



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

### **What is SIPAAA?**

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,  
Go to [www.stratplan.cps.k12.il.us/sipaaa\\_process.shtml](http://www.stratplan.cps.k12.il.us/sipaaa_process.shtml).

## SIPAAA Team

-  **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
-  **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Kargas	Barbara	Principal	X	13-Oct-2011	29-Apr-2011
Amling	Nicole	LSC member		13-Oct-2011	29-Apr-2011
Cindy	Amerin	Classroom tchr.		13-Oct-2011	29-Apr-2011
Cortez	Maria	LSC member		13-Oct-2011	29-Apr-2011
Doodie Jones	Elise	LSC member		13-Oct-2011	29-Apr-2011
Garcia	Jose	Parent/guardian		13-Oct-2011	29-Apr-2011
Gonzalez	Raquel	Asst. Principal		13-Oct-2011	29-Apr-2011
Joel	Shepherd	Parent/guardian		13-Oct-2011	29-Apr-2011
Jones	Phillip	LSC member		13-Oct-2011	29-Apr-2011
LeQuesne	Laura	Classroom tchr.		13-Oct-2011	29-Apr-2011
Morales	Roberto	LSC member		13-Oct-2011	29-Apr-2011
Teti	Allyn	Special ed. faculty		13-Oct-2011	29-Apr-2011
Zulma	Hernandez	LSC member		13-Oct-2010	29-Apr-2011

## 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. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

In-school review of all data collected over the course of the year is conducted on a regular basis by all teachers and the administration. Data analysis involves tracking the improvement and learning of all students as weekly lessons are evaluated by teachers and reviewed by the principal. This includes students with disabilities, ELL students, gifted students, and students in the general education programs. At Goethe school, we work to differentiate and make accommodations for all learners. Throughout our SIPAAA when we examine areas for improvement within the school curriculum as well as curriculum and programs conducted before and after school. There is constant review and analysis of school improvements for every student at the school regardless of the students or programs they may be in. We are committed to serve all students in the least restrictive environment and provide equal learning opportunities.

We have formed an RTI DATA Team that has been working to analyze our data and draft a plan for differentiation to address the learning needs of our students who need more assistance including identified SWD ELLs and gen. ed students.

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

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


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

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

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

Chief Area Officer is Melissa Zaikos of Area 54 AMPS, Facilitator. Goethe school partners with DePaul University under the direction of Dr. Antonio Pollo who conducts group and family counselling to identified families in need in our school community.

We are partnering with Cabrini Green Tutoring and they will offer tutoring to all students in need and be housed at Goethe in 2011-2012.

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

The SIPAAA Team has gathered input from community stakeholders through school-wide surveys and small parent group meetings. From this large body of stakeholders, opportunities for small group involvement were sought in BAC parent meetings, NCLB parent meetings, and during LSC meetings.

Faculty input has been collected throughout the planning year during professional development sessions, team and whole staff meetings, and small target group meetings.

Representative stakeholders involved in the planning process have contributed ideas in varying degrees and include LSC members, teachers, paraprofessionals, parents, community, and LSC members.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	45	5	250	600	2	0

### Summary of Meetings

Meeting Date	Meeting Type	Description
09-Nov-2011	Small group discussion	Grades 3-8 school-wide survey conducted.
02-Nov-2011	Working group	During a staff meeting teachers met to complete teacher surveys.
30-Sep-2011	Small group discussion	Before school meeting a team met to discuss math goals
11-Jul-2011	Small group discussion	Data Team attended the AMPS RTI Summer Summit to learn about drafting a school wide plan to address the needs of all students in the school and how to differentiate to meet student's needs.
25-Apr-2011	Small group discussion	Grade Level Teachers edited plan
25-Apr-2011	Small group discussion	The sixth grade teachers met to discuss the school improvement plan in all content areas.
25-Apr-2011	Small group discussion	The first grade teachers met to discuss the school improvement plan in all content areas.
11-Apr-2011	Other	Whole staff meeting, groups met to review plans
04-Apr-2011	Small group discussion	Grade levels review plan throughout the week
31-Mar-2011	Small group discussion	LSC Reviewed and took plan home to do edits
24-Jan-2011	Working group	During a staff meeting teachers met in small groups to assess areas in special education and bilingual program.
16-Mar-2010	Small group discussion	The third grade teachers met to discuss the school improvement plan in all content areas.
15-Mar-2010	Small group discussion	The kindergarten teachers met to discuss the school improvement in all content areas.
11-Mar-2010	Small group discussion	The fourth grade teachers met to discuss the school improvement plan in all content areas.
11-Mar-2010	Small group discussion	The seventh grade teachers met to discuss the school improvement plan in all content areas.
10-Mar-2010	Small group discussion	The fifth grade teachers met to discuss the school improvement plan in all content areas.
09-Mar-2010	Small group discussion	The second grade teachers met to discuss the school improvement plan in all content areas.
03-Mar-2010	Small group discussion	During report card pick up, parents completed the Family Survey for



Meeting Date	Meeting Type	Description
		SIPAAA.
16-Feb-2010	Small group discussion	Special education teachers met to discuss school improvement plan.
16-Feb-2010	Small group discussion	The eighth grade teachers met to discuss the school improvement plan in all content areas.
16-Feb-2010	Small group discussion	Parent surveys were analyzed.
29-Jan-2010	Small group discussion	Teachers worked in their grade level teams to assess priorities in the areas of instruction and professional development.
19-Nov-2009	Small group discussion	Initial review of parent surveys.
18-Nov-2009	Small group discussion	During report card pick-up the parent survey was administered.
06-Nov-2009	Working group	We analyzed the trends for strengths and weaknesses for Reading, Math, Science and writing over a three year period.

### 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: 469  
 Number of Student Survey Responses: 600  
 Number of Teacher Survey Responses: 45  
 Number of Staff Survey Responses: 5

### 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:


Goethe nurtures a sense of pride, instills hardwork, and teaches self-discipline so that students become life-long learners.

#### Vision Statement:

Goethe School is a school where attitude counts, team work thrives, tolerance is encouraged, diversity is celebrated, and student achievement is paramount.

