



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
Glynn	Pamela	Principal	X		
Boran	Karen	Asst. Principal		13-Sep-2010	
Corral	Mary	Counselor/case mgr.			
Dommer	Rebecca	Counselor/case mgr.			
Gonzalez	Hector	Counselor/case mgr.			
Hernandez	Leticia	Classroom tchr.			
Holder	Daniel	Special ed. faculty			
Lietz	Richard	Classroom tchr.			
Ouielle-Silva	Maribel	Classroom tchr.			
Ruiz	Juana	LSC member			
Schmidt	George	Classroom tchr.			
Stites	Jennifer	Classroom tchr.			
Tyrala-Sullivan	Jennifer	Support staff			

### Involvement

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

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

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

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

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

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

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

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

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

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

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

Chief Area Officer -- Sean Stalling

Management Support Director -- Ricardo Isom

Instructional Coach -- Cynthia Nambo

External Partner -- University of Chicago's Network for College Success; GEAR-UP (Northeastern Illinois University)

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

Outreach was conducted to faculty, staff, student, and community stakeholders through surveys, focus groups, and meetings, including professional development, LSC, ILT, and department/course team meetings.

## Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	45	7	48	15	2	8

### Summary of Meetings

Meeting Date	Meeting Type	Description
11-Jun-2011	Small group discussion	Review of draft
10-Jun-2011	Small group discussion	Review of budget, draft
26-May-2011	Small group discussion	Review of data, sources
24-May-2011	Small group discussion	Review of data, sources
17-May-2011	Small group discussion	Review of process, needs, next steps



### Five Fundamentals Surveys

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

Number of Family Survey Responses:  
 Number of Student Survey Responses:  
 Number of Teacher Survey Responses:  
 Number of Staff Survey Responses:

### Mission/Vision

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-  **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 vision is to be a student-focused learning community where all stakeholders collaborate to prepare all students for college and post-secondary endeavors.


#### Vision Statement:

John Hancock High School is committed to preparing all students to be critical thinkers and lifelong learners.

### Student Outcomes

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#### 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:

Post secondary team focuses on data to drive their work resulting in an increase in school FAFSA completion, enrollment in for year colleges and more selective colleges. Enrollment in college increased by 10% from 2008-2009SY to 2009-2010SY (35% to 45.9%).

Freshman graduating within 5 years increased 9.5% from 2008-2009SY to 2009-2010SY.

Dropout rate decreased by 6.2%.

Decrease of 3.6% in Group 4-6 student misconducts in 2010 from 12.6% in 2008-2009SY to 9.3% in 2009-2010SY.

While we are seeing an increase in students enrolling in college, the preparation/rigor for engaging in college-level work is inadequate, as evidenced by low pass rates on AP exams, and the number of graduates enrolled in non-credit bearing courses at the postsecondary level.

27% of students report academic rigor is lacking (3% lower than the district average) per the My Voice, My School Survey (2009).

## 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?

From 2008-2009 to 2009-2010:

ACT

Reading: Slight gain of .2%

Math: Slight increase of .4%

English: Increase by .7%

Science: Increase by .5%

Composite: Increase by .4%

PSAE Reading: Decrease by 1.2%

PSAE Math: Increase by 2.0%

PSAE Science: Increase by 4.3%

PSAE Composite: Increase by 1.6%

Number of students who exceeded standards increased by .1%.

In 2009-2010SY, freshman EXPLORE to PLAN gains are surpassing the district. 62% met expected gains in reading, but only 41% in English. 58% met expected gains in math and 53% in science.

Students in the <14 on the PLAN category are exceeding expected gains, however, in the 16-17, and 18+ score bands, students do not make expected gains.

Comparing growth from schools like Hancock, student EPAS gains are lower.

- 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.

Low income 94.3%

Limited English Proficient 10.5%

Mobility Rate 15.6%

Truancy Rate jumped from 13.8% in 2007-2008SY to 32.9% in 2009-2010SY.

Beyond our LEP population, for the majority of our students, English is not their first language, additionally for many of our students, English is not spoken in the home. This impacts vocabulary, acquisition of academic vocabulary, and ultimately reading comprehension.

- 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?

District Support: Provide an IB program to challenge higher achieving students. Provide CTE program option to support students who are interested in technical and vocational careers.

Additional time built into the yearly calendar for teacher professional development. Specific professional development to support Advanced Placement teachers. Continued teacher support and development through coaching and professional development opportunities. Additional teacher extended day to support curriculum revision, alignment, and development initiatives.

Decrease class size.

Provide a supportive environment and conditions for success for male students in reading.

Provide a supportive environment and conditions for success in math and science for both male and female students.

Provide extended school hours with opportunities for credit recovery.

Performance based incentive initiatives for teachers.

Conclusions/Next Steps: Sophomore and Junior teachers require more support and opportunities to develop teaching pedagogy. Sophomore and Junior teachers need to create an environment that increased student engagement and motivation.

- [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?](#)

Our PSAE Meets/Exceeds composite is on an upward trajectory for the past two years.

We saw a slight drop in PSAE reading (approx. 1.2%).

Math PSAE scores showed a slight increase of 2%. Scores are improving slowly but still significantly lower than reading.

On the WorkKeys test, 54% scored a 4 in reading, while 34.8% scored a 4 in math. Students require an additional push to move them to a category 5.

- [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>

Average ACT increased by .4 from the 2008-2009SY to 2009-2010SY.

PSAE reading decreased by 1.2% from the 2008-2009SY to 2009-2010SY.

AP enrollment has decreased by .1% from the 2008-09SY to the 2009-2010SY.

Attendance decreased by 6.5% from 84.7% in 2009 to 78.2% in 2010.

PSAE, ACT and AP scores persistently fall below district and state averages.

AYP was met in reading for all categories but no group succeeded in mathematics.

### Strengths:

Freshman on Track has increased 8.2% to 79.8%, from the 2008-2009SY to 2009-2010SY .

AP success increased by 1.9% from the 2008-2009SY to 2009-2010SY.

PSAE Meets/Exceeds rates have increased in math and science by 2% and 4.3% respectively from the 2008-2009SY to the 2009-2010SY.

### Concerns:

No students are exceeding standards in math or science. Only .5% are exceeding standards in reading.

ACT composite has dropped by .2:

Reading +.4

Math 0

Science -.4

English -.9

Overall, trends are consistently trending upward for most key indicators.

Students report low academic rigor in math (83%) and social science (83%), per the My Voice, My School survey (2009).

## Student Connection

### Student Connection Strengths and Concerns

#### Strengths:

Increased percentage of students reporting a safe and respectful school climate by 4%.

Increase in students reporting supportive teachers and staff by 13%.

