



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
Irvin	Larry	Principal	X	06-Sep-2011	30-Jun-2012
Ackerman	Jenny	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Alongi	Deborah	Other		06-Sep-2011	30-Jun-2012
Castaneda	David	LSC member		01-Jul-2011	30-Jun-2012
Cruz	Esperanza	LSC member		06-Sep-2011	30-Jun-2011
Cudzich	Zofia	LSC member		06-Sep-2011	30-Jun-2012
Holmes	Romanetha	LSC member		06-Sep-2011	30-Jun-2011
Koziol	Zofia	LSC member		06-Sep-2011	30-Jun-2012
Maldonado	Lydia	Counselor/case mgr.		06-Sep-2011	30-Jun-2012
Marton	Linda	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Miller	Dennis	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Moore	Jennifer	Special ed. faculty		06-Sep-2011	30-Jun-2012
Moore	Jennifer	Special ed. faculty		06-Sep-2011	30-Jun-2012
Nunez	Evarado	Student (HS)		06-Sep-2011	30-Jun-2011
O'Connell	Marguerite	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Oddo	Emily	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Overom	Kornelia	Other		06-Sep-2011	30-Jun-2012
Pietowski	Andrew	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Robinson	McClenty	Asst. Principal		06-Sep-2011	30-Jun-2012
Sasara	Grazyna	LSC member		06-Jun-2011	30-Jun-2012
Schlismann	Erich	Asst. Principal		06-Sep-2011	30-Jun-2012
Schlismann	Erich	Asst. Principal		06-Sep-2011	30-Jun-2012
Smetak	William	LSC member		06-Sep-2011	30-Jun-2012
Staniszewska	Bozena	LSC member		06-Sep-2011	30-Jun-2011
Treacy	Eileen	ELL faculty		06-Sep-2011	30-Jun-2012
Yates	Susan	Lead/resource tchr.		06-Sep-2011	30-Jun-2012
Zimmerman	Daniel	Other		01-Apr-2011	30-Jun-2012

Involvement

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

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

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

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

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

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

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

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

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is 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)

Rick Mills, CAO, Area 26
 Abbie Finger, Curriculum and Assessments
 Robert Johnston, MSD, Area 26
 Ardis Relf, Assistant Director of Programs and Budget
 Robert Johnson, Project Manager
 Shirley Pleasant, Area 26 Data Analyst
 Sheila Sterling, Attendance Administrator
 Gloria Purifoy, Post Secondary Planning
 Jeneen Hatoum, Instructional Team Leader
 Holicia Stevens, Instructional Coach
 Dan Zimmerman, Instructional Coach and Transition Coordinator

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 creation of the SIPAAA was an inclusive and collaborative process that involved teachers, students, parents, and community members. All faculty, students, and parents had the opportunity to complete paper and online surveys focused on school culture and climate, as well as the five fundamentals of school success (instruction, instructional leadership, family and community involvement, learning climate, and professional capacity). Approximately 1,400 students, 89 faculty members, and 73 parents provided useful feedback. The results of these surveys were shared with all faculty and ILT members. Department and course team members conducted three meetings to brainstorm and then identify their top three to five strategies for each of the five fundamentals of school success. All of this information was forwarded to the ILT, which met five times after school and on weekends to review this data. Using a nominal group decision-making process, the ILT members prioritized categories and strategies on which to focus based on the available data. The Local School Council also devoted two meetings to reviewing the data and helping to identify school improvement priorities and strategies to better engage families and the community. Finally, all faculty and staff had the opportunity to submit budget requests that support their instructional program, and all fourteen lead teachers and program coordinators submitted budget requests for next year. This inclusive, collaborative, and transparent process has yielded a SIPAAA with broad support and ownership throughout the school community.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	128	23	73	1400	4	

Summary of Meetings

Meeting Date	Meeting Type	Description
13-Jun-2011	Other	Area 26 Review of SIPAAA and budget and approval
09-Jun-2011	Working group	Principal and Budget Manager continue to finalize SIPAAA and budget
07-Jun-2011	Other	Budget Manager continues to load the budget for the SIPAAA; Principal begins intra-unit transfers and Oracle approvals
06-Jun-2011	Other	Principal, Budget Manager and Scheduler work to reconcile positions
03-Jun-2011	Other	Budget opened; Business Manager begins work on SIPAAA budget
23-May-2011	Working group	Completed suggested revisions based on Area 26 feedback
25-Apr-2011	Working group	1st draft completed
11-Apr-2011	Working group	Related plans updated



Meeting Date	Meeting Type	Description
28-Mar-2011	SIPAAA Team	Final revisions collected from SIPAAA team, charipersons, course team leaders, and program coordinators.
21-Mar-2011	Working group	Edit strengths and concerns for student outcomes and responses to the five fundamentals
08-Mar-2011	Small group discussion	Finalize Mission and Vision, Distribute outcome and process data
28-Feb-2011	Small group discussion	Review Mission and Vision
19-Apr-2010	Small group discussion	Priorities / categories
12-Apr-2010	Small group discussion	Process analysis
05-Apr-2010	Small group discussion	Outcome analysis
22-Mar-2010	Small group discussion	Mission and vision

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: 73
 Number of Student Survey Responses: 115
 Number of Teacher Survey Responses: 89
 Number of Staff Survey Responses: 19

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:

Our mission at Foreman High School is to prepare all of our students for post-secondary learning and/or entrance into the work force by focusing on the following key competencies:

- * basic skills (reading, writing, mathematics),
- * foundation skills (knowing how to learn),
- * communication skills (listening and oral),
- * applied skills (work-place and citizenship readiness),
- * adaptability (creative thinking and problem solving),
- * group effectiveness (interpersonal skills, negotiation, teamwork),
- * leadership (contribute as an effective team member and a leader),
- * personal management (self-esteem and motivation/goal setting), and
- * attitude (positive orientation toward learning).

Vision Statement:

We envision Foreman High School as a superior educational environment where high quality teaching engages students in continuous learning. To achieve our vision we will do the following:

- * We will provide a safe and orderly school environment built upon mutual respect and positive behavior.
- * We will hold high expectations for all faculty, staff, students, and families to support an environment conducive to teaching and learning.
- * We will engage families as partners in the responsibility of educating our students.
- * We will provide a rigorous and standards-based curriculum tailored to meet the needs of our students.
- * We will provide a variety of course offerings to prepare students for success in post-secondary learning or entrance into the work place.
- * We will provide a systematic approach to supporting students' success throughout

high school.

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:

Our graduation rate has increased over the last few years from 46.8% to 77%. Our Freshman on track (FOT) rate has also increased from the approximately 54% to approximately 69%. FOT and graduation rate have increased due to SLC watchlists, D/F Reports, and systematic interventions (e.g., boot camp, attendance recovery, changes in grading policy that allow students to relearn, and increasing Pre-AP and AP courses). Supports for upper classmen such as a post secondary lab and one-on-one college preparedness sessions including FAFSA and college application guidance assists in successful entry into college. Counselors also provided GPA workshops for 9th graders and advanced workshops for 10th graders regarding GPA, ACT, and college comparisons. Additionally, two-thirds of seniors enrolled in a career-development course, which involves college applications, FAFSA completion, resume and personal statement writing, and scholarship applications. Parents of juniors are also invited to ACT and college awareness workshops. Small Learning Communities and course team meetings foster teacher collaboration on common assessments and instructional strategies. Ongoing data collection regarding student progress and discipline results in data-driven decisions and guides instructional practices. Additionally, our athletic department and after-school programs continue to develop and grow providing ample extra curricular activities. Based on student connection survey data, students also report a higher level of positive feelings about the school climate, faculty and staff, and increased participation in extracurricular programs. Saturday enrichment programs offer students activities on the weekends. AP and honors classes are continuing to be added to the course offerings. Students and parents are

Students are still waiting until junior or senior year before planning on life after high school. This means they may not have a competitive GPA or ACT. Students often lose the opportunity to participate in sports or after school programs as well as many other promising student programs which are dependant on GPA. There is no concrete system in place to address this issue of exclusion due to GPA. Moreover, many underclassmen do not understand grades and how they are calculated. While there are grade recovery and tutoring programs in place, these programs and their importance need to be clarified for students and their parents. Parental supports need to match our parents needs. While many students have established relationships with local colleges and university, we need to help more students make this important post-secondary connection. Enrollment in post-secondary education is not necessarily an outcome of student performance at Foreman High School. Students, who may wish to and are capable of enrolling in post secondary education, may not enroll based upon personal circumstances.

able to track their progress online through the online grade book.

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?

At Foreman High School we utilize an array of assessment data to drive instructional practices. Some of the assessment data we use includes: PSAA data, Practice tests for the ACT and Work Keys, EXPLORE, PLAN, COMPASS, and Freshman Watch List (8th grade attendance, test scores, and grades). At Foreman High School the course teams also create bi-weekly formative assessments; these assessments offer teachers an opportunity to gauge student mastery of skills taught in the two week time period being assessed. From this data we can ascertain several strengths. First, student performance has improved from year to year. In addition to student performance from year to year, we can determine student growth within the year and we are able to target specific skills that are student weaknesses (ie. using decimals and fractions in the algebra classes). However, this data also shows weaknesses. Primarily, our gains are minimal and we need to better develop our curriculum and assessments to align with our students' skills and the College Readiness Skills; the current 9th and 10 grade quarterly assessments do not adequately do this.