### Student Outcomes

#### Student Outcomes Strengths and Concerns

 **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the

data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

**Strengths:**

- \*Graduation and promotion for benchmark grades 3, 6, 8 are at 100% as measured by 2008-2009 ISAT.
- \*Freshman On Track to Graduate Slight Increase in 2008-09 .6%
- \*Composite School ISAT Scores Reading and Math 86.2% of all Goethe students met or exceeded State Stand.

**Reading:**

\*83.4% of all Goethe students in grades 3rd through 8th met or exceeded State Standards in Reading as measured by the ISAT.

**Scores and Gains in Reading in 2008-2009**

83.6% Grade 3 10.9% Gain  
 85.4% Grade 4 7.4% Gain  
 76.3% Grade 5 1 % Gain  
 83.3% Grade 6  
 85% Grade 7 1.2% Gain  
 87% Grade 8

**Math School Composite**

91% Grades 3-8 met or exceeded State Standards in Math as measured by the ISAT in 2008-2009.

**Math Scores and Gains by Grades in 2008-2009**

88.9% Grade 3 4.5% Gain  
 100% Grade 4 2 % Gain  
 96.6% Grade 5 1.4% Gain  
 93.6% Grade 6

**Science Scores 2008-2009**

90.2% Grade 4 students met or exceeded State Standards in Science.

**ISAT Scores for Students with Disabilities in 2008-2009:**

**Reading:**

56.7% Students with disabilities met or exceeded State Standards in

**Concerns:**

**Freshman On Track:**

Downward trend of Freshman On-Track does not accurately reflect the number of students on track because it does not follow students in selective enrollment , charter, or private & parochial schools. Many of our students choose these options and check in with us and are doing well.

**Declines in ISAT from 2007-2008 to 2008-2009**

**Math:**

2.2% decline in overall students meeting or exceeding state standards  
 83.4% flat line reading from 2007-2008 to 2008-2009

**Reading Declines:**

4.2% Grade 6  
 6% Grade 8

**Math Declines:**

4% overall school decline from 2007-2008 to 2008-2009.  
 1.3% decline Grade 6.  
 10.6% decline Grade 7  
 11.7% decline Grade 8

**Science Declines:**

4.7% decline in Grade 7 Science  
 1.6% decline in Grade 4

**Composite Scores for ELL Students**

**Reading:**

31.6% of ELL's met or exceeded State Standards

**Math:**

52. 6% of ELL's met or exceeded State Standards

**Composite Scores for Students with Disabilities**

\*56.7% of all students with disabilities met or exceeded state standards in

Reading as measured by the ISAT.

Math:

75% of all students with disabilities in grades 3-8 met or exceeded state standards in math.  
90.9% of 5th Gr. students with disabilities met or exceeded the standards on the 2008-2009 ISAT.

Science:

71.4% Students with disabilities met or exceeded State Standards in Science.

2009-2010 ISAT overall composite score went from 81.3 to 83.4 out performing the region, the district and the state.

Gr. 3- 2009-2010 Math score went up from 2008-2009 from 75.0-87.5

Gr. 5 Reading up from 70.4 to 84.9  
Math up from 73.5-to 74.7

Gr. 6 Reading up from 83.1 to 87.1  
Math up from 93.8 to 98.6

Gr. 7 Math up from 82.8 to 84.4  
Science up from 70.5 to 78.3

Gr. 8 Reading up from 83.8 to 84.7  
Math up from 83.8 to 91.7

reading on the 2008-2009 ISAT.

Reading:

45.5% Grade 5  
42.9% Grade 8

Math:

42.9% Grade 8

Concerns:

Gr. 3 dip in reading from 64.7 to 59.7

Gr. 4 dip in reading from 83.0-to 72.4  
dip in math from 98.1 to 90.8

Gr. 7 dip in reading 82.3 to 81.2

## Academic Progress

### Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

We use authentic teacher tests, Reading and Math inventories, unit tests connected to curriculum, authentic projects, benchmark tests, Learning First, NWEA, Fountas and Pinnell.

These assessments provides us with student's strengths and weaknesses in the particular strands addressed in the standards measured on the ISAT, Learning First, and NWEA/MAP For:

- \*Reading Strategies
- \*Vocabulary Development
- \*Reading Comprehension
- \*Literature
- \*Number Sense
- \*Measurement
- \*Algebra
- \*Geometry
- \*Data analysis, Statistics and Probability
- \*Science Technology
- \*Earth and Space
- \*Physical Science
- \*Life Science and Science Inquiry

Teacher assessments provide further information in student's strengths and weaknesses in:

- \*Critical Thinking
- \*Problem solving
- \* Summarizing and Retelling Information.

Fountas and Pinnell data gives specific information about student's strengths and weaknesses in:

- \*Decoding
- \*Fluent Reading
- \*Comprehension Strategies

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

The following internal factors that may contribute to low achievement are:

- \*second language acquisition
- \*vocabulary development
- \*written expression
- \*Timed v.s. untimed assessments
- \*Students who have disabilities in Reading taking on level reading examinations
- \*Reading processing
- \*Critical thinking through math problem solving and written expression

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

\*The district needs to implement reading recovery programs in all schools for early intervention and remediation for struggling readers.

\*Deep professional development for all teachers should be provided to assist teachers to remediate reading and math.

\*Money for leveled resources to make sure each school has the volume of leveled materials for each student is critical. Goethe will deepen the professional development work focussed on differentiating reading instruction to address all student's needs.

\*Goethe school must find the ways to bring in adult tutors who can be trained and used to support the remediation process for struggling students in reading and math.

\*Goethe will establish a peer tutoring program and make this available for before and after school next year.

- 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?
  
- 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>

Reading for students with disabilities and ELL students:

\*56.7% of students with disabilities met or exceeded state standards in reading.

\*32.6% of ELL students met or exceeded state standards in reading.

### Strengths:

\*Grades 3-4-5-7-all made gains in meeting or exceeding the reading standards on the 2008-2009 ISAT.

\*Grades 3-4-5- all made gains in meeting or exceeding the math standards on the 2008-2009 ISAT.

\*Grades 3-6-7-8- had gains in the % of students that exceeded the reading standards on the 2008-2009 ISAT.