#### Concerns:

Dramatic increase in average days absent per student rose from 28.3 in 2008-2009SY to 39.8 in 2009-2010SY. Our trend data indicates a flux over the past three years, with average days absent per 9th grade from 32.9% in 2007-2008, 20.2% in 2008-2009, and 25.4% in 2009-2010. The same inconsistency is seen in average days absent per student.

Truancy rate increased by 12% from 2007-2008 to 2008-2009, and grew another 7.1% in 2009-2010SY to 32.9%.

Students reported a decrease in extracurricular involvement by 6%.

Students reported a decrease in academic rigor by 8%.

Mobility reate increased from 1.3% in 2008-2009SY to 15.6% in 2009-2010SY.

## 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?

Enhanced professional development has supported teachers in improving content writing (showing a positive trend in students' ability to stake a claim, evidence and reasoning), teaching to standards and standards-based grading (increasing student achievement on local, area, and state assessments), and coherent response to RtI (decreasing out of school suspension time).

Increase in mobility negatively impacts instructional coherence across the board.

High functioning Instructional Leadership Team has provided aligned, coherent support for critical thinking and writing school wide.

Weekly department and course team meetings are effective in English and science, but weak in mathematics and social science. Scores in

reading and science and trending upward faster than other schools in the district, but math is not. Our reading scores dipped, indicating that inadequate reading and writing in social science is an area of concern as well.

Tutoring for 9th and 10th grade students has increased our Freshman and Sophomore On-Track rates. Students who struggled in AP had access to tutoring afterschool; results are pending.

Low average daily attendance negatively impacts student achievement and a results in a loss of instructional minutes.

Freshman collaborative team has decreased failures and increased collaboration across the 9th grade team. The sophomore collaborative team is emerging and still working on failure rates and cross-curricular collaboration.

Interim assessments help teachers focus on standards and address areas of weakness. Mandated overtesting from area, district and state level have decreased classroom instruction time. Student motivation is lowered and reliability of results questionable.

50% of teachers have worked less than 5 years. Some veteran and most new teachers require extensive coaching and professional development.

Increase in SPED LRE2 challenges local resources and impacts student achievement.

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

The efforts of our ILT, and HST has positively impacted attendance, failure rate, and student achievement as shown on grade reports and IDS assessments.

Improved professional development has equipped teachers with new strategies and powerful practices that have increased student achievement.

ILT learning walks and increased presence in the classrooms has positively impacted instruction and student engagement.

Introduction of interim assessments is helping to inform instruction.

**Strengths:**

Seven NBCT's (increased by 2 from 2008-2009).

Parent satisfaction is at 88% with opportunities for parent involvement at 96%.

Parent volunteerism at school has increased.

Rtl professional development has helped increase understanding of the benefits of positive behavior interventions and provided structures that have resulted in improved student behavior.

**Concerns:**

Mobility rate is up by 2.3% to 15.65%.

Average days absent for teachers is high (10.2), with teacher attendance falling from 95.81 in 2008-2009SY to 95.08%

### Process Analysis

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

### Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
English (HS)	America's Choice												
Math (HS)	EDC												
Science (HS)	Meaningful Science (Northwestern, BSCS, UIC, It's About Time)												
English (HS)	Other	Springboard											

Partner Name	Partner Description	# of Students
GEAR UP	postsecondary success	975
University of Chicago	postsecondary/counselors mentoring	975
National Museum of Mexican Art	decrease drop-out, increase grades through student enrichment	50
PBIS	positive behavior interventions	975

- ✔ **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).

SES tutoring, along with opportunities for extended learning time afterschool (10th period) credit recovery, and restructured day differentiated supports in literacy and mathematics; ELLs are recruited explicitly for this program to increase language acquisition. Restructured day allows for weekly job-embedded professional development time. Common planning for all course teams allows for coherent instruction and assessment. Targeted professional development with a focus on critical thinking and supporting claims with reasoned evidence supports classroom rigor.

Instructional Leadership Team (bi-monthly meetings) examines school data and delivers PD to address deficient areas.

Freshman/Sophomore Success Collaborative meets to provide academic and attendance interventions.

After school enrichment programs extend student day to increase motivation for learning and connectedness to school environment (After School Matters, Gallery 37, CASA).

GEAR UP and postsecondary programs increase student and family awareness of college opportunities and provide supports for under-represented students in postsecondary education.

Phone blast system will be used for students who are absent and to communicate with families.

Teachers will maintain call logs for absent students.

Parent portal allows parents to track student progress and attendance at their convenience.

- 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...).

CTT model instruction

Modified lesson plans

Lunch time tutoring

Our Targeted Instructional Area, critical thinking, is implemented across all classrooms and assessed quarterly through school-wide writing prompts. Departments select powerful practices, based on student need, to provide coherent instructional approaches to student deficits.

Achieve3000 provides differentiated supplemental content area reading, writing and critical thinking support for all students based on formative assessment that determines student individual lexiles (available in Spanish and English).

Flexible core area programming allows for differentiation of instruction based on student formative assessments.

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

- Next Steps for Instruction:

Targeted Instructional Area implementation including selecting and evaluating powerful practices.

Continue to implement structured curricula in English, math, and science classes and monitor instruction and test results.

Align core curricula to CRS and Common Core. Use interim assessments to target specific CRS and create re-teaching plans.

Create Smaller Learning Communities to focus on individualized instruction and common academic and attendance intervention strategies between course teams.

Continue the Freshman/Sophomore Success Collaborative supports: tutoring, mentoring, and credit recovery to keep freshman on-track to graduation.

Continue common planning time for course teams to analyze assessment data including student work, interim assessments and common exams.

Increase of 21st Century Technology in classrooms and writing center.

Data Analysis team to meet bi-monthly to monitor data and make recommendations to ILT.

Teachers will analyze course team data and implement intervention strategies and re-teaching to reduce failure.

Continue to fine-tune an objectives-based grading scale for all courses to ensure consistency and fidelity.

Teachers will receive PD on creating assignments and assessments that measure student mastery of specific skills and standards. Gradebook will reflect standards taught and student mastery.

## 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:

- Continue to support ILT and meet bi-monthly.
- Conduct quarterly internal learning walks.
- Bridge any gaps between department chairs and ILT members.
- Continue to provide relevant staff development to improve instruction and increase academic achievement based on learning walk data and LASW.
- Continue to support teacher teams through smaller learning communities to discuss strategies to increase student achievement.
- Continue a data analysis team to analyze data in addition to the ILT.
- Continue to provide PD that provides best practices to improve academic achievement.
- Provide support for department chairs and teacher leaders through membership in the Curriculum Framework Project (UIC).

