE		
N	Teachers will be informed of ongoing professional development opportunities centered around the use of technology in the classrooms.			X	Dean of Curriculum			INCOMPLETE		
N	Farragut will continue to build and maintain a			X	Technology coordinator			INCOMPLETE		



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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						
	technology infrastructure that creates and supports a productive student-learning environment and promotes technology integration for our students.									
N	Utilize technology and updated software to enrich the teaching and learning experience.			X	Teachers; Tech Coordinator			INCOMPLETE		
N	Computers will be purchased for instruction.			X	Technology Coordinator	\$76,900.00	\$76,900.00	INCOMPLETE		53091.332.55005.119015.430119.2012_\$40,000.00 + 53091.332.55005.119067.430119.2012_\$36,900.00 + 53091.332.55005.119067.430106.2012_\$0.00 + 53091.332.55005.119015.430106.2012_\$0.00

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	Supplies will be purchased for all core and non core classes to enhance instruction.			X	Department Chairs	\$20,000.00	\$20,000.00	INCOMPLETE		53091.332.53405.119016.430106.2012_\$0.00 + 53091.332.53405.119017.430119.2012_\$10,000.00 + 53091.332.53405.119017.430106.2012_\$0.00 + 53091.332.53405.119016.430119.2012_\$10,000.00
N	Supplies will be			X	Assistant			INCOMPLETE		



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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						
	purchased to enhance reading activities.				Principal					
N	Classroom Libraries: purchase additional books and media for independent reading activities.			X	Classroom teacher	\$10,000.00	\$10,000.00	INCOMPLETE		53091.332.53405.119015.430119.2012_\$10,000.00 + 53091.332.53405.119015.430106.2012_\$0.00
N	Continue to extend professional development opportunities for literacy team.			X	Dean of Instruction	\$15,000.00	\$15,000.00	INCOMPLETE		53091.225.54505.119015.000703.2012_\$15,000.00
N	Continue implementing literacy strategies in all content areas.			X	Dean of Instruction; Classroom teachers	\$37,687.00	\$37,687.00	INCOMPLETE		53091.225.54125.211311.000703.2012_\$2,396.00 + 53091.225.54125.212041.000703.2012_\$3,590.00 + 53091.332.54125.119015.430106.2012_\$0.00 + 53091.332.54125.119015.430119.2012_\$1,410.00 + 53091.225.54125.254612.000703.2012_\$16,048.00 + 53091.332.54125.119016.430119.2012_\$1,397.00 + 53091.332.54125.300008.430106.2012_\$0.00 + 53091.332.54125.300008.430119.2012_\$6,484.00 + 53091.225.54125.241006.000703.2012_\$6,362.00 + 53091.332.54125.119016.430106.2012_\$0.00
N	Establish common planning time for all departments and chairs.			X	Principal; Programmer			INCOMPLETE		
N	Strategic planning offsite with ILT to			X	Principal; Dean of Instruction	\$12,000.00	\$12,000.00	INCOMPLETE		53091.332.54125.221234.430106.2012_\$0.00 + 53091.332.54125.221234.430119.2012_\$



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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						
	address strategies for academic success.									12,000.00
N	ILT members will be encouraged to participate in institutional training sessions/programs.			X	Dean of Instruction			INCOMPLETE		
N	Advanced Placement teachers will attend professional development designated specifically for AP teachers.			X	Dean of Instruction			INCOMPLETE		
N	Funds will be provided for Library Matching Grant opportunities.			X	Principal; Librarian	\$10,000.00	\$10,000.00	INCOMPLETE		53091.332.53305.119067.430106.2012_\$0.00 + 53091.332.53305.119067.430119.2012_\$10,000.00
N	Advanced Placement materials will be replenished for AP courses as needed.			X	AP teachers			INCOMPLETE		
N	School library assistant will assist in library/media center addressing various student needs.		X		Head librarian			INCOMPLETE		
N	Librarian will assist students with locating information in reference books and media, and		X		Principal	\$124,666.00	\$119,724.42	INCOMPLETE	140201	



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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						
	will order updated reading materials									
N	Administrators will attend professional development activities which will include seminars, conferences, and/or workshops in all subject areas and leadership topics.			X	Principal			INCOMPLETE		53091.115.54205.119035.000000.2012_\$4,800.00