- 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.

Socio-economic status and the academic sorting of students who attend neighborhood schools.

- 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?

There are several external factors that affect student achievement. Factors such as socio-economic levels, student mobility, class sizes, language proficiency, race and gender, and parental involvement are all factors that affect achievement. However, there are several factors that, with the support of the district, can be addressed and improved. One factor is class size. If the student-to-teacher ratio were improved, teachers would be able to better address student needs. In addition to reducing classes, additional support staff to meet individual needs (special needs and language deficiencies) would improve student achievement. Recent adjustments to our attendance boundaries have helped to relieve overcrowding. Also, Social-emotional learning efforts supported by the Culture of Calm grant money has helped our students be more successful. Finally, CPS students need a longer regular school day. As a district, we have the shortest school day in the state, and this impedes student progress and the district's ability to close the achievement gap.

- 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?

There are opportunities for overall academic improvement in reading, English, math, and science, for all students.

- 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>

While student performance has been relatively flat across all sub categories, with modest growth or declines in content areas from year to year, white students and Hispanic students outperform black students. Also, the performance level of students with special needs is low. Student performance needs to improve across all categories, but our targeted sub-groups for additional support include students with special needs and students who are African-American.

Strengths:

After reviewing the assessment data, several strengths were evident. While test scores do need improvement there have not been any significant dips in student performance, and students have shown growth from EXPLORE to PLAN to PSAE. Also, the Reading and Science scores have shown modest growth, and the IAA scores for bilingual students are strong. Furthermore, the number of students scoring 3 or higher on the AP exams has increased while the AP student population has grown and diversified.

Concerns:

The curriculum needs to be restructured to meet students' academic needs, and then systematically help students develop higher level skills.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The data shows a solid increase in the percentage of students reporting a safe and respectful school climate and supportive teachers. Additionally, the use of PLACSO technology to manage cuts and tardiness, the implementation of an in-school intervention program, attendance recovery, and the broader utilization of after-school tutoring have helped our students' attendance and success. Additionally, the use of positive behavior strategies in the school has also helped to reduce office discipline referrals and conflicts within the building.

Concerns:

The average number of days absent and the truancy rate is high. If students are not attending school, they are not learning. Our efforts in the 2009 - 2010 school year have produced an increase in attendance of approximately 10%, which is not yet reflected in this data. Additionally, the data regarding student participation in extra-curricular activities appears to be incorrect. Foreman High School offers numerous extra-curricular activities throughout the school year with sizeable and sustainable numbers. Regarding positive behavior strategies, there are not enough teachers utilizing the training nor the universal systems that are in place for teaching, modeling, re-directing, and acknowledging improved student behavior.

School Characteristics

Student Characteristics Strengths and Concerns

Math	Other	CPS Curriculum Framework Project (CFP)	X										
Science	Other	CPS Curriculum Framework Project (CFP)	X										

Partner Name	Partner Description	# of Students
MGR Foundation	Tutoring, mentoring, extra-curricular activities.	40
Driven and Empowered Youth	Tutoring and mentoring.	30
Belmont-Central Chamber of Commerce	Provide opportunities for students to positively interact with and serve within their community.	30
Aspira	Fosters parent involvement in the education of their child.	30
Gear Up	Transition, on-track, on-pace, and post-secondary planning.	430
After School Matters	Extra-curricular and co-curricular after-school programs.	250
Upward Bound, Columbia College	Transition, on-track, on-pace, and post-secondary planning.	50
Junior Achievement	Student leadership development and transition, on-track, on-pace, and post-secondary planning.	60
Truman College	Dual-credit program for college English and math	60
New Americans Initiative	Citizenship process, along with student development and service learning.	30
CAPS	Civics and community involvement.	20
Wright College	Dual-credit program for English	60

 **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).
 1. Increase literacy via the Targeted Instructional Area (TIA), Wilson Reading (for non-readers), Read About (improves comprehension), and Rewards (reading fluency and word attack).
 2. Freshman core content area tutoring and recovery.
 3. Systematic and regular review of the freshman on-track list, as well as the D/F reports in grades 10 - 12, and individual student intervention.
 4. Common planning time.
 5. Every freshman is scheduled for AVID or Freshman Seminar (additional tutoring, self-monitoring).
 6. Formative assessments every two weeks, the results of which are reviewed by course teams.
 7. Online credit recovery for upper grade students through virtual high school.
 8. SES supports.
 9. Gear Up Saturday school.
 10. Check in / check out for academic performance.
 11. Upward Bound conducts tutoring in core subjects during the year and over the summer.
 12. MGR Foundation provides tutoring and mentoring to identified students.
 13. Regular and additional practice EPAS exams and Work Keys assessments given to students in grades 9 - 11; student performance data utilized by the ILT, teacher teams, and classroom teachers to support student learning.

- 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...).

- Increase literacy via the TIA, Wilson Reading (for non-readers), Read About (improves comprehension), and Rewards (reading fluency and word attack).
- Freshman core content area tutoring and recovery.
- Collaborative inclusion teaching models in core subjects.
- Inclusion of special education teachers in curricular professional development on the Curriculum Framework Project.
- Increased use by students and parents of Gradebook's parent and student portals.
- Increased access to technology.
- Online access to the IEPs.
- School-wide use of proficiency strategies.
- Benchmarking of the entire freshman class for reading and math, and progress monitoring.
- Bilingual instructors receive student data on each student in order to individualize instruction.

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

- Next Steps for Instruction:**
 - Increase the use of peer visits and instructional rounds. Use of video taping by willing teachers to share and learn from their practice.
 - Increased participation in the IEP process (students, parents, regular education teachers).
 - Continue benchmarking and progress monitoring for all freshmen for reading.
 - Find age-appropriate materials that are also appropriate to students' reading levels (i.e., for bilingual students).
 - Differentiate instruction for lower, middle, and upper-ability students.
 - Collaborate to create a coherent, rational, ethical, and school-wide grading policy.
 - Curricular alignment to the College Readiness Standards, horizontally and vertically.

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:

- Prioritize expectations for teachers.
- Provide professional development on collaboration and highly effective meetings for leaders and all team participants.
- Professional development and safe practice around instructional rounds and instructional video taping.
- Manage resources to promote completion of necessary course team tasks (formative assessments, common lessons, data analysis, planning interventions) via use of allotted course time, compensated extended day, flexible use of other planning time, etc.
- Administrative team spends more time interacting and being accessible for teachers. (E.g., small group general meetings for vision, mission, culture, sensing, and informational meetings - at least quarterly).
- Regular feedback on progress being made on the curricular mapping and assessments.
- Strike a better balance with the communication feedback loop and its fidelity.

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?

1. Professional development in the areas of
 - a. alignment of literacy strategies with the curriculum as part of TIA (Total Instructional Alignment)
 - b. LRE and ELL accommodations,
 - c. Best practices,
 - d. Technology (use of Gradedook)
 - e. Use of AVID techniques
 - f. PARR (Productive, Appropriate, Respectful, & Responsible) and PBIS (Positive Behavioral Interventions and Supports) strategies
2. Teacher participation in AP workshops and AP Summer Institute
3. CPS Curriculum Framework Project teacher support through workshops and CPS Curriculum Framework Project coaches' assistance
4. Content driven professional development offered to Foreign Language Department through the Office of Learning and Culture
5. Professional development for the Department of Libraries offered by Area 26
6. Professional development focused on literacy strategies offered by Gear-Up
7. Targeted ACT-prep professional development for all Junior teachers
8. Department meetings and course team meetings
9. Small Learning Communities (SLC) houses and academies weekly meetings
10. SLC leads bi-weekly meetings
11. Small groups meetings
12. Common planning time and Tuesday morning PD time
13. Administrative support and expectation of participation in professional development activities

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

- Describe your teacher mentoring program

New teachers have the support of their course team and their course team leader, their small learning community team and their SLC leader, their department and their department chairperson, the administrative team, as well as the CPS mentor and 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...)

Professional development structures promoting teacher collaboration are in place. Teachers utilize common planning time and morning PD time for weekly meetings with SLC academies and course teams. The focus of these meetings is on instructional practices, student achievement, student behavior, and attendance. The meetings are staff led, which promotes the development of teacher leadership and ownership. There is administrative support and expectation of participation. In addition, weekly or bi-weekly small groups meetings facilitated by administration or staff members are scheduled. These meetings focus on best practices, teaching strategies including incorporating ELL and Special Education, sharing information, and staff feedback. In addition to common planning time special education and bilingual education teachers are part of cross curricular teams and content teams

and departments. General education teachers are included in the IEP process. Additional PD on differentiating instruction for English Language Learners (ELLs) and student with special needs is needed. In particular, PD on differentiating for ELLs, "Generation 1.5," is necessary. There may also be more input from the bilingual department regarding the course offerings. SIOP training should lead to peer reviews.

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

- Next Steps for Professional Capacity:

1. Utilize peer observations and peer review as an approach for improving consistent and rigorous instructional strategies and to support a collaborative learning atmosphere among staff.
2. Increase use of walkthroughs or instructional rounds and include pre and post meetings.
3. Use Rubicon software to develop curriculum maps and implement CPS Curriculum Framework Project to align curriculum to College Readiness Standards.
4. Facilitate staff participation and provide funds for variety of professional development activities including school visits and workshops to promote improving instructional practices, classroom management, and teacher collaboration.
5. Improve and implement RtI model as part of the Proactive Behavior Supports, Tier II structure, and coordinate with the legal department to develop PD explaining the laws pertaining to federal and state mandates concerning special education.