## 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?

- PD focused on: TIA critical thinking, supporting special needs students and ELL's, Rtl, and standards-based instruction and grading.
- NCS school visits, mentoring, and coaching support.
- Targeted Leadership Consulting supports ILT work and peer collaboration through the use of course teams, protocols, and critical friends.
- Timely and specific data collection on usefulness of PD guides ongoing capacity development.
- Guided visits, and internal learning walks inform us of school needs and guide PD planning -- all teachers participate quarterly.
- The Freshman Success Collaborative targeted freshman students with attendance and academic issues.

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

- Describe your teacher mentoring program

- We have strategically hired teachers from Teach for America and Chicago Teaching Fellows, two programs with sophisticated on-going professional development. This is supported by a scaffolded two-year new teacher development system that includes monthly meetings and peer observations.

- 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...)

- SpEd teachers will be given CPT for their scheduled subject area. All teachers will continue to meet with their course teams, adhering to their meeting agreements which will be monitored and supported by administration. ILT members will work collaboratively with department chairs to integrate TIA, data

collection, observations, etc. Course teams will use a distributed leadership model, where all stakeholders will have the opportunity to lead a department meeting. Restructured day allows for grade-level meeting time. Curriculum Framework Project allows for extensive course team collaboration on standards alignment, curriculum mapping, cross-curricular instructional design and revision, and the development of common standards-based grading practices. The addition of a literacy specialist will enhance capacity to adjust pedagogy to meet the needs of individual students and to address teacher deficits in content area literacy.

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

- **Next Steps for Professional Capacity:**

Provide sustained PD and PD opportunities for all teachers focused on the needs of all students with an emphasis on ELL and SpEd students, as well as those who do not meet targeted instructional standards.

Increase support for curriculum planning after the school day and during restructured days.

Offer opportunities for teachers to participate in national conferences, seminars and workshops to enhance content and pedagogical knowledge.

## ***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).**

Continue with restorative justice, peer jury program, and peace circles for all students.

Increase support for after school activities and clubs (ASM, Gallery 37, and CASA).

Increase the participation in after-school activities for all students.

Continue to provide PD for staff on positive behavioral supports, student engagement, learning climate, and critical thinking.

Continue quarterly learning walks so that teachers have an opportunity to observe best practices and effective strategies to engage students.

Provide incentives and recognition for students who make gains in attendance and academic achievement; provide incentives for students who demonstrate on-track behavior, as well as progress toward on-track behavior.

- **Next Steps for Learning Climate:**

Recruit teacher teams to lead restorative justice, peer jury, and peace circles.

Use dashboard data reports to identify students at academic and attendance risk -- meet with parents to get their student involved in after-school activities. Use of SWIS data to track student office discipline referrals on a weekly basis to improve student behavior. Use PBIS methods (i.e., Check-in, Check-Out) to improve student behavior.

Allow staff to explore and attend PD options and have them present to their colleagues.

Increase parent volunteerism at school.

Reach out to community organizations for incentives for our students.

Focus on targeted student behavior monthly with advisory lesson and track results.

### 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?

Newsletters are mailed to parents for each progress report and report card.  
Regular use of the school phone blast system.  
Parent portal with workshops in English and Spanish.  
IMPACT/Dashboard individual student reports and intervention conferences/contracts.  
Hancock website is frequently updates to keep all stakeholders informed.  
Computer classes for parents.  
PAC workshops are provided to help parents know how they may support their student and the schools priorities.  
ESL classes for parents.  
GEARUP programs and communication.

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

The SIPAAA will be located on the school website. Hancock's academic status is available on the district's website, ISBE website, and the CPS research website. Letters were mailed to parents/guardians in English and Spanish to notify them of our academic status.

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

Continue supporting and building the PAC to offer English and computer classes for parents.  
Continue to improve student involvement with the community through service learning projects.  
Increase parent and community participation in the LSC.

### 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	Postsecondary Prep	<p>Increase the number of graduates academically prepared for postsecondary education.</p> <p>Increase the number of graduates who enroll in postsecondary education by 5%.</p> <p>Increase the number of graduates applying to four year schools and more selective schools.</p> <p>Increase the number of students completing the Free Application for Financial Student Aid (FAFSA).</p> <p>Increase the number of students applying for college.</p> <p>Increase the number of students applying for and earning scholarships.</p>	<p>Increase average expected growth (EPAS) from 9th grade through 11th to meet district expected growth in score bands 12-13, through 17 and higher by 2012, leading to an increase in students with composites of 20 or above.</p> <p>All students who score a ACT composite of 20 or higher apply for the Gates-Millennium scholarship.</p> <p>Increase the number of graduates applying to four-year schools and more selective schools by 10%.</p> <p>Increase the number of students enrolling in college by 5%.</p> <p>Surpass the number of students completing the Free Application for Financial Student Aid (FAFSA) to over 5% of the district target percentage by the district designated date.</p> <p>All 11th grade students will apply to at least one college. Depending on students' eligibility, all students will apply to one community college and three four year colleges before the end of the year.</p> <p>Increase the number of students applying for and earning scholarships by 5%.</p>	<p>Principal and AP responsible for monitoring EPAS scores as they are released.</p> <p>Counselors and postsecondary coach meet with administration to share ACT data; counselors include in ASCA plan proposed strategy to increase knowledge college match, opportunities for students with higher ACT scores, and financial aid application support.</p> <p>Administration monitors counselors' progress toward designated benchmarks articulated in ASCA plan for students who have a 20 or higher ACT composite in an effort to increase college match.</p> <p>Counselors and Postscondary coach will monitor individual student college application process, FAFSA completion, college acceptance, and</p>	Yes