\*Grades 6-7-8 had gains in the % of students that exceeded the math standards on the 2008-2009 ISAT.

\*Grades 4 and 7 had increases in the % of students that exceeded the Science standards on the 2008-2009 ISAT

\*Grade 4 had 6.1% increase in the number of students that exceeded the standards in science 2008-2009 ISAT.

\*Grade 7 had 5.9% increase in the number of students that exceeded the standards in 2008-2009 ISAT

### Concerns:

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

\*99% of students report the Goethe teachers and staff are supportive

\*92% of students report academic rigor at Goethe

\*96% of students report a safe school climate

\*82% of students participate in extracurricular activities

\*95.6% Student Attendance

The data shows students overall sense of connection to the school is above average.

We must examine how we can offer more opportunities for students in the primary grades for extracurricular activities.

**Concerns:**

\*The number of students suspended has been on an upward trend from 2006 to 2008.

\*Goethe would like to adopt the Restorative Justice plan for implementation of student disciplinary action for the 2010-2011 school year. This plan offers opportunities for students to have direct input into consequences when infractions against the Student Code of Conduct are filed.

\*We believe that suspensions are not the most effective way to address violations of conduct as described in the SCC.

## School Characteristics

### Student Characteristics Strengths and Concerns

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

\*The number of special education students from 2006 to 2008 has increased each year.

\*The number of students that need more assistance in each of the LRE categories is also increasing. This means that we need more special education teachers to service the growing population of students with disabilities and train them to address the needs of the students in the least restrictive environment so the students realize academic success.

\*We must find effective resources to differentiate reading instruction.

\*We need to examine reading programs that will further support the general education and special education teachers' efforts to provide successful strategies for reading to our students with disabilities. This includes finding effective professional development opportunities for all teachers in the general and special education curriculum.

It is also important to understand why there was a 4% decline of parents not satisfied with the school. We would like to see the report card grade for school cleanlines be raised to an A.

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

**Strengths:**

- \*Teacher attendance is at 94.7%
- \*94% of parents are satisfied with the school.
- \*Student population continues to grow.
- \*Mobility rate is relatively stable

**Concerns:**

**Process Analysis**

- TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

**Five Fundamentals: Instruction**

- TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	Trade Books, leveled readers, novels,	X										
Reading	Fountas & Pinnell	Benchmark Assessment Program with reading inventories and leveled reading, vocabulary and word work	X										
Reading	Houghton Mifflin Harcourt	A basal reading program			X	X	X	X	X	X			
Reading	Jamestown	Series of leveled books with short stories fiction and non to address reading skill development							X	X	X	X	X



		fiction in various grades															
Reading	Scholastic	Scholastic leveled readers are used from K-8	X														
Reading	SRA	Teachers through out the school use the SRA materials for leveled skill work in reading					X	X	X	X	X	X	X	X			
Reading	Time Magazine	Rooms through out the school use Time For Kids for non fiction							X	X	X	X	X	X			
Reading	Balanced Literacy	We are targeting balanced literacy with our current focus on guided leveled reading	X														
Writing	Writers' Workshop	Writing Wrokshop is executed throughout the school	X														
Writing	Lucy Calkins	The Units of Study are used throughout the school	X														
Social Studies	Teacher-created	Grade Levels plan units of study and are currently working with AMPS P.M. 12 to align curriculum to	X														

Partner Name	Partner Description	# of Students
HAAS PARK	Ran After School Programs	100
Targeted Leadership Consultants (TLC)	Targeted Leadership Consultants	747
DePaul University	Provides target social emotional groups for at risk students	25
Bilingual Advisory Committee (BAC)	Bilingual Advisory Com.parents who run student holiday bazaar and mother's day bazaar for children	747
No Child Left Behind (Parents Advisory Committee (PAC) (NCLB)	Parent group that runs school-wide events	747
Friend Of Goethe (FOG)	Friends of Goethe runs events to support students, hosts open houses, fundrasing	747
DePaul Counselling Center	Provides Therapeutic Services for families in need	
Margie's Candies	Local Business that gives scholarships to 8th graders, gives ice cream to honor roll students	150
Illinois Youth Soccer	Provides after school soccer program to grades 5-6-7-8	200
Urban Initiatives	Provides soccer and student health and well being program for gr. 3-4	100
Adventure Stage Theater Program	Provides in-school drama work with 6th grade classes focusing on performance and writing	70
Urban Initiatives Soccer Program	Provides soccer and scrimmage trips for 3-4 grade students three times a week.	30
Cabrini Green Tutoring Program	PRovide a Pilot in school tutoring program	75

 **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).

\*Goethe school has before and after school programs for any student regardless of need or academic status.

\*Teachers in bilingual, general, and special education meet in teams twice a week to plan and discuss curriculum in reading, writing, and math.

\*Common planning time is given to all grade level teams at least three times a week. Special education teachers collaborate with teachers whose

students are serviced on a regular consistent basis.

\*Team teaching of the general and bilingual education teachers with the special education teachers exist.

\*Grade cycle meetings are planned through professional development and staff meetings for teachers to communicate curriculum needs for the grade cycle.

\*Professional development is structured and targets the areas of curriculum under study and focuses upon data analysis and school-wide initiatives.

\*Lesson plan reflections outline the student learning outcomes each week and the dialogue between the teacher and principal address learning issues for all students.

\*Data analysis focuses upon the deficient areas of the curriculum and student's performance strengths and weaknesses of core academic subjects.

\*Teaching staff examines trends in data and targets area for school-wide focus.

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

\*All teachers group students according to their learning levels and provide leveled materials for reading and math.

\*Small group instruction is practiced in all classrooms for all students.

\*Differentiation is part of the instructional planning by all teachers.

\*Leveled learning resources are available to all students, students with disabilities, ELL students, and general education students, as a part of their daily instruction.

\*Team teaching with general, bilingual, and special education teachers address the needs of all students in the least restrictive environment by lessening the teacher/pupil ratio, differentiating instruction, and modifying the curriculum to meet the needs of all students.

\*General education and bilingual teachers collaborate with the special education teachers each week over plans and student learning outcomes.

\*Collaboration logs are kept to record implementation of best practices and strategies used to meet students needs.