Five Fundamentals: Learning Climate

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

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

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

The staff of Foreman High School is committed to providing everyone in the school community with a healthy learning climate that is safe, welcoming and inspiring. Maintaining a learning climate that is supportive of school success requires the following three essential outcomes to be achieved by all members of the school community: demonstration of high expectations for themselves and others, active engagement in sustaining a safe school environment that encourages academic work, and participation in school-based interactions that foster care and respect for all individuals. Foreman has made considerable progress towards achieving the first essential outcome by (1) implementing common curricula, (2) horizontally aligning courses through common syllabi and assessments, (3) providing common planning time, (4) focusing PD activities on best practices (5) monitoring at-risk students and developing academic interventions to improve grades, (6) fostering student participation in their academic career through hands-on programming and access to the student portal, and (7) increasing parent involvement by inviting parents in for SLC and counseling open houses and offering training on the use of the parent portal. Areas of concerns related to the first outcome include: improving the quality and completion rate of student work, aligning the core curriculum and assessments to the needs of students and the CRS, and identifying interventions that result in an increased number of at-risk students achieving on-track for promotion and on-pace for graduation. Efforts to create a welcoming and inspiring school environment that have had a positive effect on the school community include: clearly defined set of school rules and expectations posted in all rooms and reinforced during PARR assemblies, use of parent patrols before and after school, and designating one dean per floor. Additionally, PLASCO scanners, music during passing periods, and hall sweeps improved the climate.

- Next Steps for Learning Climate:

1. Continue to partner with SGA, Metropolitan Family Services, BUILD, Alternatives, Inc., and Assist Her (as allowable via budget).
2. Improve the quality and completion rate of student work.
3. Analyze the success rate of existing intervention strategies.
4. Curriculum mapping to meet the needs of our students and systematically move them through the CRS skills and score bands.
5. Flexible student ability grouping to align curriculum with the actual skill level of students, and help students progress to the next level as measured by the EPAS assessments.
6. Uniform use of Proactive Behavior Support strategies, systematic acknowledgments, and the application of the Student Code of Conduct.
7. Increase the communication and collaboration between teachers and security staff.
8. Establishing in-school suspension and/or suspension alternatives.
9. Establishing student mentoring program with clear roles defined for the mentor.
10. Cameras installed or repaired to cover all areas at school.
11. Increase of use and awareness of the Peer Jury.
12. Situational training for a safe and orderly school environment.

Five Fundamentals: Family & Involvement

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

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

The staff of Foreman High School has hosted several different events to increase student performance: SLC Open Houses, AP Parent Night, Honors Dinners, Bi-lingual Parent Night and BAC/PAC meetings. We have opened the school for workshops to train parents and students in the use of the parent portal; approximately 430 parents are currently registered. The 6 Yearly progress reports and 2 report card pick ups function as forums to communicate important information to parents. We have a communications team that translates all necessary information into Spanish and Polish. Teachers in the Small Learning Communities and daily homerooms phone homes regularly with information regarding attendance and grades. The attendance office makes regular phone calls and home visits. We use the marquee, automated phone system, and website to relay information, again in different languages.

Establishing a relationship with the community has also been helpful. In our partnerships with the Belmont Corridor, Aspira, After School Matters, Gear Up, Gear Up Parent Book Club, Upward Bound, Driven and Empowered Youth, Truman College, Junior Achievement, and MGR Foundation we have opportunities to increase student performance using different resources. Evening and weekend adult ESL classes are offered to help pull parents into our building. We host citizenship and housing fairs to the school and community on Saturdays. We have established a productive relationship with the members of our feeder schools, the Local School Council, CAPS, and the Belmont-Central Chamber of Commerce. There is also a regular meeting with CPS security and CPD.

- **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.**

School wide we send home 6 progress reports a year. We use our school website to announce positive changed in academic and attendance information. Our communications team translates information to be sent home into Spanish and Polish. We host 2 report card pick ups a year, and offer an open door

once a month for parents to communicate with teachers face to face. We also provide multi-lingual training sessions on the use of e-mail and parent portal.

Next Steps for Family & Community Involvement:

The next steps for Foreman are to increase and expand the orientation programs as well as back to school night and open houses - this would include adding more parent supports at such events. We will use the Nadig Chicago Northwest Side Press as a vehicle to communicate with parents and community. On a timely basis we will publish the school calendar to send home and post on the Foreman website. Internally, we will increase communication among administration and staff in order to share up-to-date information with families; this will include reviewing services from Tele Interpreters. Furthermore, we will encourage teachers to use the full capabilities of Gradebook, and parents to access information about grades, assignments, and attendance on the Gradebook. Next steps may also include, arranging for cell and e-mail alerts, and more incentives for parents to attend report card pick up days and sign up for parent portal.