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				scholarship application a daily basis.	
2	On Track to Graduation	Maintain current freshman on track rate to graduation and increase on track rate for sophomores and juniors.	<p>At least 90% of freshman will not fail more than one semester of a core subject and will finish freshman year with a minimum of five credits.</p> <p>At least 80% of sophomores will not fail more than one semester of a core subject and will finish sophomore year with a minimum of 10 credits.</p> <p>At least 80% of juniors will not fail more than one semester of a core subject and will finish junior year with a minimum of fifteen credits.</p> <p>Monthly overall attendance will increase by 2% from the last year.</p> <p>Unexcused absences will decrease by 10% per period.</p>	<p>Principal and F/SoT coordinator will monitor freshman/sophomore grades and attendance bi-monthly by conducting grade pulls. A watchlist will be created by the coordinator for our intervention programs.</p> <p>Principal and AP will be responsible for monitoring junior and senior attendance and grades reports from the attendance coordinator and counselors bi-monthly.</p> <p>Principal and attendance coordinator will monitor attendance using dashboard on a daily basis.</p> <p>Counselors will track, counsel students, and refer them to alternative programs if they are non-SPED students and are overage.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Core Classroom Instruction	<p>Increase rigor in core classrooms by focusing on core academic, non-cognitive skills (norms of behavior), and intentional instruction. Provide technology supports for students who are not meeting targeted outcomes.</p> <p>Improve performance on EXPLORE to PLAN and PLAN to ACT.</p> <p>Increase student GPA.</p>	<p>Increased scores on common assessments, Interim Assessments, and EPAS assessments.</p> <p>Increased number of students passing AP exams by 20%.</p> <p>Teachers will identify the classification of learning objectives (analysis, problem solving, reasoning, evidence, argumentation, written and oral communication) on their lesson plans with 100% accuracy by the end of the year.</p> <p>Quarterly learning walks will be conducted to collect data indicating that 80% of the students can explain TIA learning strategies, identify when appropriate to use the strategies, and using the strategies independently.</p> <p>All teachers will participate in quarterly peer observations throughout the year.</p> <p>75% of freshman students will have a GPA at or above 2.5.</p> <p>100% of students at every grade level will complete a research project or paper.</p> <p>75% of students in English, science, and social science will complete two Achieve3000 readings per week at a greater than 65% success rate.</p> <p>100% of students will show competency in the use of 21st Century Learning skills to demonstrate learning outcomes.</p>	<p>Principal and ILT will monitor assessments (common, interim, or EPAS) twice a month. Teachers will monitor common assessments and other formative assessments weekly.</p> <p>Principal will monitor department chairs' reports regarding the accuracy and quality of lesson plans weekly.</p> <p>Principal will monitor the quarterly learning walk schedule. Principal and ILT will analyze learning walk data quarterly.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Family/Community Involve.	Increase parent involvement and provide education for parents to effectively support their children to meet academic goals and postsecondary goals.	<p>Parent involvement at monthly meetings will increase by 10%.</p> <p>At least 50% of parents will participate on one college campus tour.</p> <p>75% of seniors' parents will participate in postsecondary workshops.</p> <p>100% of parents with students on academic warning due to low grades, failures, or attendance will meet with admin. and teachers to work on action plans for their students.</p>	<p>Principal will monitor parent involvement with college tours, postsecondary workshops and academic/attendance intervention meetings by analyzing attendance data every month.</p> <p>Administration will monitor parent activity calendar on school website monthly to ensure accurate and timely information for parents and community stakeholders.</p>	Yes
5	Arts Education	Continue to support the art, band and choral music program.	All students will have materials to participate in the hands-on experiences in the fine arts (instruments, art supplies, and maintenance).	Band and vocal concerts (spring and fall), art displays throughout the school (cabinets and bulletin board), and classroom observations.	Yes
6	Attendance	Improve attendance and reduce the number of class period cuts. Improve accuracy of attendance taking. Improve attendance reporting and monitoring.	<p>Attendance meets area/district benchmark of 85%.</p> <p>Reduce on-time tardiness/cuts for 1st and 2nd periods by 10% per quarter; reduce 8th and 9th period tardies and cuts by 10% per quarter.</p> <p>Overall monthly attendance submission will increase by 4%</p> <p>10th period recovery classes to address lost student academic time.</p>	<p>Attendance clerk will monitor daily attendance for data quality and report trends and patterns by teacher to principal bi-monthly. Administration and attendance clerk will hold tutorials for teachers who fail to accurately record student attendance.</p> <p>Principal and attendance team will monitor attendance data and identify attendance patterns/trends through dashboard daily and be</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				<p>compiled and reported on weekly.</p> <p>Principal will monitor the reporting process and progress toward attendance benchmarks. Attendance clerk will identify students not meeting the benchmark thorough dashboard and the success report weekly.</p> <p>Attendance clerk will compile 10th period recovery attendance to adjust for lost academic time.</p>	
7	Operations Schools	Communicate with parents/guardians, maintain after school activities, support clubs and sports teams, equip and provide support for offices to manage day-to-day operation.	<p>All parents/guardians will receive a newsletter every 5 weeks.</p> <p>Phone calls and phone blasts will be used for all special events including academic and attendance interventions.</p> <p>Hancock website will be updated at least monthly announcing all special events and other important communications.</p> <p>Student Tech Team will monitor and update website weekly.</p> <p>Support personnel, busses, and equipment will be provided to applicable clubs and sports teams.</p> <p>Office will have materials necessary to support students, parents/guardians, and staff.</p>	<p>Principal will monitor the distribution of newsletters and other communications that will be sent out with progress reports/report cards/or available at report card pick up.</p> <p>Principal will monitor the office staff to ensure that they maintain phone blast and communication records.</p> <p>Principal and tech coordinator will monitor the Hancock website weekly.</p> <p>Weekly Tech Team report will track website updates, hits, and concerns and compile</p>	Yes



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## 46021 - Hancock High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				bi-monthly report to principal.	

### 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										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA		X		OMB Budget Analyst	\$6,121,232.00	\$6,247,092.55	INCOMPLETE	426414,425010, 124565,125203,	



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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						
	(positions)								112787,127736, 443756,144506, 140412,125882, 291331,141463, 120551,430671, 426412,141543, 426325,277311, 226243,214555, 394540,297101, 241397,141594, 443753,257926, 141282,443754, 125846,119471, 226894,214026, 126195,112873, 120616,149950, 391119,384486, 112604,140870, 124389,426829, 121706,299494, 443794,443792, 291339,291332, 147869,272505, 125085,214280, 141204,394430, 291301,133720, 430324,443795, 299080,128685, 114173,272507, 272506,129103, 248757,299078, 141390,200415, 129567,426413, 141694,122328, 200422,137298, 120521,112705	
N	Manage School Improvement project and ensure fidelity through (1.0) Project Manager	School Improvement Grant / See SIG for details			Principal and Lead Partner			INCOMPLETE		
N	(1) Data Strategist to use high quality,	School Improvement Grant / See SIG			Principal and Lead Partner			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						
	well-organized data to improve all aspects of school functioning	for details								
N								INCOMPLETE		
N	Contract with Network for College Success (NCS) for supports and interventions as detailed in narrative and project scope	School Improvement Grant / See SIG for details			Principal Lead Partner			INCOMPLETE		
N	Use data effectively to monitor school function by purchasing 4 computers	School Improvement Grant / See SIG for details			Principal and Lead Partner			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 Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math		X			\$54,876.00	\$54,742.68	INCOMPLETE	419242	



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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						
	Conferences).									
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		
N	laptop replacement			X				INCOMPLETE		
N	Principal incentive (\$12,000)	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		

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	Build family-community partnership with extensive outreach and family involvement	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Open teacher extended day bucket for after school events such as parent meetings.		X		Principal			INCOMPLETE		
N	To purchase equipment for the PAC.			X	Principal/Pac chair	\$2,500.00	\$2,500.00	INCOMPLETE		46021.332.55005.390030.430128.2012_\$2,500.00 + 46021.332.55005.390030.430115.2012_\$