Academic interventions include:

\*Behavioral plans and contracts are made to service the needs of students and are done by the administration, classroom teachers, special education teachers, the school social worker, and social workers from DePaul University.

\*DePaul University partners with Goethe to help students and parents in need.

\*Tutoring programs are available as teachers and peer tutors work with students in areas of need before or after school.

\*Academic before and after school programs offer students in need extra help in reading and math.

\*Differentiation accommodations in curriculum are provided for struggling students.

\*School Based Problem Solving is used to support the students in the quest to find instructional strategies for student success.

\*Learning strategies are taught to target a specific area in need.

\*Student outcomes are recorded for 6-8 weeks and shown to a SPBS representative.

\*Data is analyzed and next steps are determined.

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

- Next Steps for Instruction:

P.D.



\*Self Assessment is done by each teacher as they reflect on their own strengths and weaknesses through an assessment-process-meeting with the principal and assistant over the course of the school year.

\*Teacher reflections are a part of the planning process as teachers examine the learning outcomes and data that shows what the students learned from what was taught each week.

Teacher Surveys indicate the desire to:  
Develop a school wide-vocabulary initiative.

Focus on school-wide curriculum mapping for reading, science, and social studies.  
Deepen professional learning for full implementation of the Fountas & Pinnell kits.  
Target study and implementation of guided reading practices.  
Deepen professional learning around reading strategies.  
Continue to deepen work in writing workshop.  
Deepen math professional development with a school-wide focus on morning math warm-ups, fact focus broken into grade cycles:  
K-1-2 developing number sense and learning addition and subtraction facts  
Gr. 3 & 4 master multiplication, Gr. 4 end of the year and Gr. 5 focus on division.  
School-wide P.D. focuses on common teaching strategies around core principles at each grade level to standardize and spiral curriculum in all core areas.  
Create a research curriculum across all grade levels beginning in gr. 1 and continuing through gr. 8.  
To develop guided leveled reading program for ELL students.  
Develop an ESL curriculum for bilingual newcomers.  
Parent Surveys indicate:  
Parents are satisfied with the curriculum, instructional practices, and student learning.  
Parents in primary grades would like earlier notification of school functions.  
Primary parents would like more after school programs for younger students.  
Students Surveys Indicate:  
Students are satisfied with the instruction, teacher support, and learning.  
Students want swings on the playground.  
Students want lunch variety offered.  
Middle and upper grade students want larger portions of food.

### ***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:

Self reflections reveal need to find rich opportunities for deepening the knowledge and practice of guided leveled reading strategies and practices for all teachers in a school-wide context.

To provide consistent opportunities for teachers to meet to develop standard curriculum practices in science and social studies.

To launch school-wide initiatives that underscore common teaching threads that address math targets agreed by all teachers across all grade levels.

To continue the work of the instructional leadership team and invite other teachers to be a part of this team.

Provide opportunities for more consistent meeting time for grade cycles.

To provide a regular system for collegial observation that is implemented throughout the school year targeting observations in all content areas.

To provide monthly bilingual team meetings to address the needs of children and teachers in the bilingual program.

To provide monthly grade cycle meetings for dialogue and collaboration across grade levels.

### ***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?

Consistent practice using the math model by all students and administrative evaluation and feedback on student work throughout the school shows students' success in explaining the steps taken in solving math problems.

Fourth grade and seventh grade teacher's commitment to teaching science through experimentation produces effective results in student learning as measured by the ISAT Science assesment.

More differentiation strategies need to be given to teachers as they serve our ELL students and students with disabilities in the areas of reading so students experience greater success.

Goethe teacher's attendance rate of 96% contributes to the student's learning.

The fact that our students come to our school and move at a rate of 13.9% contributes to the consistency of student attendance. This stability contributes to the learning students achieve as they move through the years with consistent curriculum and teaching standards that support their learning.

Goethe continues to delve into best practices an do collegial observations and hold discussions on what the next steps will be to deepen our professional growth and make deeper connections to the ways we differentiate and teach students to be strategic readers, writers, and problem solvers.

This work continues through focused professional development, observing other school programs, collaborating in teams and vertical articulation meetings.

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

- Describe your teacher mentoring program
- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

Goethe has always provided common meeting times for general and special education teachers to meet. We will continue to develop the team teaching model and expand into more classrooms as it proves to best serve all students in the least restrictive environment.

Professional development will also address RTI this upcoming year and provide more opportunities for the entire staff to deepen differentiated instructional practices and be aware of all students' learning needs.

At the beginning of the year, special education teachers will meet with all classroom teachers to provide professional development opportunities that address effective modification and accommodation strategies for all students within their classrooms. Teachers will be shown resources available via computer programs, audio, and leveled materials. Grade cycle meetings will be scheduled once a month as well as bilingual team meetings to further provide opportunities for across grade level communication and collaboration.

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

- **Next Steps for Professional Capacity:**

1. Plan professional development around leveled guided reading.
2. Provide professional development on deeper access and knowledge of implementation of F & P Benchmark kits. Consistent Professional Development around school-wide math targets
3. On going grade level and grade cycle discussions about Reading and Writing Workshop.
4. Curriculum mapping for Science and Social Studies
5. Curriculum mapping for vocabulary development
6. Curriculum mapping for school-wide research

## **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).

Goethe's learning climate as assessed through the Learning Climate tool was very positive. As a result, the school will continue to foster the school-wide team plan that has been implemented over the years. Each year a new slogan or concept is adopted and embraced throughout the year. The "Bucket Fillers" will continue to be used. This upcoming school year we will initiate peer tutoring. Student tutors will be trained over the summer using the Reader's Digest National Tutoring Program. Students in grades 6-7-8 will serve as tutors supporting students in reading and math.

We will continue to use our buddy system where primary rooms are linked with intermediate and upper grade classrooms and visit each other doing projects, reading, and celebrating their published work.

School-wide activities decided by student council will continue to take place.

The ISAT buddy program will continue where primary students write to students in grades 3-8 wish them well, and give them good luck charms before the ISAT tests.

Student work in all grade levels will be celebrated over the intercom and published in our newly run student newspaper that is staffed by children of all grades.