Priorities / Categories

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

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	On Track to Graduation	1) 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. 2) Increase the percentage of students who graduate within four years of beginning high school.	1) 72% of freshmen will be on track to graduate in June 2011 (a 5% increase). 2) 77% of students who entered high school four years ago will graduate in June 2011; this is approximately a 20% increase in 4 years.	1) SLC and TCT teams monitor the D/F reports weekly. The ILT monitors courses and course teams' D/F reports bi-monthly. The ILT assists teams with monitoring and implementing strategies for individual student intervention plans. 2) SLC, TCT, and ILT	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				teams monitor on-track status for grades 9 - 12 quarterly and plan and monitor on-track and proficiency strategies. Teachers tutor struggling students to prevent failure. Counselors schedule students for credit recovery.	
2	Core Classroom Instruction	1. Increase the percentage of 11th graders who meet or exceed state standards on PSAE. 2. Improve classroom instruction and learning in Science courses. 3. Improve classroom instruction and learning in Social Science courses. 4. Improve classroom technology and instruction.	1. 20% of juniors meet or exceed state standards on the PSAE for Spring 2011. 2a. Gains in science and mathematics scores on EPAS assessments. 2b. Increase enrollment in four years of science. 2c. Increase science awareness and participation in science fair. 3. Gains in science, reading, writing and English scores on EPAS assessments. 4a. Reduced number of course failures through engaging lessons. 4b. Improved language acquisition for ELL students. 4c. Increased retention of content for all students including students with special needs. 4d. Gains in EPAS scores across all content areas.	1. SLC, course, and ILT teams monitor EPAS data, state report card data, NCLB data, practice ACT and Work Keys, formative assessments, and School Score Card. 2a. Align curriculum to College Readiness Standards. 2b. Collaborate with reading, English, and math teachers and external coaches to adapt materials. 2c. Develop a collaborative review process of student work to understand students' needs and develop curricular modifications. 2d. Consider restructuring science sequence (physics, chemistry, biology) to better match content and ability level. 2e. Survey students to gauge interest in science electives and science fair. 2f. When possible,	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				allocate funds for staff members sponsoring science fair activities. 3a. Review possible Social Science course offering for ninth grade students. 3b. Re-evaluate course sequence. 3c. Increase use of technology, such as ELMOs, to improve students' interpretation of primary and secondary documents. 3d. Align curriculum to College Readiness Standards. 4a. When possible, purchase technologies (such as ELMO and LCD projectors) to increase access to technology. 4b. Assess current technologies in the building and maximize use of technologies. 4c. Provide professional development to staff members to increase technology use and fluency.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Postsecondary Prep	<p>1. Increase the percentage of 11th graders who score 20+ on the ACT.</p> <p>2. Increase the percentage of graduates will enroll in full- or part-time college including two-year, trade schools, certification and four-year colleges.</p> <p>3. Increase the number of students enrolled in AP courses.</p> <p>4. Hire a full-time postsecondary coach for Foreman High School's Postsecondary Lab.</p>	<p>1. EPAS Growth from Entry Measure (GEM), daily ACT prep class built into juniors' schedules, two practice ACTs in 11th grade, common assessments, Cambridge ACT prep and data analysis.</p> <p>2. 45 % of graduates will enroll in full- or part-time college including two-year, trade schools, certification and four-year colleges.</p> <p>3. 18% of students at Foreman High School will be enrolled in at least one AP course.</p> <p>4. Increase number of AP courses offered.</p> <p>5. Increase the number of students in the AP program that, to date, are under-represented in the AP program at Foreman High School.</p> <p>6. Allocate funds to support the growth and development of current and future AP teachers through professional development</p> <p>7. Increased FASA completion rate, improved tracking of student postsecondary applications and planning, increased college/post secondary enrollment, improved regularity and quantity of college representatives, improved tracking and follow through on scholarship and internship opportunities, increased participation in college tours.</p>	<p>1. Junior and senior teachers, counselors, and the ILT team monitor EPAS data, GEM scores, practice ACT data monthly and as available.</p> <p>2. Throughout senior year, counselors will monitor DCCP data, ACT graduation report. Counsleors will monitor transcripts and post a post secondary tracking chart showing all seniors' "next step."</p> <p>3. Identify, encourage and support students that may be successful candidates for the AP program.</p> <p>4. Support Pre-AP and AP students by purchasing resources such as workbooks, materials, and technology.</p>	Yes
4	Attendance	<p>1) Increase the cumulative attendance rate.</p> <p>2) Increase the freshman attendance rate.</p> <p>3) Increase the senior attendance rate.</p>	<p>1) 82% cumulative attendance rate.</p> <p>2) 82% freshman attendance rate.</p> <p>3) 82% senior attendance rate.</p>	<p>The attendance coordinator and team members will monitor daily, weekly, and quarterly attendance trends via active attendance summary data, IMPACT/SIM, Data Quality Index data.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	Increase the percentage of positive responses from the Student Connection Survey. Improve culture of calm in school building.	60% of respondents will rate the school favorably on the Student Connection Survey. 100% of freshmen will have an adult mentor. Installation of additional cameras.	The ILT will issue and monitor practice My Voice, My School surveys to students, conduct focus groups, and plan with teachers to address areas of opportunity for improvement.	Yes
6	Literacy	1. Increase the percentage of 11th graders who meet or exceed state standards on PSAE. 2. Improve classroom instruction and learning in all courses. 3. Prepare students for postsecondary coursework through rigorous English curriculum	1a. Gains in EPAS scores. 2a. Incorporate reading into the curriculum of all content areas and imbed reading lessons in all courses. 3a. Implementation of novel based curriculum at all grade levels	2b. If possible, hire/designate a school Reading Coordinator 2c. Utilize reading activities as bell ringers in all content areas. 3. Purchase novels for each grade level as required by curriculum.	
7	Special Education	1. Continued implementataion of Rtl 2. Increase the number of collaborative teaching teams. 3. Increase communication and collaboration between general education and special education teachers and leads.	1a. Three tiered intervention for reading and math. 1b. Improved scores on EPAS exams. 2. Where possible, each department has at least one collaborative teaching team that teaches together for more than two periods every day. 3a. Reduced course failures for special education students. 3b. All teachers will use online IEP's to meet the needs of Special Education students. 3c. Increased graduation rates for Special Education students. 3d. Increased number of special education students graduating on time. 3e. Increased number of special education students enrolled in post-secondary education.	1a. When possible, referrals for special education services are addressed by Rtl team. 1b. Universal screenings are given for reading and math. 1c. Professional development for all staff members. 1d. Provide curriculum that meets needs of students (ie. Wilson Reading and Rewards reading programs). 2a. Teachers for teaming are identified and provided with professional development to enhance their collaborative knowledge and skills. 2b. When possible, collaborative teachers work with no more than	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				<p>two different co-teachers.</p> <p>2c. When possible, collaborative teams work together for multiple years.</p> <p>3a. Special Education teachers communicate current IEP information and provider information to general education teachers at the beginning of the school year.</p> <p>3b. Professional development on how to access online IEPs.</p> <p>3c. Professional development on differentiated instruction to increase teachers' capacity to meet individual student needs.</p> <p>3d. When possible, utilize a special education teacher(s) in a consultative role to assist general education teachers in modifying assessments and lessons.</p>	
8	Bilingual/Multicultural Ed	<p>1. Meet the needs and abilities of ELL students o their identified abilities and needs.</p> <p>2a. Improved overall performance on ACCESS and PSAE tests.</p>	<p>1. When possible, program 100% of ELL students appropriately according to their EP and ACCESS scores so that students are programmed in courses that address and meet their identified needs.</p> <p>2b. Improve PSAE Reading Meets Exceeds by 5%.</p> <p>2c. Increase number of students testing out of the bilingual program.</p>	<p>1a. Follow EP when programming students in courses.</p> <p>1b. Equity in course offerings for ELL students.</p> <p>1c. Ensure that staff have appropriate credentials to meet course requirements.</p> <p>1d. Improve coordination between Special</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				Education and Bilingual program. 1e. Provide PD for staff members in regards to rights of ELL students and how to use the EP to provide accommodations. 2a. When possible, align formative assessments and advanced level ESL courses to College Readiness Standards. 2b. When possible, provide professional development for staff members in regards understanding the process of language acquisition. 2c. Provide ongoing external professional development for teachers of ELL 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	Freshman Orientation and Upperclass Orientation	Teacher and ESP Support for Freshman and Upperclass Orientation	X		Administration Team, Small Learning Community			INCOMPLETE		
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,731,926.00	\$1,863,796.09	INCOMPLETE	425993,441787, 425138,117681, 445252,118862, 447141,432824, 445246,255286, 441790,444973, 425991,278577, 440990,441008, 432367,441009, 425991,425989, 445447,425990, 444967,425992, 270172,425993, 124226,425986, 440993,270171, 271982,445024, 441789,430333, 128423,444367, 425988,425992	
N	Military Instructors	Activity needed to add position to SIPAAA	X		Administrative Team	\$536,558.00	\$504,304.18	INPROGRESS	137337,215907, 128337,322028, 427217,129912	
N	Supplies, copy paper and	General school supplies needed		X	Business Manager	\$2,100.00	\$2,100.00	INPROGRESS		46131.225.53405.241006.000703.2012_ \$2,100.00



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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						
	essentials for main office and school-wide needs.	for the office to function properly								
N	Administration Position	activity required to move positions to SIPAAA		X	Principal			INPROGRESS		
N	Administration Positions	Activity for adding Administration positions to SIPAAA	X		Administrative Team	\$464,784.00	\$457,071.38	INPROGRESS	118771,128701,123254	
N	(A26 # 16) Homeless Education Support	Provide uniforms and supplies for students		X	Social Worker	\$7,500.00	\$7,500.00	INPROGRESS		46131.225.53405.111069.000703.2012_\$0.00 + 46131.332.53405.111069.430119.2012_\$7,500.00 + 46131.332.53405.111069.430106.2012_\$0.00
N	Engineer positons	Activity added for positions to go on SIPAAA		X	Principal			INPROGRESS		
N	Teacher Extended Day -after/before school extracurriculum activities ie.drama,band,etc	Teacher extended day services provided for non-core subject areas	X		Administrative Team			INPROGRESS		
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		X			\$61,735.00	\$60,818.09	INPROGRESS	419244	



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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						
	Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).									
N	Transportation for after school activities, sports, field trips	Provide bus transportation after school activities,sports and field trips		X	Business Manager/Athletic Director	\$6,500.00	\$6,500.00	INPROGRESS		46131.225.54210.320020.000703.2012_ \$ 5,205.00
N	Paraprofessional position for the main office.	Open School Clerk 1 position with SGSA funds that is currently funded in 115.	X		Administrative Team			INPROGRESS		
N	Supplies for athletic program,uniform s etc.	Purchase uniforms,supplie s as needed for all of our sport programs.		X	Athletic Director,Busines s Manager			INPROGRESS		
N	Band instruments repairs	Repairs on instrucionments purchased through SGSA funds		X	Band Director/Busines s Manager			INPROGRESS		
N	Band musical supplies	Purchase materials band departmend needed to play instrucments, reeds, sticks.etc.		X	Band Director/Busines s Manager			INPROGRESS		
N	Maintain school internal accounts/budget, purchasing schoolwide.	School business manager position.	X		Administrative Team	\$101,237.00	\$100,385.68	INPROGRESS	173436	
N	Support of PARR, character education,servic e learning,student	Student recognition dinners, student incentives awards,school		X	PARR,Service Learning Coord.			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	development plans.	store purchase through buzzy bucks								
N	Provide light refreshments for parents attending PAC parent meetings or functions. (Parent Advisory Committee)	NCLB/PAC (No Child Left Behind/Parent Advisory Committee) Parent meetings to have light refreshments.		X	Business Manager			INPROGRESS		
N	Parent carfare(as needed to attend schoolwidePAC meetings(Parent Advisory Committee)	NCLB/PAC (No Child Left Behind/Parent Advisory Committee) carefare reimbursement for attending mandated citywide meetings.		X	Business Manager	\$1,600.00	\$1,600.00	INPROGRESS		46131.332.54565.390030.430115.2012_\$0.00 + 46131.332.54565.390030.430128.2012_\$1,600.00
N	Offer parent training and workshops on student behavior (mental health) and other topics of parents' interests. (PAC)	NCLB/PAC (No Child Left Behind/Parent Advisory Committee) workshops/conference and other consultants (Mental Health) for parents.		X	Business Manager	\$4,127.00	\$4,127.00	INPROGRESS		46131.332.54125.390030.430128.2012_\$4,127.00 + 46131.332.54125.390030.430115.2012_\$4,950.00
N	Continue to provide and distribute a parent handbook that includes parent compact.(PAC)	Parent handbook (parent compact)(PAC funds)		X	Business Manager	\$5,744.00	\$5,744.00	INPROGRESS		46131.332.53405.390030.430128.2012_\$5,744.00 + 46131.332.53405.390030.430115.2012_\$336.00
N	Coupling of the PARR, character education, service learning, student development	Teacher Extended for PARR Team for planning.	X		Administrative Team			INPROGRESS		



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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						
	plans - extended day.									
N	Repairs for copiers purchased through SGSA.	Service Contracts for copiers one year agreement.		X	Business Manager	\$7,118.00	\$7,118.00	INPROGRESS		46131.225.56105.241006.000703.2012_\$1,118.00
N	Responsible for computer maintenance, inventory, web-site and technology through the school.	Technology Coordinator position.	X		Administrative Team			INPROGRESS		
N	Paraprofessional Position	Paraprofessional for all work areas assigned to the school	X		Principal	\$1,638,173.00	\$1,621,453.67	INPROGRESS	161028,444580,338946,256096,160567,145268,264748,162866,444486,154243,158959,162494,173440,154227,266641,168001,167999,249124,154228,325812,263367,154241,393135,263337,163867,159561,156773,299143	
N	Provide security for safe and orderly environment.	Security positions funded through SGSA to maintain a safe and orderly environment.	X		Administrative Team			INPROGRESS	452362	
N	Maintain/replace (if needed) security radios for designated personnel.	Radios for all security personnel, deans, administration for monitoring school halls.		X	Administrative Team, Deans			INPROGRESS		
N	Supplies for non-core after school programs.	Athletic uniforms, supplies, materials for drama		X	Athletic Director/Business Manager			INPROGRESS		