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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						
										0.00
N	To use rollover funds to continue school website.			X	Principal			INCOMPLETE		
N	To open teacher extended day bucket for teachers to assist students in service learning projects.		X		Principal			INCOMPLETE		
N	To open substitute bucket for coverage for teachers who accompany students on service learning trips.		X		Principal			INCOMPLETE		
N	Supplies for PAC.	PAC supplies		X	Principal	\$1,098.00	\$1,098.00	INCOMPLETE		46021.332.53405.390030.430128.2012_\$1,098.00 + 46021.332.53405.390030.430115.2012_\$733.22
N	Seminar fees for PAC.	PAC seminar fees		X	Principal	\$2,500.00	\$2,500.00	INCOMPLETE		46021.332.54505.390030.430115.2012_\$2,000.00 + 46021.332.54505.390030.430128.2012_\$2,500.00
N	Professional services/consultant for PAC.	Provided services and consultant for PAC		X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		46021.332.54125.390030.430115.2012_\$2,332.00 + 46021.332.54125.390030.430128.2012_\$1,000.00
N	Food supplies.	Incentive for increased family community involvement		X	Principal			INCOMPLETE		
N	Increase communication with families by designing and implementing outreach and in-school	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

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						
	activities									

5 - Arts 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	To hire a new art teacher to enhance the student body in the arts.		X		Principal	\$113,735.00	\$112,971.47	INCOMPLETE	125871	
N	Contract with Ruben Alvarez to offer jazz clinics to the jazz band for remainder of school year.			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.54125.119065.430119.2012_\$5,000.00 + 46021.332.54125.119065.430106.2012_\$0.00
N	Supplies for fine arts.	All supplies for the fine arts programs		X	Principal	\$10,000.00	\$10,000.00	INCOMPLETE		46021.332.53405.119066.430106.2012_\$0.00 + 46021.332.53405.119066.430119.2012_\$10,000.00
N	Equipment for fine arts.	Instruments, computer equipment, etc		X	Principal	\$15,000.00	\$15,000.00	INCOMPLETE		46021.332.55005.119066.430106.2012_\$0.00 + 46021.332.55005.119066.430119.2012_\$5,000.00 + 46021.332.55005.119065.430119.2012_\$10,000.00 + 46021.332.55005.119065.430106.2012_\$0.00
N	Repairs for fine arts.	Repairs for instruments and equipment.		X	Principal	\$4,000.00	\$4,000.00	INCOMPLETE		46021.332.56105.119065.430106.2012_\$0.00 + 46021.332.56105.119065.430119.2012_\$4,000.00
N	Instructional materials for fine arts.	Materials to support all fine arts programs.		X	Principal	\$7,000.00	\$7,000.00	INCOMPLETE		46021.332.53305.119065.430119.2012_\$7,000.00 + 46021.332.53305.119065.430106.2012_\$0.00



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## 46021 - Hancock High School : 2010-2012 Year 2

5 - Arts 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	To purchase software for computer classes.	Software to enrich the infotech curricula and art computer classes.		X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.53306.119068.430106.2012_\$0.00 + 46021.332.53306.119068.430119.2012_\$5,000.00
N	To use misc supply monies for sketch books for art department.			X	Principal			INCOMPLETE		
N	To use state funds to purchase instructional materials for the arts.			X	Principal			INCOMPLETE		
N	Open overtime indicators for music teachers due to class size.	Open overtime indicators for music teachers due to class size	X		Principal			INCOMPLETE		

2 - 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	Social Worker to design and implement PBIS and Rtl processes, procedures, and interventions	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	To use GEAR UP grant monies to have a summer recovery program for struggling sophmores.		X		Principal			INCOMPLETE		



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## 46021 - Hancock High School : 2010-2012 Year 2

2 - 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	To replenish IDS science workbooks for Chemistry Physics and honors.			X	Principal/Stites			INCOMPLETE		
N	To hire an English teacher for remainder of school year to help coordinate AVID and help relieve the english department teachers to help focus the students to graduate.		X		Principal			INCOMPLETE		
N	To contract out Princeton Review to prepare junior students for the ACT.			X	Principal			INCOMPLETE		
N	To use fed funds to purchase social studies books.			X	Principal/Dowd			INCOMPLETE		
N	Teacher extended day for credit recovery/tutoring .	Credit recovery option to increase FoT and FoP. Tutoring for students at risk of failure.	X		Principal			INCOMPLETE		
N	ELL supplies	Supplementary supplies, notebook, pens, classroom equipment		X	Principal			INCOMPLETE		
N	Freshman IDS supplies	Replenishment of lab supplies for IDS freshman		X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

2 - 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	Freshman IDS equipment	Replenishment of lab equipment for IDS freshman		X	Principal			INCOMPLETE		
N	To have a supply line for the homeless students so they can succeed in high school.	School supplies, uniforms, id		X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		46021.332.53405.111069.430106.2012_\$0.00 + 46021.332.53405.111069.430119.2012_\$1,000.00
N	To hire consultants from the Latin Education Alliance to help with students during school day with tutoring and other aspects of high school life.			X	Principal			INCOMPLETE		
N	To change job codes of two teachers to better serve the students needs.		X		Principal	\$193,171.00	\$191,798.65	INCOMPLETE	126011,112278	
N	To replenish IDS instructional materials.			X	Principal/IDS heads			INCOMPLETE		
N	To purchase needed French II books for students to help with credits to graduate.			X	Principal			INCOMPLETE		
N	Fund 1/2 bi-lingual position to help bi-lingual students to graduate from high school.		X		Principal			INCOMPLETE		
N	Increase successful transition form	School Improvement Grant / See SIG			Principal and Lead Partner			INPROGRESS		



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## 46021 - Hancock High School : 2010-2012 Year 2

2 - 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-9th grade by increasing Freshman Connection program in the summer	for details								
N	Add focused learning time in core academics and enrichment by paying teachers after school	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Benchmark and monitor student academics and behavior with AIMSweb tracking software	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Coordinate positive behavior support interventions, incentives, data, and provide after school tutoring	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Improve On-Track rates by providing Adventa on-line credit recovery software	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Increase 9th grade On-Track rate through data analysis and targeted interventions	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