4 - 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						
Y	Service Learning	Forty service learning hours are required for graduation.			Ms. Izquierdo			INCOMPLETE		
N	Extended pay for summer counseling team implementation planning meetings		X		Principal			INCOMPLETE		
N	Summer work by data teams to conduct detailed analysis of quarterly assessments/SC ANTRON/PSAE			X				INCOMPLETE		
N	After school and		X		Program			INCOMPLETE		



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4 - 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						
	weekend programs will include tutoring, test prep, AP enrichment, and credit recovery.				coordinators; Principal					
N	Professional development activities will include in-services, curriculum development, and conference opportunities for all subjects during restructured days.			X	Dean of Instruction	\$15,000.00	\$15,000.00	INCOMPLETE		53091.225.54125.119015.000703.2012_\$15,000.00
N	Summer school classes in various subjects will provide additional learning opportunities.		X		Summer school coordinator; principal			INCOMPLETE		
N	Summer ILT planning/ yearly data assessment analysis will allow for evaluation of curricular practices and instructional effectiveness. (3 days)			X	Principal; ILT coordinator			INCOMPLETE		
N	School wide orientation for students and parents will be held before classes begin to ensure positive transition into		X		Orientation day coordinator			INCOMPLETE		



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4 - 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						
	high school.									
N	Conduct articulation meetings between elementary and high school deans of curriculum, counselors, and teachers.			X	Dean of Instruction			INCOMPLETE		
N	A student special services advocate will support at-risk students in connection with educational and job training services.		X		Assistant principal	\$130,353.00	\$127,552.40	INCOMPLETE	151763,255534	
N	Substitutes will be provided for teachers who attend professional development activities.		X		Dean of Instruction			INCOMPLETE		
N	Freshman Homework Lab will provide 9th grade students the opportunity for tutoring/assistance with assignments.		X		Dean of Instruction			INCOMPLETE		
N	Extended day teachers will support Service Learning activities.		X		Counseling Dept.			INCOMPLETE		
N	Extended day		X		Counseling			INCOMPLETE		



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4 - 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						
	ESP will support Service Learning activities.				Dept.					
N	Data team will analyze multiple data sources to gauge the school's effectiveness, student achievement, and areas in need of improvement.		X		Principal; Data team			INCOMPLETE		
N	Teacher Assistants (Bilingual Spanish) will assist teachers as need dictates.		X		Principal; Classroom teacher	\$141,443.00	\$130,255.14	INCOMPLETE	425620,425624, 425646	
N	Extended day teacher pay will support before/after school programs in tutoring, test prep, AP enrichment, mentoring, and additional classes.		X		Principal; Program coordinators			INCOMPLETE		
N	Fund counselors to provide counseling services to students in the areas of academic improvement, self-esteem, and post-secondary choices.		X		Principal	\$647,295.00	\$635,729.35	INCOMPLETE	141158,112234, 123232,144008, 115646,125343	
N	Retain the career and technical education (CTE)		X		Principal	\$113,737.00	\$109,181.29	INCOMPLETE	117305,246641	



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4 - 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						
	instructors.									
N	Fund all Non-Core classroom instructors for grades 9-12.		X		Principal	\$1,316,015.00	\$1,537,798.75	INCOMPLETE	115999,133798,214136,147520,140249,310659,114447,129869,131861,130748,145576,142590,117305,310638,129902,145493	
N	Teachers will attend professional development activities which will include inservices, conferences, and/or workshops in all subject areas.			X	Dean of Instruction	\$25,000.00	\$25,000.00	INCOMPLETE		53091.332.54125.119017.430106.2012_\$0.00 + 53091.332.54125.119017.430119.2012_\$25,000.00
N	Homeless students will be provided with supplies needed for academic success.			X	Coordinator, Ms. Trevino	\$3,001.00	\$3,001.00	INCOMPLETE		53091.332.53405.111069.430119.2012_\$3,001.00 + 53091.332.53405.111069.430106.2012_\$0.00
N	Extended day teacher pay will allow for student instruction during regular school hours (additional class).		X		Principal			INCOMPLETE		
N	Offer 10th grade students 4 SLC Houses: Global Business Academy; Find Arts Academy; Public Service Academy; and Technical Academy.			X	SLC coordinator, Ms. Feltes			INCOMPLETE		53091.336.51130.221033.543518.2012_\$5,000.00 + 53091.336.54205.221033.543518.2012_\$1,000.00 + 53091.336.57405.221033.543518.2012_\$800.00 + 53091.336.52130.221033.543518.2012_\$3,500.00