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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						
		programs,concerts instructed by AD or chair.								
N	laptop replacement			X				INPROGRESS		
N	Support the Athletic program activities	Equipment needed to sustain after school athletic programs, i.e. football,baseball, water polo,etc.		X	Athletic Director,Administrative Team	\$6,500.00	\$6,500.00	INPROGRESS		46131.225.53405.320020.000703.2012_\$3,871.70
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INPROGRESS		

6 - 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	Novel based English curriculum for grades 9 - 12; three levels of reading interventions for 9th graders.	A literacy rich 9 - 12 English curriculum will be supported by three levels of intensive reading interventions for 9th graders.		X				INPROGRESS		



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1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Small Learning Communities Coordinator for the Freshman Houses and Upperclass	Coordinator and liaison between the Freshman Teachers, Administration and the Small Learning Community department Grant	X		Administration Team			INCOMPLETE	452484	
N	1.2.5: Create and monitor-school-based "D/F" list	Teacher Extended day for data analyst (2) for review with data team (Funded by Area 26)(Chief Officer)	X		Administrative Team			INPROGRESS		
N	1.3.1: Implement full utilization of Gradebook as designed	Gradebook is fully implemented in all subject areas and will be used to determine effectiveness of current curriculum		X	Administrative Team			INPROGRESS		
N	1.3.2: Establish an aggressive contact program for freshmen parents	Mailings are quarterly sent to parents; school-wide phone calling system (as needed)		X	Administrative Team			INPROGRESS		
N	1.3.3: Establish monthly/quarterly school communication for parents and students	Mailings are quarterly sent to parents; school-wide phone calling system (as needed)		X	Administrative Team			INPROGRESS		
N	(A26#19 & 20) 1.3.4: Schedule more Freshmen articulation Open Houses for parents/adults of	Extended day bucket for 4 counselors (2hrs,4yrs) and 2 paraprofessionals (2hrs,4yrs) to	X		Guidance Dept/Administrative Team			INPROGRESS	445373	



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1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	8th graders to attend; articulation with feeder schools; freshman orientation)	available for Open Houses scheduled; 4 subs to cover teacher articulation/visits; 8 teachers and 4 ESPs to cover freshman orientation (12 hours).								
N	1.3.5: Parent shadowing for greater parental involvement, better understanding of student work & opportunities to speak with teachers	Family & Community Involvement Committee is currently organizing parents to form PTA (or official name to be decided); meetings schedule every other month		X	Committee Chairperson/Administrative Team			INPROGRESS		
N	2.1.1: Establish effective instructional programs that equitably impact achievement to raise the performance of identified groups	Instructional materials/textbooks to be purchased to meet the needs of replenishment of texts and selected materials for 9th, 10th and 11th school levels.		X	Instructional leadership Team, Administrative Team			INPROGRESS		
N	2.1.2: Establish professional learning and development activities that strategically address reduction of achievement gap	Teacher Professional Institute Days/Staff Development days will be used to develop strategies		X	Administrative Team			INPROGRESS		



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1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	(A26 #2 & 18) 2.1.3: Using data to identify students and provide appropriate interventions; extended pay for 2 data analysts for data team throughout year; extended day for summer work by data team to conduce analysis of quarterly assessments, scantron,PSAE.	2 Data Analysts and Data Team will meet over the summer and throughout the school year.	X		Administrative Team			INPROGRESS		
N	Implement Core Curriculum Standards as a core instructional strategy	Will implement a core curriculum aligned to work keys/college readiness standards through a partnership with UIC-Hersy HS and Heidi Jacobs curriculum mapping.		X	Instructional leadership/Admi nistrative Team			INPROGRESS		
N	2.2.1: Implement curriculum mapping with College Readiness Standards and WorkKeys skill levels	Partnership with Chicago Public School curriculum Framework Project and professional development with Heidi Jacobs will assist us with curriculum mapping thorough online		X	Instructional Leadership/Admi nsitrative Team			INPROGRESS		



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1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		Atlas-Rubicon software and training								
N	Substitute Bucket for professional development, instructional leadership team monitoring/Test Preps	Teachers Attending professional development conference,instr uctional leadership team monitoring/additi onal testing support	X		Administrative Team			INPROGRESS		
N	(A26 #3)Teacher Extended Day Bucket Reading/Math,Sc ience Instructional Leadership Team planning	Extended day for Core subject areas for instructional leadership team, curriculum mapping, ILT	X		Administrative Team			INPROGRESS		
N	(A26# 5 & 24) Teacher Extended Day - Summer curriculum mapping for core and non-core; extended day for curriculum mapping for TCTs and ILTs during the school year.	Bucket for teachers extended day for curriculum mapping (summer and regular year).	X		Administrative Team			INPROGRESS	445453	
N	Anticipate Consulting Services for Service Learning Program	Service Learning Coordinator will set up an outside consulting services to be determined		X	Administrative Team/Service Learning Team			INPROGRESS		
N	Hire a Paraprofessional to be a liaison between the school,communit	Paraprofessional will support teachers, principal between student	X		Administrative Team	\$61,051.00	\$59,945.12	INPROGRESS	432746	



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	y,parents to improve school/communit y relations and student attendance problems.	attendance problems and other related duties as assigned.								
N	(A26 #17)Teacher Summer School Bucket	Teacher summer school bucket who will teach enrichment summer school courses	X		Assistant Principal			INPROGRESS		
N	(A26 #17)Security bucket for Summer School	Security for summer school	X		Assistant Principal			INPROGRESS		
N	(A26 #17)Paraprofessional Summer School Bucket	Paraprofessional will support areas within the summer school program	X		Assistant Principal			INPROGRESS	445364	
N	Paraprofessional Extended Day Bucket for before/after school programs	Paraprofessional will be provided an extended day bucket to assist in afterschool program as needed	X		Administrative Team			INPROGRESS		
N	(A26#8) Teacher Extended Day bucket forCredit Recovery/Virtual HS	Teachers Extended day bucket will be opened for Credit Recovery	X		Administrative Team			INPROGRESS		
N	Teacher Extended Day bucket for review of Assessment standards	Teachers/Counselors will be provided extended pay after school for test preps/evaluations	X		Administrative Team			INPROGRESS		
N	Teacher Extended Day	Provide after school tutoring	X		Administrative Team			INPROGRESS		



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1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	bucket for Tutoring	for all core subjects (3hr/wk)								
N	1.2.1: Strategically align teachers for freshmen academy	Principal will work with administration team along with program coordinator to align teachers for freshman academy	X		Administrative Team			INPROGRESS		
N	Paraprofessionals will work during the summer school program	Paraprofessionals to assist in summer school activities for teachers, office, attendance as needed	X		Summer School Coordinator			INPROGRESS		
N	Instructional materials for language arts, social studies and language that will supplement text.	The school will purchase workbooks and other instructional materials for social studies, atlas, foreign language workbooks that will go along with the current textbook		X	Instructional Leader Team/Administrative Team			INPROGRESS		
N	1.2.2: Schedule common planning time for Small Learning Community (SLC), department and grade level teachers, Professional Learning Communities (PLC), pods and course teams	Course team planning is built into the day; Professional Learning Community planning will be on Tuesday mornings; Small Learning Community planning will be after school -funded through	X		Administrative Team			INPROGRESS		46131.336.52130.221033.543517.2012_\$2,350.00 + 46131.336.53405.221033.543517.2012_\$1,500.00 + 46131.336.51130.221033.543517.2012_\$8,150.00 + 46131.336.57405.221033.543517.2012_\$155.00