1 - 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	Increase student access to college by increasing their ACT scores through an ACT preparation class	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Supplies for counselors.			X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		46021.332.53405.212041.430106.2012_\$0.00 + 46021.332.53405.212041.430119.2012_\$3,000.00
N	Instructional materials purchased by counselors for parents and students.			X	Principal			INCOMPLETE		
N	Increase academic rigor and offer college / dual credit while in high school	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Three guidance counselor aides/registrar.	Counselors lesson plans and calendar student activities, college tours. Choose Your Future monitored by counselors. Weekly report to admin.	X		Principal			INCOMPLETE		
N	To use state funding to purchase supplies for counseling department.	Supplies for all counseling lesson plans and activities including student scheduling.		X	Principal/Corral			INCOMPLETE		
N	To use state funding to purchase instructional materials for counseling department.	Counselors will plan lessons once per month for each grade level so that all students will know the		X	Principal/Corral	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.53305.212041.430106.2012_\$0.00 + 46021.332.53305.212041.430119.2012_\$5,000.00



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## 46021 - Hancock High School : 2010-2012 Year 2

1 - 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						
		acceptance criteria for four year and selective colleges. Students will use Choose Your Future to build knowledge base at least once per month. Counselors will plan college tours to local and Midwest four year/selective colleges.								
N	Postsecondary coach.	Hancock will provide ongoing scholarship workshops to assist students with writing, editing, and completing applications. Scholarship opportunities will be updated posted throughout the school, counseling office, and post-secondary lab. The post-secondary coach will assist in completion of scholarship applications. Hancock will host multiple scholarship workshops to familiarize	X		Principal	\$30,867.00	\$30,437.05	INCOMPLETE	449894	



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1 - 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						
		students with the writing criteria and support students with writing and editing for the posse and Gates millennium scholarships.								
N	To use state funding for parent nights/FAFSA nights.	Counselors will host FAFSA completion workshops for students and parents during school, in the evening, and on weekends. Frequency of workshops will be determined by how close we are to the district goal.	X		Principal/Post Secondary Coach			INCOMPLETE		
N	Buses for after school activities including college visits.			X	Principal			INCOMPLETE		
N	Increase student access to and familiarity with college by conducting college tours in Illinois	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchasing of library books for students use to continue their education.			X	Principal	\$8,000.00	\$8,000.00	INCOMPLETE		46021.332.53305.119067.430119.2012_\$8,000.00 + 46021.332.53305.119067.430106.2012_\$0.00
N	Purchase supplies for media center.			X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		46021.332.53405.119067.430119.2012_\$3,000.00 + 46021.332.53405.119067.430106.2012_\$0.00
N	Purchase furniture/equipment for student use in the media center.			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		46021.332.55005.119067.430119.2012_\$4,862.00 + 46021.332.55005.119067.430106.2012_\$0.00
N	To open a ESP summer school bucket for July 1 to Sept 1, 2011.		X		Principal			INCOMPLETE	443748	
N	To open a career service summer bucket to cover June 15 through June 30, 2012.		X		Principal			INCOMPLETE	443751	
N	Overtime for building engineers.		X		Principal/Ron			INCOMPLETE		
N	Use rollover funds to cover the cost of room rental for area RIT Summit.			X	Principal			INCOMPLETE		
N	State funds for after-school buses including sports.	Transportation		X	Principal	\$25,000.00	\$25,000.00	INCOMPLETE		46021.225.54210.320020.000703.2012_\$24,490.00
N	State funding for supplies for after-school programs including sports.	Supplies for future extended school day programs		X	Principal	\$8,000.00	\$8,000.00	INCOMPLETE		46021.225.53405.320020.000703.2012_\$8,000.00
N	State funding for equipment for after-school programs	Sports equipment, other equipment for future extended		X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	including sports.	school day programs								
N	State funding for after-school bucket for career service staff to help with different programs and office work.	Support for office staff	X		Principal			INCOMPLETE	443334	
N	To use state funds to maintain the schools website.	Communication		X	Principal	\$3,600.00	\$3,600.00	INCOMPLETE		46021.225.54105.300008.000703.2012_\$3,600.00
N	To use state funds for office supplies.	Supplies to support the day to day operations of the school		X	Principal	\$10,000.00	\$10,000.00	INCOMPLETE		46021.225.53405.241006.000703.2012_\$9,381.02
N	To use state funds to purchase office equipment.	Equipment to support the day to day operations of the school		X	Principal			INCOMPLETE		
N	To use state funds to maintain office equipment and postage machine.	Used for multiple forms of communication.		X	Principal	\$30,000.00	\$30,000.00	INCOMPLETE		46021.225.56105.241006.000703.2012_\$21,458.61
N	Security guard/officer.	Maintain a safe environment	X		Principal			INCOMPLETE		
N	SPED support/case manager.	Case manager for the SPED department	X		Principal	\$76,687.00	\$77,977.42	INCOMPLETE	425035	
N	Off-duty police officer.	Maintain a safe environment	X		Principal			INCOMPLETE		
N	Teacher extended day bucket for after school	Support for opportunities for student enrichment.	X		Principal			INCOMPLETE	443796	



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities/clubs.									
N	Bucket for career services to support summer school, registration and regular office duties 7/1/10 - 8/31/10.	Essential in managing day-to-day operations and registration.	X		Principal			INCOMPLETE		
N	Bucket for career services to support summer school, registration and regular office duties 6/19/11 - 7/1/11.	Essential in managing day-to-day operations and registration.	X		Principal			INCOMPLETE		
N	Three clerk positions (attendance/payroll/office).	Essential in managing day-to-day operations	X		Principal			INCOMPLETE		
N	Security guard/officer.	Maintain a safe environment	X		Principal			INCOMPLETE		
N	To hire a college intern to help with office and technology work in the school.	Assists the technology coordinator to maintain technology infrastructure	X		Principal			INCOMPLETE		
N	To use funds to lease CPS cell phone for assistant principal.			X	Principal			INCOMPLETE		
N	To use rollover funds to hire an extra off duty security guard and an intern to run computer lab.		X		Principal			INCOMPLETE	431394	



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To purchase 4 laptops from Tech XL to run the school .			X	Principal/Brevil			INCOMPLETE		
N	To use state funding to cover the costs of buses for after school activities.			X	Principal			INCOMPLETE		
N	Buses for after-school activities.			X	Principal			INCOMPLETE		

3 - 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 open teacher extended day bucket in order to offer a credit recovery class for students who need the extra help in classes.		X		Principal			INCOMPLETE		
N	To open teacher extended day bucket for tutoring students after school.		X		Principal			INCOMPLETE		
N	To use Achieve 3000, Atlas Rubicon, and Criterion for the student body to approve literacy and to prepare students for graduation.			X	Principal	\$60,000.00	\$60,000.00	INCOMPLETE		46021.332.54105.119015.430106.2012_\$0.00 + 46021.332.54105.119015.430119.2012_\$35,001.00