Goethe will explore the development and implementation of the Restorative Justice model.

Peer juries will be established and training provided as the model is implemented.

Cabrini Green Tutoring Center will house a tutoring program in the fall of 2011 targeting all Goethe students recommended by classrooms teachers. We will continue to move our efforts to close the gap for our special education and students in our bilingual program in reading, math, and writing.

- **Next Steps for Learning Climate:**

1. Launch the school year with the school-wide outdoor assembly, "Meet the Faces of Goethe".
2. Formalize learning buddy program and host buddy events throughout the year.
3. Launch a "Say No to Bullying" program.
4. Develop the Restorative Justice model and peer juries for implementation.
5. Launch the Goethe Clean-up Campaign "Every DAY is Earth Day at Goethe".
6. Room Buddies uniting grade levels across the school.
7. Bring in programs to address bullying, cyber texting that intimidates, and bullies.
7. Peer Tutoring Program.

### ***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?
  - \*Level of commitment by the partners to serve the needs of the children.
  - \*Programs that students want.
  - \*Level of commitment by program directors to address the needs of the children.
- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.
  - \*Goethe school surveys parent twice a year at report card pick-up.
  - \*Goethe provides bilingual school report cards to parents.
  - \*Translators are provided for all meetings and school-wide activities.
  - \*Goethe provides bilingual services to all parents.
  - \* Information sent home is bilingual.

Next Steps for Family & Community Involvement:

1. Expanding our parent volunteer program.
2. Meet with other school groups to learn how their parent programs work.
3. Bringing the parent groups together under one umbrella.
5. Create the model based on other successful school programs in the city.
4. Create a list of how parents can serve the school.
5. Create leaders of subgroups that will communicate to volunteers.
6. Expand goals for fundraising committee exploring new opportunities to raise money for school programs.

### 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	Technology	Teachers will increase student's exposure to technology in the class room with the addition of document cameras and projectors to help students access more information throughout the year.	Students will show continued growth in their background knowledge in the content areas from the daily exposure to non fiction materials accessed through the internet and projected for the entire class to see and use.	Teacherers will assess students background knowledge through weekly in-class teacher-made assessment pieces.	
1	Technology	School will purchase computers so all rooms in the school have at least 3 working computers.	Computers will be used by all students in grades k-8 and staff.	Teacher will monitor the activities and provide programs that include monioting assessments of student progress.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Core Classroom Instruction	Reading and Math content curriculum will be a focus in this next school year as we implement Odyssey Learning Program to differentiate learning and using profiled activities for students to do that are aligned to their RIT bands on MAP/NWEA test.	Increase the % of students across grades 2-8 that meet their set growth targets in both reading and math as measured by the MAP test/NWEA	Teachers will use the progress monitoring tools to track students work and keep them targeted with activities to reach their growth targets.	
1	Special Education	Students with disabilities served in the least restrictive environment at Goethe School.	<p>% of students with disabilities met or exceeded the reading standards as measured on the 2009-2010 ISAT. The students with disabilities did meet AYP in reading as assessed on the 2009-2010 ISAT. The 2010-2011 results will be analyzed to see the overall growth in students meeting targets set in September.</p> <p>The % of students with disabilities who meet or exceed state reading standards will increase to meet the Safe Harbor for the 2010-2011 school year.</p>	Teachers will identify the target students in August. They will analyze the deficit areas and particular standards of concern as measured by the ISAT. The special education and general or bilingual classroom teachers together will target goals for each student in the deficit area. All students learning outcomes will be monitored weekly. Assessment data will be analyzed and Descartes learning continuum will be used to guide target area. Teachers will provide small group instruction for students. We will continue to focus on closing the learning gap for our students with disabilities and ELL students so all students are meeting growth targets.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Bilingual/Multicultural Ed	Students who are English Language Learners.	31.6% of the ELL population of students met or exceeded the reading standards as measured on the 209-10 ISAT. 3.4 % increase of the ELL population of students will meet or exceed state standards in reading on the 2010-2011 ISAT. This will be the key indicator for success.	ELL students will be grouped and receive small group instruction using leveled reading and vocabulary materials to support their acquisition of English in order to increase their reading comprehension. A bilingual leveled reading benchmark program will be used to monitor progress.	
3	On Track to Graduation	Students who are in their Freshman Year of high school that do not fail a class and maintain their grade status by the end of the school year.	60.9 % of our Freshman students tracked in regular Chicago Public schools are on target to graduate as posted on our school report card. 3% increase of Freshman on Track to Graduate will be key indicators for success as reported on the 2011-2012 School Report Card.	The middle school teachers will meet to establish criteria set by the high schools and create a plan with parents that will be presented at a special orientation for middle schoolers. Grades will be monitored and students accountability stressed. Students will be in an after school program if they are not meeting their grade expectations.	
4	Family/Community Involve.	Family and Community Involvement is the work to bring the partners as groups who serve the school and the students.	Approximately 60 parents come out for meetings and fewer respond to ways they can help support the volunteer programs needed at the school. Only a minority of parents volunteer or attend monthly meetings outside report card pick-up. Parent attendance will increase by 5% and be a key indicator of success as tracked in monthly parent meetings.	Assign key parents to make calls and get parents involved. Create a parent/community volunteer program through the FOG/BAC/ NCLB parent groups that will bring new parents into the school to attend parent meetings and volunteer in the areas of need.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Technology	Computer program through the Technology Lab at the school	<p>Teachers would like to see keyboarding offered in computer classes so all students graduate from Goethe knowing how to properly keyboard while using the computer.</p> <p>Teachers would like to see online research be incorporated into the curriculum addressed in the computer lab.</p> <p>70% of the 3rd graders will pass a keyboarding test before graduating from 8th grade in the 2015 school year.</p> <p>Students need to have Microsoft Word processing curriculum/skills in the computer lab.</p> <p>This will be a key indicator of success of the keyboarding program at Goethe School.</p>	Establish a keyboard curriculum that will be made available to all grade 3 through 8 students that is tracked and graded for student mastery.	
6	Literacy	Reading program that includes decoding, fluent reading, and comprehension of fictuion and non fiction.	<p>83.4% of all student in grades 3 through 8 met or exceeded the ISAT reading standards in 2009-2010.</p> <p>a 1.6 % increase in the number of students who meet or exceed readings standards on the 2010-2011 ISAT will be indicators of success.</p>	<p>Level reading groups.</p> <p>Monitor reading progress.</p> <p>Use all assessment data to analyze student needs.</p> <p>Differentiate instruction.</p> <p>Fully implement Fountas and Pinnell to support reading instruction. Use the MAP reading tests and Descartes to target the student's areas of weakness and track progress in alignment with target deficit areas.</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Mathematics	Study of mathematics and problem solving.	<p>Students in K-1-2- need to learn and show mastery of addition and subtraction facts and 70% of second graders in the general education program will pass a math facts test. Third and fourth graders will learn multiplication facts. by the end of fourth grade 70% of general education students will pass a multiplication fact test.</p> <p>Fourth and fifth graders will learn division facts and 70% of fifth graders in the general education classes will pass a division fact test.</p> <p>Students with disabilities will make increases in learning their math facts as stated in their IEP goals.</p>	<p>K-1-2 teach number concepts and math facts for addition and subtraction will be assessed weekly as students practice number identification and learn their basic facts.</p> <p>3-4 Master multiplication tables will be assessed weekly.</p> <p>4-5 Master division facts and process through weekly drills and activities.</p> <p>6 - Master Fract          Create daily math warm-ups to get daily practice.          Keep tracking sheets that follow student progress.          Create Fact Data Wall and Master Club bulletin board for each building.</p>	
8	Science	Science curriculum study throughout the school.	<p>1.6% decline in science in fourth grade as measured on the 2009-2010 ISAT.</p> <p>7.7% decline from 2006-to-2009 in the number of students who met or exceeded science standards in seventh grade.</p> <p>3% increase in the number of students who meet or exceed the science standards in fourth grade will be the key indicators for success on the 2010-2011 ISAT.</p> <p>3% increase in students who meet or exceed science standards in the 7th grade for the 2010-2011 ISAT will be the key indicators for success.</p>	<p>Create a science curriculum that is followed in grades 1-8 using FOSS at grades 1-5 and SEP UP for grades 6-7-8</p> <p>Track science planning, student involvement, and assessment data using the MAP test for science. Use Buckle Down Science in grades 3-4-5-6-7-8</p> <p>Research- Scaffold an all-school plan to spiral research skills school-wide. Gr. 1-8</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	Core Classroom Instruction	Provides foundational instructional across continent areas	Students will show progress from initial pretests to posttests with passing grades at numerical C average.	Teachers will track all data on a weekly basis connecting planning to student learning.	

### Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
ISO	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	Travel			X				INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	reimbursement for students and parents.									
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,018,294.00	\$972,552.96	INCOMPLETE	165900,426277, 168793,394788, 157653,424178, 387796,387625, 424177,387797, 394789,443649, 387626,443682, 151086,443682	
N	To open a bucket for custodial staff and engineer overtimes	To get contractual work and building and grounds work done or over seen in times of need.	X		custodial staff			INCOMPLETE		
N	To Provide extra support programs to curriculum	Supports will enhance curriculum through additional programs and/or professional development opportunities		X	Barbara Kargas	\$1,645.50	\$1,645.50	INCOMPLETE		23341.332.55005.390030.430128.2012_\$1,646.00 + 23341.332.55005.390030.430115.2012_\$0.00
N	Media Center	Students will have opportunities to learn how to use all the tools in the media center	X			\$113,737.00	\$92,189.99	INCOMPLETE	127721	
N	Open a 6th grade classroom	cover content curriculum in a sixth grade class.	X			\$232,710.00	\$231,478.94	INCOMPLETE	277858,120611	
N	Assistant Principal administrative leadership activities	To execute administrative activities and be an active member of the leadership team supporting	X			\$152,907.00	\$152,387.77	INCOMPLETE	126449	



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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						
		curriculum planning and instruction.								
N	To create a music program for k-8 grades.	Hands on music program will provide fine arts enrichment.	X		Jose Feliciano	\$92,254.00	\$91,506.81	INCOMPLETE	114365,114365,114543	
N	Commodities - Supplies	To provide funds for parent involvement activities		X		\$11,036.09	\$11,036.09	INCOMPLETE		23341.332.53405.390030.430115.2012_\$4,357.28 + 23341.332.53405.390030.430128.2012_\$1,500.00 + 23341.332.53205.390030.430128.2012_\$1,216.00 + 23341.332.55005.119060.430106.2012_\$0.00 + 23341.332.53205.390030.430115.2012_\$0.00 + 23341.332.55005.119060.430119.2012_\$8,321.00
N	To fund all custodial and engineer positions		X					INCOMPLETE		
N	Create a bilingual bicultural experience for students at goethe	To support all students in the 7th grade with bilingua bicultural experiences	X			\$234,010.00	\$225,546.84	INCOMPLETE	132418,111788	
N	Homeless program	to provide resources for homeless students		X				INCOMPLETE		
N	Tech XL Leasing funded by Board Funds			X				INCOMPLETE		
N	Tech XL Network support funded by Board Funds			X		\$4,032.00	\$4,032.00	INCOMPLETE		23341.115.54105.266408.000000.2012_\$4,032.00
N	School Clerk	To meet the demands and help accomplish the clerical work	X		Julia Matus	\$54,379.00	\$53,084.82	INCOMPLETE	263363	



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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						
		in the school office.								
N	Other instructional activities	To provide funds for school-wide instructional activities		X		\$12,825.95	\$12,825.95	INCOMPLETE		23341.225.53405.221234.000703.2012_\$12,826.00
N	To administer to all duties under the responsibilities of the principal.	To utilize all resources people and materials in order to provide the leadership to run the school.	X			\$167,317.00	\$166,899.55	INCOMPLETE	146549	
N	School Clerk	To address all clerical tasks for the school	X			\$77,500.00	\$78,294.48	INCOMPLETE	164008	
N	To open a bucket for professional development for core curriculum areas.	Teachers will receive the p.d. they need to deepen instructional practices.	X		Barbara Kargas			INCOMPLETE		
N	To provide after school activities that are enriching the curriculum and creating extra curricular opportunities for students across the school.	Teachers and outside vendors will provide classes to students	X		Staff and outside vendors			INCOMPLETE		
N	To provide enrichment activities connected to the K-8 curriculum	Enrichment teacher will provide thematic support of curriculum for K-8 students.	X			\$42,400.00	\$42,729.88	INCOMPLETE	422914	