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		SLC funds								
N	The school will purchase instructional materials for Core subject areas	Instructional materials/textbooks to be purchased to meet the needs of replenishment of texts and selected materials for 9th,10th and 11th school levels.		X	Small Learning Community/Instructional Leader Teams			INPROGRESS		
N	1.1.7: All freshmen will have an adult mentor	The Guidance department will coordinate and set up the adult mentor program.	X		Small Learning Community/Guidance/Principal			INPROGRESS		
N	2.2.3: Implement a comprehensive literacy program across the curriculum that integrates increased rigor among all content areas in reading,vocabulary and writing	Will provide extended day bucket for Summer Curriculum Mapping for each department/grade level chair and throughout the school year	X		Instructional Leadership/Course Team/Administrative Team			INPROGRESS		
N	2.2.5: Create and utilize common assessments	Administration and the program will work towards providing a common planning time during the day for course teams		X	Course Team/Administrative Team			INPROGRESS		
N	(A26#1) 2.3.1: Identify and develop an instructional leadership team that analyzes	Instructional Leadership Team Teacher Extended Day bucket for common	X		Instructional Leadership Team/Administrative Team			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	available data to adjust/modify classroom instructional strategies that enhance academic achievement	planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/me etings - additional time if needed - 20 teachers)								
N	2.3.2: Address teacher deficiencies in attaining Highly Qualified status	Administration will set up Peer visitations, Instructional Leadership Team walk-through in examining instructional practice to increase exemplary teaching practices.		X	Administrative Team			INPROGRESS		
N	1.1.6: Ten week after school class remediation that is tied to outcome-based learning	Will provide after school tutoring for all core subjects (3hr/wk)	X		Principal			INPROGRESS		
N	(A26#7) 1.1.5: Establish after school homework class for students with incomplete homework	Paraprofessional extended bucket to assist in the after school program for 9th and 10th grades (2hr/wk)	X		Service Learning Coord/Principal			INPROGRESS	444673	
N	1.1.3: Establish senior/junior mentors as "on track mentor" for	Plan to have the Upper Academy students will receive service	X		Principal			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	all freshmen	learning hours and service learning coordinator will work with SLC house teachers and program is currently being implemented.								
N	(A26#7) 1.1.2: Establish freshmen tutoring program based on academic interventions from the Freshmen Watchlist and teacher referral	Will have After school tutoring for all core subjects (3hr/wk).	X		Principal			INPROGRESS		
N	1.1.1: Teach Cornell Note Taking to all freshmen students through Freshmen Connect (AVID, Note taking)	Avid teachers will focus on freshmen to their transition into high school to improve organization skills, note taking, and strengthen collaborative skills to support student success.		X	Administrative Team			INPROGRESS		
N	Part-time parent workers to perform contacting parents for attendance issues, tardies on track to graduation	Plan to hire Part-time parent workers to make phone calls home to inform parents of their child being absent or tardy.	X		Administrative Team			INPROGRESS		
N	Provide Sub Bucket for Service Learning Coordinators to	Open a Sub bucket for the Service Learning Program for	X		Service Learning Coord.			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

1 - On Track to Graduation

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	attend mandatory conference/review student records for meeting 40 service learning hours	Coordinators to attend service learning projects/mandatory training workshops.								

3 - 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	Response to Intervention Coordinator position.	Response to Intervention Coordinator would oversee the planning and implementation of academic and behavioral RtI throughout Tiers I, II, and III.	X		Principal, Budget Manager			INCOMPLETE		
N	(A26# 21) Budget for 0.5 college and career coach position; split cost with OCCP.	Increase post-secondary readiness, graduation rate, and percentage of students with a viable post-secondary plan.	X		Principal, Budget Manager			INCOMPLETE		
N	(A26 #22) Transition Counselor	Transition counselor will work with all students from incoming 8th graders to graduating seniors on all	X		Principal, Budget Manager			INCOMPLETE		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

3 - 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						
		transition issues. 120 hours.								
N	(A26# 26) College and Career Center	Sustain the post-secondary lab and enhance its resources as a college and career center to support all students.		X	Principal, Lead Counselor, Budget manager			INCOMPLETE		
N	(A26# 4) Advanced Placement professional development	To be developed after review from the Area Office		X	Administrative Team/Area Office	\$31,280.00	\$31,280.00	INCOMPLETE		46131.332.54205.221234.430106.2012_\$ 0.00 + 46131.332.54505.221234.430106.2012_\$ 0.00 + 46131.332.54505.221234.430119.2012_\$ 15,782.00 + 46131.332.54205.221234.430119.2012_\$ 15,498.00
N	(A26# 6) Teacher Extended Day Bucket - Guidance Counselors	Counseling Team summer planning and implementation (3 6-hour days, lunch provided, up to 8 people). Guidance department will coordinate/ currently in the planning stage.	X		Administrative Team			INPROGRESS		
N	(A26# 11) 5.3.1:Plan & execuite Military College Fair 5.3.2: support local Colelge Open House(s) 5.3.3: Support HBCU & other tours 5.3.4: Support Spring Break College Tours 5.3.6: Support	Provide Student Transportation for all college fairs,open houses,military fairs that students would like to attend		X	ROTC,Guidance /Administrative Team	\$1,200.00	\$1,200.00	INPROGRESS		46131.225.54210.212041.000703.2012_\$ 1,200.00



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

3 - 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						
	our own college tour/fair Freshmen included.									
N	5.2.3: Establish a follow-up education plan for Junior student to achieve his/her career goals	Instructional Leadership Team Teacher Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/meetings - additional time if needed - 20 teachers)		X	Instructional Leadership Team/Administrative Team			INPROGRESS		
N	5.2.2:Conduct a career search for each Sophomore student quarterly	Guidance department/Small learning Community/Instructional Leadership Team will work together when workkeys results come in and work on strategies to implement/assist on career development		X	Instructional Leadership Team/Administrative Team			INPROGRESS		
N	5.2.1: Develop a portfolio for each student starting freshman year and monitor quarterly	Guidance department/Small Learning Community/Instructional Leadership Team work together when		X	Instructional Leadership Team/Administrative Team			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

3 - 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						
		workkeys results come in and work on strategies to implement/assist on career development								
N	5.1.7: Utilize the WorkKeys career opportunities document	Guidance department/Small Learning Community/Instructional Leadership Team work together when workkeys results come in and work on strategies to implement/assist on career development		X	Data Team/Administrative Team			INPROGRESS		
N	5.1.6: Provide individual EPAS scorecards for each student with current data	Watchlist received from Central Office is monitored and distributed to Small learning community ouses for planning inventions.		X	Data Team/Administrative Team			INPROGRESS		
N	5.1.5: Publish college & career handbook for juniors after the PSAE including timelines for college applications and entrance requirements	Guidance department will be monitoring all seniors		X	Guidance/Instructional Leadership/Administrative Team			INPROGRESS		
N	5.1.4: Implement college essay writing	Instructional Leadership Team Teacher		X	Instructional Leadership Team/Administrative			INPROGRESS		



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3 - 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						
	opportunities/workshops for students	Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/meetings - additional time if needed - 20 teachers)			tive Team					
N	5.1.1: Track college application process or all seniors 5.1.2: Align ACT scores with college choices as a guide to selecting colleges 5.1.3: Track FAFSA completion for all seniors	Guidance department will be monitoring all seniors		X	Guidance/Administrative Team			INPROGRESS		
N	7.2.6: Utilize School Report Card	Instructional Leadership Team Teacher Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hrs. per month, up to teachers)		X	Instructional Leadership Team/Administrative Team			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

3 - 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	7.2.5: Leveraging technology in curriculum instruction	Purchase additional ELMOS, laptops, and laptop carts for teacher use (with FY11 funds from Area 26).		X	Instructional Leadership Team/Administrative Team			COMPLETE		
N	7.2.4: Sharing of "best practices" at the Performance Management sessions	Instructional Leadership Team extended day(2hr/monthly/ meetings - additional time if needed - 20 teachers)		X	Instructional Leadership Team/Administrative Team			INPROGRESS		
N	(A26#9) 7.2.3: Strategic planning offsite with Instructional Leadership Team to differentiate the curriculum by content, process, and products to adapt instruction to student strengths and needs	Instructional Leadership Team Teacher Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/ meetings - additional time if needed - 20 teachers)	X		Instructional Leadership Team/Administrative Team			INPROGRESS	445499	
N	7.2.2: Incorporate "What's Next Illinois" as a tool for improving academic rigor. Utilize it to communicate high expectations for students by helping them	Instructional Leadership Team Teacher Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our		X	Instructional Leadership Team/Administrative Team			INPROGRESS		



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3 - 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						
	connect their future goals to their classroom work	students. (2hr/monthly/meetings - additional time if needed - 20 teachers)								
N	7.2.1: Utilize Advancement Via Individual Determination (AVID) strategies as a school-wide initiative. To help influence the belief system and culture of the school by showing that targeted groups of students can succeed academically and attend college	Instructional Leadership Team Teacher Extended Day bucket for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/meetings - additional time if needed - 20 teachers)	X		Instructional Leadership Team/Administrative Team			INPROGRESS		
N	2.6.2: Administer the GAINS Assessment to identified students.	Cambridge and Kaplan materials for ACT practice testing.		X	Instructional Leadership Team/Administrative Team			INPROGRESS		
N	(A26# 14) Response to Intervention planning and implementation (progress monitoring, Tier II and III interventions).	Response to Intervention Coordinator would facilitate on-site and off-site planning meetings as well as PD for faculty and staff to implement Tiers I, II, and III.	X		Administrative Team			INPROGRESS	445256	
N	Identify and establish a college reference library at each	Intervention Leadership Team Teacher Extended Day	X		Instructional Leadership Team/Administrative Team			INPROGRESS		



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3 - 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						
	school	bucket for common planning to assess the data and develop/modify instructional plans to meet the needs of our students. (2hr/monthly/me etings - additional time if needed - 20 teachers)								

8 - Bilingual/Multicultural Ed

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	Bilingual teachers collaborate across content areas to align curriculum to the World Class Instructional Design & Assessments (WIDA) standards and the college readiness standards.	Teacher Collaborative Team will plan skills-based language activities across the content areas to enhance students' language and literacy skills.		X				INPROGRESS		



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7 - 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	American Disability Act (ADA) position		X			\$45,214.00	\$43,983.86	INPROGRESS	424411	
N	Paraprofessionals for the Special Education Dept.	Guidance Aide to assist in maintaining the record keeping, parent meetings, and other duties assigned by Administration.	X		Case Manager, Administrative Team			INPROGRESS		
N	Paraprofessionals to assist in the classroom assigned by Special Education Dept./Principal	Special Ed Assistant position opened per quoto.	X		Special Ed Dept./Principal	\$49,019.00	\$47,806.67	INPROGRESS	405882	