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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	Two week summer institute for all teaching staff to map curriculum	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		46021.367.57405.221262.434001.2012_\$2,088.00 + 46021.367.54205.221262.434001.2012_\$21,000.00 + 46021.367.51130.221262.434001.2012_\$144,000.00
N	Substitute teachers to allow teachers to observe demonstration classrooms	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	To purchase needed computers for labs and computer carts for student use in all core classes.			X	Principal	\$44,000.00	\$44,000.00	INCOMPLETE		46021.332.55005.119068.430106.2012_\$0.00 + 46021.332.55005.119068.430119.2012_\$44,000.00
N	To open a teacher summer school bucket to offset expenses and pay for counselor to work two days from July 1 through Sept 1, 2011.		X		Principal			INCOMPLETE		
N	To open teacher summer school bucket for June 15 through June 30, 2012.		X		Principal			INCOMPLETE		
N	To open an english quota position to teach Literacy and English classes.		X		Principal	\$108,328.00	\$107,293.39	INCOMPLETE	446918	
N	To purchase math supplies			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.53405.119016.430106.2012_\$0.00 + 46021.332.53405.119016.430119.2012_\$4,965.48
N	To purchase science supplies			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		46021.332.53405.119017.430106.2012_\$0.00 +



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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						
										46021.332.53405.119017.430119.2012_\$6,000.00
N	To purchase science equipment			X	Principal	\$8,000.00	\$8,000.00	INCOMPLETE		46021.332.55005.119017.430106.2012_\$0.00 + 46021.332.55005.119017.430119.2012_\$8,000.00
N	Supplies for core classes	Supplies to support our ILT initiatives.		X	Principal	\$22,000.00	\$22,000.00	INCOMPLETE		46021.332.53405.119061.430119.2012_\$5,000.00 + 46021.332.53405.119063.430119.2012_\$3,500.00 + 46021.332.53405.119063.430106.2012_\$0.00 + 46021.332.53405.119060.430119.2012_\$5,000.00 + 46021.332.53405.119062.430106.2012_\$0.00 + 46021.225.53405.119064.000703.2012_\$3,500.00 + 46021.332.53405.119061.430106.2012_\$0.00 + 46021.332.53405.119062.430119.2012_\$5,000.00 + 46021.332.53405.119060.430106.2012_\$0.00
N	To provide substitute coverage for teachers to be able to attend professional development conferences.	Provides an opportunity for teachers to attend PD		X	Principal			INCOMPLETE		
N	Food supply monies for professional development meetings and teacher initiatives.	Incentive for teachers to attend meetings for new initiatives.		X	Principal			INCOMPLETE		
N	To use textbook funds to purchase English instructional materials.			X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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 use rollover funds to purchase software for core classroom instruction.			X	Principal			INCOMPLETE		
N	Use rollover funds to pay for the Young Chicago Authors poetry slam with students.			X	Principal			INCOMPLETE		
N	Bucket for teachers for summer school 6/19/11 - 7/1/11	Provides money for the end of summer school next year	X		Principal			INCOMPLETE		
N	Bucket for teachers for summer school 7/1/10 - 8/31/10	Provides startup money for summer school	X		Principal			INCOMPLETE		
N	Professional development/seminar fees	Provides an opportunity for teachers to attend out of school PD/seminar		X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.54505.221234.430119.2012_\$2,982.00 + 46021.332.54505.221234.430106.2012_\$0.00
N	Travel for professional development/seminar	Provides an opportunity for teachers to attend out of school PD/seminar		X	Principal	\$7,873.00	\$7,873.00	INCOMPLETE		46021.225.54205.221234.000703.2012_\$2,860.05 + 46021.332.54205.221234.430106.2012_\$0.00 + 46021.332.54205.221234.430119.2012_\$2,537.49
N	Sub bucket for teachers attending professional development/seminar	Provides an opportunity for teachers to attend out of school PD/seminar	X		Principal			INCOMPLETE		
N	Transportation for field trips/enrichment opportunities	Support for all content areas to allow students to participate in out of school activities		X	Principal	\$26,000.00	\$26,000.00	INCOMPLETE		46021.332.54210.119060.430106.2012_\$0.00 + 46021.332.54210.119060.430119.2012_\$8,000.00 + 46021.332.54210.119061.430106.2012_\$0.00 + 46021.332.54210.119062.430106.2012_\$



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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						
										0.00 + 46021.332.54210.119062.430119.2012_\$ 8,000.00 + 46021.332.54210.119061.430119.2012_\$ 10,000.00
N	Equipment for core classroom instruction	Equipment to support instruction and out ILT		X	Principal			INCOMPLETE		
N	Teacher extended day bucket for curriculum planning	All teachers will be trained to analyze individual classroom data (GAINS, IDS, EXPLORE, PLAN, ACT, Common assessment), and use this data to identify trends, inform instruction and implement re-teaching strategies using the Data Driven Instruction Toolkit.  Teachers will identify the classification of learning objectives (analysis, problem solving, multiple strategies, reasoning, evidence, argumentation, written and oral communication) on their lesson plans and	X		Principal			INCOMPLETE		





# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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						
		academic vocabulary) ILT will schedule bi-monthly peer observations with teachers.								
N	AVID supplies	Teachers will use AVID resources and plan lessons that teach students how to organize for and successfully engage in challenging work (study skills, self monitoring skills, organizational skills, work ethic, and persistence in difficult or ambiguous tasks)		X	Principap			INCOMPLETE		
N	AVID tutor bucket		X		Principal			INCOMPLETE		
N	Instructional materials for core classroom instruction	Online classes will be offered for students who are not meeting targeted outcomes.		X	Principal	\$3,500.00	\$3,500.00	INCOMPLETE		46021.332.53305.119063.430106.2012_\$0.00 + 46021.332.53305.119063.430119.2012_\$3,500.00
N	To purchase supplies for ELL classes	Supplies specifically for ELL students to support instruction.		X	Principal	\$3,500.00	\$3,500.00	INCOMPLETE		46021.332.53405.180040.430119.2012_\$3,500.00 + 46021.332.53405.180040.430106.2012_\$0.00
N	To purchase equipment for ELL classes	Equipment specifically for ELL students to support instruction.		X	Principal	\$2,292.00	\$2,292.00	INCOMPLETE		46021.332.55005.180040.430119.2012_\$2,292.00 + 46021.332.55005.180040.430106.2012_\$0.00



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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 purchase instructional materials for ELL classes.	Books and other instructional materials specifically for ELL students		X	Principal	\$4,500.00	\$4,500.00	INCOMPLETE		46021.332.53305.180040.430119.2012_\$4,101.00 + 46021.332.53305.180040.430106.2012_\$0.00
N	To purchase Springboard books for the senior English classes.			X	Principal			INCOMPLETE		
N	To order Math textbooks for school year that we are in need of because of class size.			X	Principal/Aldana			INCOMPLETE		
N	Redefine science position to a chemistry position.		X		Principal	\$83,067.00	\$82,329.46	INCOMPLETE	131955	
N	History teacher	Restore History HS position due to decreased class size		X	Principal			INCOMPLETE		
N	World Language teacher	Restore World Language Spanish teacher due to decreased class size		X	Principal			INCOMPLETE		
N	English teacher	Restore English teacher due to decreased class size		X	Principal			INCOMPLETE		
N	To use rollover funds to purchase English instructional materials.			X	Principal			INCOMPLETE		
N	Social Studies Teachers	To rehire two classroom teachers due to classroom size decreasing.	X		Principal	\$154,512.00	\$156,023.42	INCOMPLETE	421889,421905	