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4 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Create a unified parent volunteer program that works to bring in parents to attend monthly meetings, volunteers in school where needed, and works to support all school-wide extra curricular activities.	Administration will work with the parent groups to establish the volunteer program. A survey will be created to establish where help is needed in the school. Then a general meeting will be held to launch the volunteer program. From the first organizational meeting, parents will network to establish contact information.	X		parents, teachers, and administration			COMPLETE		

5 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	The computer lab will offer keyboarding curriculum to all students in grades 3-8. Word Processing Curriculum	The computer lab will provide on-line and tutorials programs for keyboarding. Students will be able to come to school before or after school to practice keyboarding on assigned days	X		computer lab teacher			COMPLETE		



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5 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and times per grade level.								

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	To enrich K-8 classrooms with literacy activities.	Teacher will support all classrooms with content literacy support.	X		Barbara Kargas			INCOMPLETE	124468	
N	Instructional targets to deepen guided leveled reading instruction in all classrooms for all students. Purchase guided reading materials to support leveled reading instruction for all students in the school.	Teachers knowlege and implementation will be provided throughout the school year through specific professional development activities, professional readings, and team meetings by grade level and cycles for all teachers in the general, special, and bilingual classes.	X		all teachers			COMPLETE		
N	To create a .5 state funded bilingual kindergarten position.	To meet the needs of bilingual kindergarteners.	X		Rachel Eurciagn			INCOMPLETE		
N	To create a general education 3rd	Self contained third grade with differentiated	X			\$102,176.00	\$112,148.07	INCOMPLETE	114417	



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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						
	grade class.	instruction.								
N	To create an 8th grade Language Arts position for departmentalization.	To teach the LA curriculum for 8th grade	X		Jackie Alvarez	\$241,253.00	\$265,267.04	INCOMPLETE	343800,444398, 422534	
N	To create a general education self contained 5th grade class	Small group differentiated instruction provided in all areas of reading	X			\$118,109.00	\$113,399.07	INCOMPLETE	115429	
N	To reduce class size for fifth grade (Split funded between SGSA and NCLB)		X			\$68,384.00	\$68,589.00	INCOMPLETE	341268,341268	
N	To add an additional first grade class in order to maintain smaller class sizes and meet the needs of the first graders	To meet the needs of our students.	X		Rachel Burciaga			INCOMPLETE		
N	To create a regular board funded kindergarten position.	To meet the needs of the incoming kindergarteners.	X		Marlene Rogers			INCOMPLETE		
N	To Create funds for consultant services in literacy.	Various presenters will come in to assist work in literacy.		X	Barbara Kargas	\$500.00	\$500.00	INCOMPLETE		23341.332.54125.390030.430128.2012_\$ 500.00 + 23341.332.54125.390030.430115.2012_\$ 0.00

7 - Mathematics										
I S	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted	Current Budget	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal						



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O			Position	Line		Amount	Amount			
N	The school will launch a facts master program that sets targets for primary and intermediate students to learn math facts by the end of fifth grade.	All teachers will provide students with math facts, give them opportunities to create flash cards for practice, and give daily warm-up practice, weekly bees, and monthly bowl games to learn the facts.	X		all teachers primary and intermediate, special, gen. & bil.			COMPLETE		
N	MGS mathematics	Provide instruction in mathematics	X			\$194,210.00	\$188,108.66	INCOMPLETE	131266,444325	
N	To open a bucket for math professional development.	Teachers will receive p.d. to deepen math instructional practices.	X		Barbara Kargas			INCOMPLETE		

### 8 - Science

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To create science curriculum maps in primary, intermediate, and upper grade cycles. Buckle Down Science will be used once a week in all classrooms grades 3-8 to provide students with science background.	Teachers will be given planning time during professional development sessions, before school, and during common planning time. The Buckle Down Science books will be available to all students in grades 3 to 8.	X		All teachers, special, gen. & bil.			COMPLETE		



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8 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		MAP benchmark tests will include science for the 2010-2011 school year.								

3 - 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	Middle school will create a program that is in alignment with high school expectations so students graduate and transition into high school staying on track to graduate.	Teachers will meet with high school counselors and align standards of work. Parents and students will attend an orientation program that outlines roles and responsibilities for students, parents, and teachers. Before and after school tutors will be assigned to students at risk. Tracking of homework and grades will be monitored for student success and support.	X		Middle school teachers, administration, and high school coun			COMPLETE		



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2 - 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	Create a leveled guided reading program to support ELL student's acquisition of English reading. Classroom teachers will use the Fountas and Pinnell Kits, guided reading kits to create on level reading instruction with a strong vocabulary base for ELL students.	Leveled guiding reading kits will be used with professional development training provided through the Heineman p.d. staff.	X		Classroom and special education teachers			COMPLETE		
N	Create a bilingual bicultural experience for students at goethe	To support ELL and transitioning students.	X			\$338,209.00	\$332,226.43	INCOMPLETE	132416,111783, 120220	
N	To fund a bilingual 2nd grade.	To meet the needs of bilingual students.	X		Nora Munoz			INCOMPLETE		

1 - 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	Use NWEA MAP test to outline student deficit and target areas. Use Descarte band to map skills in deficit	Incorporate Team teach model with special and general or bilingual classroom	X		Classroom and special education teachers.			COMPLETE		



# CPS SIPAAA Planning Report

## 23341 - J W Von Goethe School : 2010-2012 Year 2

1 - 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						
	areas on the continuum. Plan reading program to provide leveled guided reading. Use computer for Star Reading Program.	teachers. Use Marie Carbo Reading Styles Fluency materials Use computers to access Star Reading Program								
N	To create special education services for students.	to meet the needs of students with disabilities.	X			\$506,492.00	\$498,533.06	INCOMPLETE	425553,130820, 117347,120682, 284154,409557	
N	To provide a case manager and counselor who supervises the processing for all special education issues and handles all graduation applications	To provide students, teachers and families with a support system to service their needs.	X			\$124,666.00	\$119,724.42	INCOMPLETE	117393	
N	To provide instructional aid to students with disabilities receiving services in the special education program.	Aids will provide push-in support to students with disabilities in the special education program	X			\$55,599.00	\$54,001.65	INCOMPLETE	425662	