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4 - 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	Tutoring will be offered by college students before and after school and during students lunch periods as a part of GEARUP partnership.			X	Mr. Escamilla; Mr. Gallegos (GEARUP)			INCOMPLETE		
N	Credit Recovery Program: Offer courses for freshman students to take during 1st and 9th periods to recover first first semester courses.		X		Freshman Academy Coordinator, Mr. Escamilla			INCOMPLETE		
N	Credit Recovery Program Evening School: Offer courses for students to make-up credits.		X		Evening School Coordinator, Ms. Trevino			INCOMPLETE		
N	Funds will be provided for Summer Curriculum Mapping.		X		Dean of Instruction; Leadership Team; Principal			INCOMPLETE		
N	Instutional training will be provided for ILT members.			X	Principal; Dean of Instruction			INCOMPLETE		
N	Extended pay will be provided for Data Analysts.		X		Data Team Leader; Dean of Instruction; Principal			INCOMPLETE		
N	ILT planning		X		Principal			INCOMPLETE	443875	
N	Principal and assistant		X		Principal; AIO; Board of	\$476,668.00	\$474,616.69	INCOMPLETE	118886,134129, 133985	



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4 - 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						
	principals will provide instructional and operational leadership for the school.				Education					
N	JROTC will provide military instructors for JROTC program.		X		Principal; LTC Match	\$331,917.00	\$334,599.19	INCOMPLETE	112225,134866,128327	
N	Bilingual teachers will provide instruction for ELL students		X		Principal	\$482,374.00	\$479,900.40	INCOMPLETE	116204,114364,250187,126466,122968	

8 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Scheduled college campus visits will be posted for all students (including freshmen) to become familiar with various colleges and admissions procedures.			X	College Coach	\$6,000.00	\$6,000.00	INCOMPLETE		53091.332.54210.140070.430119.2012_\$6,000.00 + 53091.332.54210.140070.430106.2012_\$0.00
N	Retain college coach to assist students with preparations for college, selection, filling out applications, and financial aid.		X		Principal			INCOMPLETE		



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9 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Special and regular education teachers will attend a professional development seminar on co-teaching and share information with the entire staff.			X	Case Manager; Dean of Instruction			INCOMPLETE		
N	Fund all special education instructors and paraprofessionals in grades 9-12.		X		Principal	\$1,747,374.00	\$1,728,180.56	INCOMPLETE	258637,136240,429285,277900,117972,140277,140545,251000,138277,221969,429265,128578,299541,353232,429269,299540,147138,429273,299543,141986,299542,429284	
N	Teachers will differentiate instruction to meet the needs of students with disabilities.			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	Lesson plans will be aligned to age-appropriate ILS and will include accommodations for students with disabilities.			X	Teachers; Dean of Instruction; Sp. Ed. Case Manager			INCOMPLETE		
N	Teachers will have copies (paper or electronic) of			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		



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9 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	relevant sections of the IEP for all students with disabilities in their classroom.									
N	Students with Disabilities will have quality IEPs which will include information describing multiple strengths which include academic, social, and independent functioning and/or student interests.			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	Farragut is in compliance with state, federal and local special education mandates in that we have LRE binders that are accessible and up-to-date; and student records (special education and health records) will be confidential and housed in a secure location.			X	Sp. Ed. Case Manager			INCOMPLETE		
N	Teachers are able to effectively manage the classroom setting clear standards for			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		



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9 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	positive behavior and apply them fairly and consistently.									
N	Students with disabilities will be engaged at the same level as their non-disabled peers.			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	Students with disabilities will participate in classroom activities in a manner similar to non-disabled peers.			X	Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	Students with disabilities will have school-wide supports for curriculum access.			X	Administration; Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	All special education teachers will have common planning periods with appropriate general education teacher(s) and have documented collaboration logs for current school year.			X	Programmer; Teachers; Sp. Ed. Case Manager			INCOMPLETE		
N	Special Education issues including LRE/inclusive practices will be			X	Sp. Ed. Case Manager			INCOMPLETE		