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## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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	Practice-based inquiry visit at hancock as an additional data source to aid planning	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	To open a .5 science teacher position to help with science classes for 2012 school year.		X		Principal			INCOMPLETE		
N	1 FTE Writing Specialist to improve writing curriculum and instruction through teacher professional development and coaching	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Teach 2 demonstration writing classrooms to improve vision and implementation of instruction school-wide	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Teach 1 demonstration reading classroom to improve vision and implementation of instruction school-wide	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Teach 1 demonstration math classroom to improve vision and implementation of	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		



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## 46021 - Hancock High School : 2010-2012 Year 2

3 - 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						
	instruction school-wide									
N	Add professional development time for all teachers -- to align curriculum and develop rigorous lesson plans	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Build and map a coherent and aligned curriculum through contract with UIC Curriculum Framework Redesign Project	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Build lead teacher capacity to lead teams and improve instruction -- free teacher leaders by hiring 2 FTE teachers	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		
N	Purchase computers for staff members	School Improvement Grant / See SIG for details			Principal and Lead Partner			INPROGRESS		46021.367.55005.264101.434001.2012_\$9,000.00
N	Improve teaching and learning in reading by building capacity in coaches and department chairs	School Improvement Grant / See SIG for details			Principal and Lead Partner			UPCOMING		
N	To open overtime indicators for teachers who have an extra		X		Principal			INCOMPLETE	450082,450083	



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

### 3 - 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						
	class.									

### 6 - 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	Purchase supplies for attendance incentives.			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		46021.332.53405.211210.430106.2012_\$0.00 + 46021.332.53405.211210.430119.2012_\$5,000.00
N	Incentives and attendance initiatives (awards, certificates).	Attendance team identifies data points and examines data to identify patterns and trends through dashboard. Identify attendance benchmarks and identify students meeting/exceeding the benchmark thorough dashboard and the success report and provide incentives.		X	Principal			INCOMPLETE		
N	Bucket for participants of attendance intervention team.	Established attendance team with a written attendance plan that includes a communication, prevention, and	X		Principal			INCOMPLETE		



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## 46021 - Hancock High School : 2010-2012 Year 2

6 - 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						
		<p>intervention component. Attendance team will uncover root causes for attendance patterns/trends.</p> <p>Students with unexcused absences by period for all grade levels will be put on an attendance intervention plan. Attendance team will collect evidence of communication, prevention, and intervention strategies with a quarterly meeting to evaluate effectiveness.</p>								
N	PBIS Check-In, Check-Out Coordinator to collect and record data for students participating in Tier II and III interventions	School Improvement Grant / See SIG for details			Principal and Lead Partner			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/	Non-Sal						



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

			Position	Line					
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE	46021.312.53205.256009.000000.2012_\$ 0.00 + 46021.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE	46021.230.54105.254011.000000.2012_\$ 0.00 + 46021.230.54105.254027.000000.2012_\$ 8,450.00 + 46021.230.54105.254020.000000.2012_\$ 5,000.00 + 46021.230.54105.254022.000000.2012_\$ 0.00 + 46021.230.54105.254002.000000.2012_\$ 4,713.00 + 46021.230.54105.254021.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE	46021.230.56105.254002.000000.2012_\$ 52,850.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE	46021.230.53405.254002.000000.2012_\$ 16,881.50
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE	46021.230.53115.254002.000000.2012_\$ 0.00 + 46021.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE	46021.230.53125.254002.000000.2012_\$ 0.00 + 46021.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE	
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE	46021.230.56105.266414.000000.2012_\$ 0.00 + 46021.230.53306.266407.000000.2012_\$ 0.00 + 46021.230.54125.009574.000000.2012_\$ 0.00 + 46021.230.54125.266402.000000.2012_\$ 0.00 + 46021.230.54125.266410.000000.2012_\$ 0.00 + 46021.230.53306.009573.000000.2012_\$ 0.00 + 46021.230.54125.266407.000000.2012_\$ 0.00 + 46021.230.54125.254901.000000.2012_\$



# CPS SIPAAA Planning Report

## 46021 - Hancock High School : 2010-2012 Year 2

Pos itio n	Line									
										0.00 + 46021.230.53306.254901.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46021.115.54215.255052.000065.2012_\$ 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		46021.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		46021.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		46021.225.54105.266411.000703.2012_\$ 25,425.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46021.225.54105.266408.000703.2012_\$ 6,480.00
N	SPED transportation			X	Principal			INPROGRESS		46021.115.54210.255004.376712.2012_\$ 0.00

**CO Default - CO Default**

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46021.115.55005.254403.000000.2012_\$ 2,778.40
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46021.115.53405.119035.000000.2012_\$ 11,393.00



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## 46021 - Hancock High 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 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46021.115.53305.119035.000000.2012_\$66,566.26
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	\$58,646.00	\$56,861.13	INCOMPLETE	408562	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46021.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School		X		OMB Budget Analyst			INCOMPLETE		



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## 46021 - Hancock High 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						
	Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		46021.115.55005.119035.000000.2012_\$16,818.00 + 46021.115.56105.119035.000000.2012_\$2,821.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and		X		OMB Budget			INCOMPLETE		



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## 46021 - Hancock High 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						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			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	\$142,518.00	\$137,819.20	INCOMPLETE	157596,158427, 153739,260215	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46021 - Hancock High 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						
	supplementary.									
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46021.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46021 - Hancock High 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	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	\$100,243.00	\$97,831.98	INCOMPLETE	160245,158956	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46021.210.53405.254607.000000.2012_\$2,493.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46021.332.57940.119031.430106.2012_\$0.00 + 46021.332.57940.390030.430115.2012_\$394.80 + 46021.225.57940.119020.000703.2012_\$0.00



# CPS SIPAAA Planning Report

## 46021 - Hancock High 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	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46021.332.57940.390030.430115.2012_\$394.80 + 46021.331.57940.390030.430103.2012_\$5,953.20 + 46021.332.53405.390030.430115.2012_\$733.22 + 46021.332.53205.390030.430115.2012_\$1,209.13 + 46021.332.54505.390030.430115.2012_\$2,000.00 + 46021.332.54125.390030.430115.2012_\$2,332.00
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		