



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

What is SIPAAA?

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

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Durr	Michael	Principal	X		
Blain-Walker	Dorothy	Parent/guardian			
Brown	Lindsay	Lead/resource tchr.			
Bylaitis	Daniela	Lead/resource tchr.			
Fladger	Sally	Partner			
Hamilton	Ericka	Classroom tchr.			
Jackson	Gregory	Classroom tchr.			
Jordan	Deani	Special ed. faculty			
Khalfani	Akil	Support staff			
Leverson	Jerry	Support staff			
McFall	Chandra	LSC member			
Murdock	Ruth	LSC member			
Nelson	Bridget	Other			
Novak	Paula	Lead/resource tchr.			
Spearmon	Jenelle	Lead/resource tchr.			
Tomlin	Yolanda	Counselor/case mgr.			
Woods	MarKetta	Special ed. faculty			

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)

Sean Stalling Chief Area Officer; Janice Wells Area Resource Officer; Ricardo Isom Management Support Director; Lakecia Whimper Senior Data Analyst; Paulette Grissett Instructional Coach; Veniese Bradley College and Career Specialist; Anne Bekker Specialized Services Administrator. Upward Bound, Ladder Up, Gear-Up/Roosevelt University, Princeton Review, SES, Supplemental Educational Services, Babbage Net, Just for Beginning, Minds Matter, UIC Talented 25 Males, AVID, Gallery 37, Chicago Police and Firefighters Academy, University of Chicago Network.

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

The Administrative Team along with the SIPAAA Team brainstormed and constructed priority goals and indicators of success; LSC members provided Family & Community Involvement Feedback. Faculty, parents, students, and community members completed surveys used to compile data to determine strengths and concerns; Members of SIPAAA team reviewed and analyzed data from surveys, the regional office, the ILT and school report card using worksheets and sample SIPAAA; The Attendance Coordinator provided data of students attendance and the Freshman Academy Coordinator developed criteria for improvement in the area of attendance as well as to keep freshmen on track; the ILT provided data, analysis and best instructional practices, Department Chairs analyzed data from Gaines Assessment and EPAS to determine areas of strengths and concerns in student outcomes; Members of SIPAAA team analyzed School Report Card, EPAS Data, Workkeys, school attendance data, Gaines Assessment, school discipline data, former SIPAAA, Freshman on-track data, post-secondary data, Area 21 data, ILT data to formulate the correlations to outcome analysis subgroup and process analysis subgroup; SIPAAA and Budget Director reviewed priorities, outcome analysis, and process analysis to develop activities.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	9		1	15		4

Summary of Meetings

Meeting Date	Meeting Type	Description
12-Apr-2010	Working group	Completion of goals and activities
10-Apr-2010	Working group	Work towards priority goals and activities
22-Mar-2010	Working group	Work toward priority goals and activities
17-Mar-2010	Working group	Work toward priority goals and activities
13-Mar-2010	Working group	Met with SIPAAA Team along with regional representatives to map out priorities
12-Mar-2010	Working group	Gathered necessary components for regional SIPAAA meeting
05-Mar-2010	Working group	Created draft of SIPAAA narratives
18-Feb-2010	Small group discussion	Gathered Five Fundamentals data from ILT, Department Chairs, and LSC
16-Feb-2010	Other	Distributed pertinent information to leadership team
10-Feb-2010	Other	Met with Operations Manager for SIPAAA review
05-Feb-2010	Other	Discussed delegation of responsibilities and purpose of SIPAAA

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: 15
 Number of Teacher Survey Responses:
 Number of Staff Survey Responses:

Mission/Vision

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

Mission Statement:

To be successful, we must design our school to address the needs of students indicative of our population. We will create the desire to excel and establish a professional, respectful, caring, student-centered environment, committed to high standards of literacy and "Excellence Without Excuses." Our "Excellence Without Excuses" motto comes from our recognition of socio-economic barriers faced by our students and our commitment to overcome them. The school demands dedication by our faculty, staff, administration, and most of all our parents and students enrolled in the school. We are a college preparatory high school with an eye on the future.

Vision Statement:

By instilling desire, dedication, and discipline, we envision moving students forward. We seek to foster and encourage individual creativity, self-directed learning, and responsible decision-making. Our aim is to create life-long learners who can compete successfully in a technological society, and who will be productive, caring, and contributing citizens.

Student Outcomes

Student Outcomes Strengths and Concerns

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

Strengths:

There is a steady incline of Freshman on-track. In 2008 57.4% of students were on track and in 2009 59.7% of students were on track. The percent of Freshmen graduating within five years increased 1.7% (from 79.3%) to 81%. There is a projected increase for 2010. The percentage of graduates enrolled in college or postsecondary education increased by 1.4% with it being 66.3% of graduates enrolled in college from the 2006-2007 school year and 64.7% of graduates enrolled in college from the 2008-2009 school year.

Concerns:

From 2008 to 2009 our Freshman dropout rate increased by .3%.