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9 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	included in LSC agendas and/or parent workshops.									
N	Improvement planning around LRE and inclusive practices, including common planning time, staff development, activities, goals and next steps will be practiced school-wide.			X	Administration; Sp. Ed. Case Manager			INCOMPLETE		
N	Special Education Support Clerk will assist case manager with clerical duties and responsibilities.		X		Sp. Ed. Case Manager	\$67,011.00	\$65,733.15	INCOMPLETE	151174	

6 - 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	RTI implementation (progress monitoring, Tier II and III interventions)		X		Principal			INCOMPLETE		
N	Extended pay for core department and grade level		X		Principal; Dean of Instruction			INCOMPLETE		



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6 - 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						
	leads will be provided throughout the school year.									
N	Substitute teachers will provide instruction using lesson plans created by the regular classroom teacher.		X		Assistant principal			INCOMPLETE		
N	Continue to foster and support weekly opportunities for collaboration across the content areas by encouraging joint partnerships for projects, events, etc.			X	ILT; Administration			INCOMPLETE		
N	PSAE prep courses will be provided for 11th grade students (Kaplan).			X	Assistant principal; Counselors	\$25,000.00	\$25,000.00	INCOMPLETE		53091.332.54125.223013.430119.2012_\$25,000.00 + 53091.332.54125.223013.430106.2012_\$0.00
N	Fund all Core classroom instructors in grades 9-12.		X		Principal	\$3,854,715.00	\$3,641,609.32	INCOMPLETE	128751,443540, 113802,140614, 222105,250193, 120123,142590, 121127,443542, 142534,422687, 120185,115790, 146091,142737, 423174,116942, 134834,117173, 145493,115777, 213349,121871, 124764,137014, 119123,115300, 443544,133384, 115800,143841,	



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6 - 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						
									142439,422688, 121736,244141, 422651,146860, 250372,127109, 310515,121176, 443536,119253, 114271	

1 - Attendance

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to provide incentives for improved attendance (Option: no uniform day).			X	Principal	\$20,000.00	\$20,000.00	INCOMPLETE		53091.225.53405.211210.000703.2012_\$20,000.00
N	Students will be recognized for perfect attendance with an award program (ex. assemblies, student of the month breakfast).			X	Dean of Attendance	\$10,000.00	\$10,000.00	INCOMPLETE		53091.225.53405.212041.000703.2012_\$10,000.00
N	Utilize data analysis tools such as IMPACT and Data Dashboard to measure attendance progress.			X	Dean of Attendance			INCOMPLETE		
N	Create a lunchroom detention system			X	Discipline office team			INCOMPLETE		



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1 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	that will make consequence meaningful to avoid elevated school infractions.									
N	Phone calls will be made daily to students' homes who are absent, especially at risk students.			X	Dean of Attendance			INCOMPLETE		
N	Identified chronic truants will be subject to a remediation/inter-vention plan.			X	Dean of Attendance			INCOMPLETE		
N	Implement All Star Program, a Culture of Calm initiative, that will address the needs of at risk students.			X	Selected teachers; Dean of Attendance			INCOMPLETE		
N	Alliances formed with GEARUP, Life Directions, ENLACE, and Family Focus Lawndale will enable Farragut to work with students needing motivational support.			X	Parent Outreach Coordinator; Administration; Dean of Attend.			INCOMPLETE		
N	School Assistants and School Assistants Bilingual Spanish will support all school programs.		X		Principal	\$46,171.00	\$44,965.83	INCOMPLETE	165863	