2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	A26#2)3.2.6: Monitor EPAS data for individual students	Data Analyst and Data Team will meet throughout the school year (Extend Day -PM funding from Area Office)	X		Instructional Leadership Team/Administrative Team			INPROGRESS		
N	3.2.4. Implement Test Strategies 101 from Kaplan 3.2.5: Use Kaplan On-line	Guidance department will coordinate (pending instructions from Area)		X	Guidance Department			INPROGRESS		
N	(A26#10) 3.2.3:	PSAE Prep Plan		X	Guidance	\$12,000.00	\$12,000.00	INPROGRESS		46131.332.54125.223013.430119.2012_



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Implement ACT Test prep course into students' regular day.	Class/Workeys -offer 5 classes total.			Dept/Administrative Team					12,000.00 + 46131.332.54125.223013.430106.2012_\$ 0.00
N	3.2.2: Each core content area will evaluate and monitor results from the practice ACT to implement instructional strategies in the classroom	Common planning time during the day for course teams		X	Course Teams/Administrative Team			INPROGRESS		
N	3.2.1: All 11th graders will take at least one full length practice ACT test	Extended day for counselors to prep/ collect testing/shipping/r eview return assessment results (total 40hr/xcounselor/ flat rate)		X	Guidance Dept/Instructional Leadership/Administrative Team			INPROGRESS		
N	3.2.1: All 11th graders will take at least one full length practice ACT test	Extended Day for paraprofessional support in the guidance department who assist in preparing/shipping tests materials (20hr/total)	X		Guidance Dept/Instructional Leadership/Administrative Team			INPROGRESS		
N	3.1.5: Make students aware of the on-line resources and possibilities for ACT Preparation	Information for on-line testing will be made available in the guidance department/library.		X	Administrative Team			INPROGRESS		
N	3.1.4: Conduct school-wide professional development that	School data team will analyze the assessment data and then		X	Data Team/Instructional Leadership Team/Administrative	\$6,300.00	\$6,300.00	INPROGRESS		46131.225.54505.221234.000703.2012_\$ 6,300.00



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	addresses EPAS College Readiness Standards, and effective use of assessment data.	share in complete communication through principal and ILT, teachers in order to improve student learning.			tion					
N	3.1.3: Enhance test taking knowledge, skills and strategies necessary to gain access to postsecondary opportunities. Integrate one-half credit ACT Prep to one Credit ACT prep course into elective offering at the school.	PSAE Prep Plan (Kaplan/Workeys -offer 4 classes total)		X	Administrative Team			INPROGRESS		
N	(A26#1) Teacher Extended day Summer ILT planning/yearly data assessment 3.1.1: Align the curriculum to College Readiness 3.1.2: teach reading comprehension skills across curriculum	Summer curriculum mapping/Instructional Leadership Team Extended day for each department/grade level chair throughout the school year data assessment (3-5 days/summer/yearly)	X		Instructional Leadership Team/Administrative Team			INPROGRESS		
N	2.6.2: Administer the GAINS Assessment to identified students. 2.6.1: Design, Implement and integrate	Cambridge materials for 2 day practice PSAE materials.		X	Small Learning Community/Administrative Team			INPROGRESS		



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2 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	the GAINS Assessment.									
N	2.4.7: Create annual social events that encourage camaraderie 2.4.8: Provide non-enumerative awards, ie. certificates	Use the social room to have thank you breakfast/ice cream social or certificates		X	Administrative Team			INPROGRESS		
N	2.4.6: Provide resources to teachers to help increase student achievement	Provide certificates, buzzy bucks for students to receive for an award for student achievement		X	Administrative Team			INPROGRESS		
N	2.4.3: Establish "staff Incentives/Recognition 2.4.4: Establish "Staff Perfect Attendance Awards" 2.4.5: Supporting Teacher PD and Team building activities	Issue certificates, main office counter treats, Posting on counter for staff recognitions PD days will emphasis EPAS, protocols for analyzing data and curriculum mapping for best practices for classroom teachers for instructional effectiveness.		X	Administrative Team			INPROGRESS		
N	2.4.2: Align Professional Development with area strategies (off-sites and conferences)	Anticipate attending the Association for Positive Behavior Support conference (10		X	PARR Team/Administrative Team			INPROGRESS		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		people) Denver;IL PBIS in Rosemont and Catalyst Ranch								
N	2.4.1: Utilize personalized "Thank You notes"	In the process of designing Foreman "Thank You" note.		X	Business Manager/Principal			INPROGRESS		
N	2.5.1: Design,implement and integrate a plan to teach workkeys test strategies and skills across grade levels 9-11	Teacher Extended day for curriculum mapping for each department/grade level chair throughout the year	X		Instructional Leadership team/Administrative Team			INPROGRESS		
N	2.5.2: Administer the practice Workkeys test to all incoming freshman	Issue 5 times in the year the practice Workkeys test to all incoming freshman		X	Course team/Administrative Team			INPROGRESS		
N	2.4.9: Establish a Continuing Professional Development Unit (CPDU) provider	Application submitted to Illinois State Board of Education to become a Continuing Professional Development Unit provider.		X	Principal			INPROGRESS		
N	4.2.3: Implement a recognition/incentive program as a reward for progress	Supplies will be purchased to implement incentive program ie buzzy bucks,T-shirts, ice cream,etc.		X	PARR/Administrative Team			INPROGRESS		
N	4.2.2:Loop student support services	Response to Intervention Implementation (RTI) (to be		X	Administrative Team	\$48,371.00	\$48,371.00	INPROGRESS		46131.332.53306.119016.430119.2012_\$9,501.00 + 46131.332.53306.119016.430106.2012_\$0.00 +



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		determined/Positive Behavior Instructional Support(PBIS) secondary supports								46131.225.53306.180040.000703.2012_\$ 1,550.00 + 46131.225.53405.212041.000703.2012_\$ 0.00 + 46131.332.53306.140070.430119.2012_\$ 1,300.00 + 46131.332.53306.140070.430106.2012_\$ 0.00 + 46131.225.53405.254612.000703.2012_\$ 0.00 + 46131.225.53306.211210.000703.2012_\$ 8,820.00 + 46131.225.53306.241006.000703.2012_\$ 6,300.00 + 46131.225.53405.180040.000703.2012_\$ 0.00 + 46131.225.53306.254612.000703.2012_\$ 14,000.00 + 46131.332.53306.119015.430119.2012_\$ 3,000.00 + 46131.225.53306.212041.000703.2012_\$ 3,900.00 + 46131.332.53306.119015.430106.2012_\$ 0.00 + 46131.225.53405.241006.000703.2012_\$ 2,100.00
N	(A26#25) 4.2.1: Sustain a system for quarterly review of each student; extended day for counselors to conduct a quarterly review of data progress analysis around area strategic plan and student achievement.	Provide the Instructional leadership team members and counselors extended day bucket for quarterly reviews. (One 3-hour meeting per month; up to 12 teachers.)	X		Instructional Leadership Team/Administrative Team			INPROGRESS		
N	4.1.3: Implement an intervention follow-up program for credit recovery	Will provide a After School Program for Homework/tutoring	X		Administrative Team			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students in subsequent year									
N	4.1.2: Expand the offerings from virtual school, Summer School, Evening School, Freshmen On-Pace, and Saturday School	Teacher extended day for 2 teachers, 60 hr/28 students, \$200/seat for virtual school	X		Administrative Team			INPROGRESS		
N	4.1.2: Expand the offerings from virtual school, Summer School, Evening School, Freshmen On-Pace, and Saturday School	Teacher Extended day for Night school/Credit Recovery Coordinator (flat rate)	X		Administrative Team			INPROGRESS		
N	4.1.2: Expand the offerings from virtual school, Summer School, Evening School, Freshmen On-Pace, and Saturday School	Paraprofessional extended day for after school recovery programs (security)		X	Administrative Team			INPROGRESS		
N	4.1.1: Each student identified as being off-track will be assigned to someone to monitor and track student progress	Implementation will be funded through Cultural of Calm funds (pending approval)		X	Administrative Team			INPROGRESS		
N	1.2.4: Implementing an individual plan for students on the Freshmen Watchlist	Watchlist received from Central Office is monitored and distributed to Small Learning Community houses for planning interventions.	X		Small Learning Comm. Teams/Administrative Team			INPROGRESS		



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2 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	1.2.3: Group freshmen together in freshmen academy in a certain area of school.	Freshmen academy is housed in the school mobile units.	X		Administrative Team			INPROGRESS		
N	Teacher Position	Activity required to move teachers to SIPAAA	X		Principal	\$10,188,005.00	\$9,974,506.73	INPROGRESS	135128,128550, 133334,126072, 125126,120267, 115509,122619, 128550,137881, 422275,234318, 116518,119044, 146536,422272, 134713,118912, 137254,113001, 140151,125061, 134729,116238, 118212,409954, 125125,136260, 120812,409949, 146766,116645, 117303,432823, 120565,146167, 142942,117413, 248982,146566, 120438,310938, 123281,119668, 120969,122501, 121351,135653, 204649,145479, 130215,134718, 118212,422274, 140886,128583, 144549,214915, 132015,115039, 133391,145333, 214918,140151, 252043,120306, 441007,252107, 118335,123063, 143475,134358, 142716,111661, 121031,143454, 115039,128436,	