9 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To create a msg position for L.A. and social	Teacher will focus on two content area for			middle school teachers			INCOMPLETE		



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## 23341 - J W Von Goethe School : 2010-2012 Year 2

9 - 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						
	studies	middle school instruction								
N	Teacher will provide core physical education curriculum to all students in grades K-8	Teacher will differentiate with appropriate physical exercise and activities for each age group.	X		Annie Abreu	\$113,737.00	\$109,181.29	INCOMPLETE	123065	
N	Teacher will provide core curriculum in language arts and science for 7th grade departmentalized students	Students will receive small group instruction and hands on opportunities in curricular areas	X			\$267,917.00	\$144,153.77	INCOMPLETE	131600,124468,444206	
N	Self contained fourth grade	Provide small group instruction across all content areas in the fourth grade	X			\$219,977.00	\$218,688.20	INCOMPLETE	127248,422535	
N	Primary k-3 classrooms	Core classroom instruction	X			\$278,885.00	\$260,635.45	INCOMPLETE	442522,422536,442815	
N	Second Grade self-contained classroom.	Provide differentiated instruction and small group learning opportunities.	X					INCOMPLETE		
N	First grade lower class size	Lower class size in order to meet the needs of first graders in the self-contained classroom.	X			\$78,677.00	\$77,900.57	INCOMPLETE	291450	
N	First grade self contained.	To provide differentiated instruction in the self-contained first grade classroom	X			\$206,045.00	\$204,642.31	INCOMPLETE	406744,291453	



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## 23341 - J W Von Goethe School : 2010-2012 Year 2

9 - 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	Second grade self-contained classroom	to provide differentiated and small group instruction in the self contained second grade classroom	X			\$106,287.00	\$105,622.37	INCOMPLETE	341275	
N	Seventh grade departmental core curriculum classroom for language arts and math	provide middle school specialists curriculum instruction for seventh grade language arts and math.	X					INCOMPLETE		

1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To provide social studies for the middle school students	Teachers will cover middle school social studies for students in middle school grades 6-7-8			Assigned Teachers			INCOMPLETE		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition			X	OMB Budget Analyst			INCOMPLETE		23341.312.53205.256009.000000.2012_\$ 0.00 + 23341.312.53210.256009.000000.2012_\$



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## 23341 - J W Von Goethe 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						
	programs									0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		23341.230.54105.254011.000000.2012_\$ 0.00 + 23341.230.54105.254022.000000.2012_\$ 0.00 + 23341.230.54105.254002.000000.2012_\$ 5,252.00 + 23341.230.54105.254027.000000.2012_\$ 4,000.00 + 23341.230.54105.254020.000000.2012_\$ 5,000.00 + 23341.230.54105.254021.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		23341.230.56105.254002.000000.2012_\$ 47,906.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		23341.230.53405.254002.000000.2012_\$ 17,467.66
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		23341.230.53105.254002.000000.2012_\$ 0.00 + 23341.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		23341.230.53125.254002.000000.2012_\$ 0.00 + 23341.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		23341.230.56105.266414.000000.2012_\$ 0.00 + 23341.230.53306.266407.000000.2012_\$ 0.00 + 23341.230.54125.266407.000000.2012_\$ 0.00 + 23341.230.54125.266410.000000.2012_\$ 0.00 + 23341.230.54125.254901.000000.2012_\$ 0.00 + 23341.230.54125.266402.000000.2012_\$



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## 23341 - J W Von Goethe 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						
										0.00 + 23341.230.53306.254901.000000.2012_\$ 0.00 + 23341.230.53306.009573.000000.2012_\$ 0.00 + 23341.230.54125.009574.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		23341.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		23341.225.54105.266408.000703.2012_\$ 0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		23341.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		23341.225.54105.266411.000703.2012_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		23341.115.55005.254403.000000.2012_\$ 4,058.00



# CPS SIPAAA Planning Report

## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		23341.115.53405.119035.000000.2012_\$3,593.46
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		23341.115.53305.119035.000000.2012_\$11,004.48
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$54,285.00	\$53,768.85	INCOMPLETE	409384	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		23341.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities.		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst	\$4,136.00	\$4,136.00	INCOMPLETE		23341.115.55005.119035.000000.2012_\$2,020.36 + 23341.115.56105.119035.000000.2012_\$1,370.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state			X	OMB Budget Analyst			INCOMPLETE		



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## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	miscellaneous grants (e.g., fund 324 & 326)									
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	\$226,505.00	\$215,763.60	INCOMPLETE	168559,165712, 154358,163155, 216385,166517, 166417	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities (positions)									
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) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel			X	OMB Budget			INCOMPLETE		23341.115.54215.241013.000000.2012_\$



# CPS SIPAAA Planning Report

## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	reimbursement				Analyst					50.00
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	\$44,675.00	\$43,443.19	INCOMPLETE	158192	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free		X		OMB Budget Analyst			INCOMPLETE		



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## 23341 - J W Von Goethe School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Schools									
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		23341.225.57940.119020.000703.2012_\$12,317.00 + 23341.332.57940.119031.430106.2012_\$0.00 + 23341.332.57940.390030.430115.2012_\$249.20
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		23341.332.53405.390030.430115.2012_\$4,357.28 + 23341.332.53305.222208.430116.2012_\$175.00 + 23341.331.53405.390030.430103.2012_\$4.23 + 23341.332.57940.390030.430115.2012_\$249.20
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		

1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To provide core instruction in language arts and enrichment of reading in content areas	Teacher will focus on differentiating to meet student's needs	X		Classroom Teacher			INCOMPLETE		



# CPS SIPAAA Planning Report

23341 - J W Von Goethe School : 2010-2012 Year 2

9 - 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	Provide core instruction for gen ed 6-8							INCOMPLETE		