5 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue student development initiatives as a way to communicate to all students via culture of calm.			X	Culture of Calm Coordinator			INCOMPLETE		
N	Culture of calm coordinator will oversee activities and all aspects of the culture of calm program.		X		Principal			INCOMPLETE		
N	Continue hall sweeps to ensure improved attendance, cut back on tardies, and provide an environment conducive to learning.			X	Security personnel; Classroom teachers			INCOMPLETE		
N	Extended day security services will be provided before school and for after school programs/activities.		X		Assistant Principal			INCOMPLETE	445507	
N	Security personnel will provide a safe and learning environment during regular school hours.		X		Principal	\$517,794.00	\$504,581.88	INCOMPLETE	259745,255950, 255945,154730, 255948,255940, 255949,255942, 255943,255938, 255951	
N	Parent workers will assist in providing a calm learning environment.		X		Assistant Principal			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		53091.312.53205.256009.000000.2012_\$0.00 + 53091.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		53091.230.54105.254011.000000.2012_\$0.00 + 53091.230.54105.254027.000000.2012_\$5,000.00 + 53091.230.54105.254021.000000.2012_\$0.00 + 53091.230.54105.254022.000000.2012_\$0.00 + 53091.230.54105.254020.000000.2012_\$5,000.00 + 53091.230.54105.254002.000000.2012_\$14,810.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		53091.230.56105.254002.000000.2012_\$153,344.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		53091.230.53405.254002.000000.2012_\$34,336.86
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		53091.230.53115.254002.000000.2012_\$0.00 + 53091.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		53091.230.53120.254002.000000.2012_\$0.00 + 53091.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		53091.230.56105.266414.000000.2012_\$0.00 + 53091.230.53306.254901.000000.2012_\$0.00 + 53091.230.54125.254901.000000.2012_\$0.00 + 53091.230.54125.009574.000000.2012_\$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						
										53091.230.53306.009573.000000.2012_\$0.00 + 53091.230.54125.266407.000000.2012_\$0.00 + 53091.230.54125.266402.000000.2012_\$0.00 + 53091.230.53306.266407.000000.2012_\$0.00 + 53091.230.54125.266410.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		53091.115.54215.255052.000065.2012_\$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		53091.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		53091.115.54210.255004.376712.2012_\$0.00 + 53091.115.54215.255004.376712.2012_\$0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		53091.225.54105.266411.000703.2012_\$42,758.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		53091.332.54105.266411.430106.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		53091.225.54105.266408.000703.2012_\$11,400.00



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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 Furniture			X	OMB Budget Analyst			INCOMPLETE		53091.115.55005.254403.000000.2012_\$13,371.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		53091.115.53405.119035.000000.2012_\$17,764.28
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		53091.115.53305.119035.000000.2012_\$105,811.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		53091.369.53405.144701.474555.2012_\$5,605.00 + 53091.369.54210.144701.474555.2012_\$400.00 + 53091.369.54210.144606.322016.2012_\$400.00 + 53091.369.53405.144606.322016.2012_\$6,000.00 + 53091.369.55005.144701.474555.2012_\$9,065.00 + 53091.369.53306.144701.474555.2012_\$5,510.00 + 53091.369.53306.144606.322016.2012_\$2,944.00
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	\$53,121.00	\$52,972.74	INCOMPLETE	408786	
N	Child Parent Center Activities			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	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		53091.115.53305.223012.000000.2012_\$ 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 for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		53091.115.55005.119035.000000.2012_\$ 26,915.00 +



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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						
										53091.115.56105.119035.000000.2012_\$ 4,515.00
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) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$534,104.00	\$511,084.71	INCOMPLETE	151037,163035, 148022,148152, 149512,149379, 166340,153794, 151617,149409, 149985,149463, 149600,151070, 156534,156324, 149546,149641	
N	NCLB Title 1 - Neglected &		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Delinquent									
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		53091.369.53405.140050.322014.2012_\$0.00 + 53091.369.53405.140050.322016.2012_\$3,513.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		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						
	funded out of Title II - Teacher Quality				Analyst					
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		53091.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$486,307.00	\$475,394.89	INCOMPLETE	162863,151222,150905,150691,168124,226043,152414,150477,153551	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		53091.210.53405.254607.000000.2012_\$3,843.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		53091.332.57940.119031.430106.2012_\$ 0.00 + 53091.332.57940.390030.430115.2012_\$ 729.50 + 53091.225.57940.119020.000703.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		53091.332.53405.390030.430115.2012_\$ 5,000.00 + 53091.332.57940.390030.430115.2012_\$ 729.50 + 53091.332.54205.390030.430115.2012_\$ 1,000.00 + 53091.332.54505.390030.430115.2012_\$ 3,246.00 + 53091.332.53305.222208.430116.2012_\$ 400.00 + 53091.331.57940.390030.430103.2012_\$ 0.36 + 53091.331.55005.390030.430103.2012_\$ 65.67 + 53091.332.53205.390030.430115.2012_\$ 3,300.00 + 53091.332.55005.222208.430116.2012_\$ 635.00



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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	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		