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2 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									136403,233998, 116238,264706, 115509,422273, 263205,238657, 115039,117012, 145440,125546, 123985,125317, 139599,120402, 121536,142603, 113001,116750, 422275,123631, 137767,144792, 116392,238656, 214921,139226, 115039,121140, 297128,123010, 135653	

4 - 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	(A26#12) Perfect attendance award program for students and faculty.	Encourage higher rates of attendance among students and faculty.		X	Attendance Coordinator	\$3,500.00	\$3,500.00	INCOMPLETE		46131.225.53405.211210.000703.2012_\$3,500.00
N	Paraprofessional for student/Parent Support Services	Paraprofessional support for contacting parents of student absence,tardies, home visits,updating and maintain records of student's attendance in	X		Administrative Team			INPROGRESS		



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4 - 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						
		office.								
N	6.2.5: Implement attendance best practices to include but not limit to student attendance contracts, home visits, etc.	Teachers are currently keeping a phone log and the Attendance Department is calling home and volunteer parents calling homes to students at risk of losing credit.		X	Administrative Team			INPROGRESS		
N	6.2.4: Establish multiple forms of contact data to maintain accountability for compliance to policies	Data Analysts will analyze attendance data and create a watch list of students for teachers to assist in monitoring.		X	Data Team/Administrative Team			INPROGRESS		
N	6.2.3: Identify, track and support at-risk students	Data Analysts will analyze attendance data and create a watch list of students for teachers to assist in monitoring.		X	Data Team/Administrative Team			INPROGRESS		
N	6.1.2: Implement a weekly or monthly incentive program	Instructional Leadership Team Teacher Extended Day for common planning to assess the data and develop/modify instructional plans to meet the needs of our students.		X	Instructional Leadership Team/Administrative Team			INPROGRESS		46131.225.53405.211210.000703.2012_\$3,500.00



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4 - 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						
		(2hr/monthly/meetings - additional time if needed - 20 teachers)								
N	6.1.1: Each school develop a program to recognize students with perfect attendance periodically throughout the year.	Foreman currently gives t-shirts,gift cards,raffle and ice cream social for perfect attendance		X	PARR/Administrative Team			INPROGRESS		

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	Position for a dean / in-school intervention (ISI) teacher to fully implement academic and behavioral Reponse to intervention.	This position would assist with the full implementation of Tier II behavioral and academic Response to Intervention Coordinator will assist in maintaining a safe and orderly school environment.	X		Principal, Budget Manager			INCOMPLETE		
N	7.1.4: Perform an assessment of the location of internal and external security technology in	Engineer will maintain and security cameras in/outside the school for a safe environment for		X	Engineer			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

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						
	order to ensure student safety	our students								
N	7.1.3: Ensure bullying, either personal or cyberbullying, does not occur on school grounds. This will be achieved through proactive educational campaign designed to inform students, parents and staff	Staff Development Institute Days will inservice staff members for positive behavior support training/conference of PARR Coordinators		X	PARR/Administrative Team			INPROGRESS		
N	7.1.2: Combat gang activity in and around school grounds with Police District Commander	Deans and Administration will continue their communication with Police District 16 and 25. Attend CAPS meeting at local library (monthly)		X	Administrative Team			INPROGRESS		
N	7.1.1: Ensure adequate safety and security personnel are on duty and visible before, during and immediately after school and are properly trained	Extended day for Security before/after school (SGSA and anticipated Cultural Calm Grant).	X		Administrative Team			INPROGRESS		
N	7.4.3: Establish and maintain student focus groups	Staff Development Institute Days will inservice staff members positive behavior		X	Administrative Team			INPROGRESS		



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

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						
		support training/conference of PARR(positive, appropriate, respectful, responsible) coordinators								
N	7.4.2: Provide students with consistent adult support through well-supervised, frequent, long-term mentoring relationships to improve student achievement	Revive the Check In/Check out program via the SLC houses.		X	Administrative Team			INPROGRESS		
N	7.4.1: Implement transition supports which utilize the wide array of school and district-wide strategies, programs and policies that support youth	Staff Development Institute Days will inservice staff members with positive behavior support training/conference of PARR Coordinators		X	Administrative Team			INPROGRESS		
N	7.3.2: Incorporate service learning program	Service Learning Coordinator will plan and monitor students to be sure service learning hours are being met		X	Administrative Team			INPROGRESS		
N	7.3.1: Utilize a character/leadership program such as Positive Based Interventions and Supports (PBIS). Employ a range of intervention strategies including	Positive Behavior Instructional Support training conference to be determined.		X	Administrative Team			INPROGRESS		



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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						
	data-based decision -making teach academic and social skills and reduce problem behaviors									
N	Positive Behavior Instructional Support Conference training/next level/conference fee	Teacher Training on next tier for Positive Behavior instructional Support conference.		X	Administrative Team			INPROGRESS		

Operations - Operations O&M

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	SPED transportation			X	Principal			INPROGRESS		46131.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46131.225.54105.266408.000703.2012_\$ 11,376.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		46131.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		46131.225.54105.266411.000703.2012_\$ 46,873.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46131.312.53205.256009.000000.2012_\$ 0.00 + 46131.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual			X	OMB Budget Analyst			INCOMPLETE		46131.230.54105.254022.000000.2012_\$ 0.00 +



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46131 - Edwin G Foreman High School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Services									46131.230.54105.254027.000000.2012_\$ 10,000.00 + 46131.230.54105.254020.000000.2012_\$ 5,000.00 + 46131.230.54105.254011.000000.2012_\$ 0.00 + 46131.230.54105.254002.000000.2012_\$ 5,498.50 + 46131.230.54105.254021.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46131.230.56105.254002.000000.2012_\$ 63,022.08
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46131.230.53405.254002.000000.2012_\$ 21,630.18
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46131.230.53105.254002.000000.2012_\$ 0.00 + 46131.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46131.230.53125.254002.000000.2012_\$ 0.00 + 46131.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46131.230.53306.266407.000000.2012_\$ 0.00 + 46131.230.53306.009573.000000.2012_\$ 0.00 + 46131.230.56105.266414.000000.2012_\$ 0.00 + 46131.230.54125.009574.000000.2012_\$ 0.00 + 46131.230.54125.266407.000000.2012_\$ 0.00 + 46131.230.53306.254901.000000.2012_\$ 0.00 + 46131.230.54125.266402.000000.2012_\$ 0.00 + 46131.230.54125.266410.000000.2012_\$ 0.00 + 46131.230.54125.254901.000000.2012_\$



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46131.115.54215.255052.000065.2012_\$ 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		46131.230.54405.254501.000000.2012_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46131.115.55005.254403.000000.2012_\$ 7,987.00



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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 Supplies			X	OMB Budget Analyst			INCOMPLETE		46131.115.53405.119035.000000.2012_\$ 14,849.78
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46131.115.53305.119035.000000.2012_\$ 64,587.54
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		46131.369.54210.147601.474555.2012_\$ 1,200.00 + 46131.369.53306.140007.322016.2012_\$ 14,701.00 + 46131.369.53405.140007.322016.2012_\$ 2,207.00 + 46131.369.54210.140007.322016.2012_\$ 200.00 + 46131.369.53405.147601.474555.2012_\$ 5,000.00 + 46131.369.55005.147601.474555.2012_\$ 3,855.00
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	\$48,932.00	\$48,783.96	INCOMPLETE	408828	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46131.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ARRA (Fund 331/430100) supplementary funded activities.				Analyst					
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			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		46131.115.56105.119035.000000.2012_\$5,255.00 + 46131.115.55005.119035.000000.2012_\$15,382.53
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$419,708.00	\$401,979.04	INCOMPLETE	253614,168242,314511,216081,158403,168369,216084,216089,167890,159411,216086,155253,216092	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		46131.369.53405.140050.322014.2012_\$0.00 + 46131.369.53405.140050.322016.2012_\$6,653.00



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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	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		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 school special income fund				Analyst					
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46131.115.54215.241011.000000.2012_\$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	\$168,909.00	\$170,909.34	INCOMPLETE	159853,149378,149525	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46131.210.53405.254607.000000.2012_\$424.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB	(A26 #15)-Network Support Fees		X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA	(A26 #15)-Network Support Fees		X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB	(A26 #15)-Network Support Fees		X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA	(A26 #15)-Network Support Fees		X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational		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						
	Technology									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46131.332.57940.390030.430115.2012_\$ 758.80 + 46131.225.57940.119020.000703.2012_\$ 0.00 + 46131.332.57940.119031.430106.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46131.331.53405.390030.430103.2012_\$ 250.50 + 46131.331.54505.390030.430103.2012_\$ 600.00 + 46131.331.54125.390030.430103.2012_\$ 2,200.00 + 46131.332.53405.390030.430115.2012_\$ 336.00 + 46131.332.57940.390030.430115.2012_\$ 758.80 + 46131.332.54505.390030.430115.2012_\$ 3,162.00 + 46131.332.55005.222208.430116.2012_\$ 0.00 + 46131.331.53205.390030.430103.2012_\$ 100.00 + 46131.331.54565.390030.430103.2012_\$ 1,000.00 + 46131.331.53510.390030.430103.2012_\$ 803.44 + 46131.332.54125.390030.430115.2012_\$ 4,950.00