Academic Progress

Academic Progress Strengths and Concerns

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

The school-level assessment data that is utilized to inform school improvement is Gains Assessment data and IDS data. The data from the Gains Assessments shows that in English from test 1 to test 2, 9th grade showed a 1% decrease, 10th grade showed a 2% increase and 11th grade showed a 3% decrease. Specific content strengths for 9th grade are in conventions of usage and word choice while the weaknesses revealed were in punctuation and organization. 10th grade strengths are usage and punctuation while the weaknesses are sentence structure and organization. 11th grade strengths are punctuation and usage while the weaknesses are sentence structure and organization. In the area of Reading from test 1 to test 2, 9th grade showed an 8% increase, 10th grade showed a 6% increase and 11th grade showed a 2% increase. 9th grade strengths in Reading are in supporting details and sequential relationships while weaknesses are in cause and effect and meaning of words. 10th grade strengths are in cause and effect and authors approach while weaknesses are in main idea and meaning of words. 11th grade strengths are in authors approach and cause and effect while weaknesses are in meaning of words and main idea. From test 1 to test 2 in Math 9th there was a 7% increase, 10th grade showed a 4% increase and 11th grade showed a 7% increase. 9th grade strengths were in number sense, measurement, and statistics and data while the weaknesses were in graphical representation and expressions and equations. 10th and 11th grade strengths were in measurement and weaknesses were in properties of plane figures. Finally, in Science, there was a 1% decrease from test 1 to test 2 for 9th grade, no increase in 10th grade and a 5% decrease in 11th grade. The data did not display specific strengths or weaknesses in Science.

- 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.

An internal factor that exist that may contribute to low achievement based on the data found is teachers not being able to fully meet the needs of the student population and needing professional developments in teaching to a more diverse student population.

An external factor that exist that may contribute to low achievement based on the data found is poor student attendance.

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

The district could provide support for the lowest achieving students through tutoring services and enrichment programs, supporting the Freshman Academy and providing more technology for the school as a whole including a Math Lab and a Writing Lab. Our next steps will be for our departments to combat the school-level decreases in scores through the intentional planning of reteaching opportunities.

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

The EPAS data reports that scores are rising for the low-achieving and middle-achieving students in Math, English and Science. The data shows that the percentage of students scoring 3+ on Advanced Placement exams has increased by 3.8%, from 8.4% in 2007-2008 school year

to 12.2% in 2008-2009 school year. Our TIA, Reading Comprehension with a focus on vocabulary development, supports student learning and enhances pedagogy. Learning walks and meaningful dialogue have led to improved instruction.

- 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>

The areas of deficiency within the school based on the most recent AYP report showed for attendance: in Reading 91.3%, in Math 91.3% for meeting/exceeding standards in Reading 23.4%, for Math 10.9% and for graduation 68.3%. For students with disabilities subgroup for attendance it was reported for Reading 57.8% and for Math 57.8%. For the subgroup, economically disadvantaged, for attendance it was reported 91.5% in Reading, 91.5% in Math, for meeting/exceeding standards, it reported 22.7% in Reading, 18.8% in Math and 66.8% for graduation. The reported Work Keys data showed that 5% of the student population that took this test scored below a level 3 in Reading and 9.5% for Math. It reported that 10.1% of the students that took this test scored at a level 3 for Reading and 36.7% for Math. It reported that only 2.5% of the students that took this test scored at a level 6 for Reading and 6.5% for Math. It reported no students scoring at a level 7 for Reading and only 1.5% for Math.

Strengths:

The school attendance rate increase by 6.7% from 66.1% to 72.8%. PSAE percentage of meet/exceeds has increased by 7.6% in Reading going from a 16.5% in 2008 to a 24.1% in 2009. PSAE % for meet/exceed has increased by 1.6% in Math going from a 9.7% in 2008 to a 11.1% in 2009. PSAE scores have increased by 1% in Science going from a 6% in 2008 to a 7% in 2009. PSAE % for meet/exceeds has by 3.3% for the Composite score going from 10.8% in 2008 to 14.1% in 2009. The reported Work Keys data showed that 49.2% of the students that took this test scored at a level 4 for Reading and 28.1% for Math. It reported that 33.2% scored at a level 5 for Reading and 17.6% for Math.

Concerns:

The EPAS data reports that scores are declining for the higher-achieving students in Math, English and Science. The percentage of students meeting college readiness standards (ACT) overall by subject is, 9.0% in Reading, 4.5% in Math, 0.5% in Science and 19.9% in English. The percentage of students exceeding standards in English, Math and Science is 0%. Although our TIA is Reading Comprehension with a focus on vocabulary development school assessments have shown that for our 9th through 11th Reading areas of weaknesses are in meaning of words and main idea.

Student Connection

Student Connection Strengths and Concerns

Strengths:

We have done well in the area of student connections. From year 2007-2008 to 2008 - 2009 the average days absent per student decreased by 12 percent from 61 percent to 49 percent and the average days absent per ninth grader also decreased by 14.5 percent from 55.4 percent to 40.9 percent during the same time frame. Students reporting a safe and respectful school climate increased by 9 percent from 57 percent to 63 percent. Students reporting supportive teachers and staff increased by 10 percent from 63 percent to 73

Concerns:

From year 2007-2008 to 2008-2009 the truancy rate increased by 49.1 percent, from 5.4 percent to 53.5 percent. Students reporting participation in extracurricular activities decreased by 13 percent, from 53 percent to 40 percent. Students reporting academic rigor decreased by 2 percent from 72 percent to 70 percent. The number of suspensions increased by 483 suspensions from 777 to 1260 and the number of expulsions increased by 5 from 9 to 14 expulsions during this same time frame.

percent.
 Monitoring of the IEP quarterly mastery of goals, daily and weekly classroom progress, monitoring of the collaboration weekly logs, and the use of standardized testing by case managers and teachers. Individualized Educational Plans are conducted to follow best practices with the inclusion of all major parties. The expertise of the stakeholders from several areas is utilized to provide students with special needs with the Least Restrictive Environment.
 AVID Students are provided with college tutors weekly. Students are given the opportunity for leadership through inclusion, assemblies, and extra curricular activities such as student council, various clubs, and organizations.
 All standardized test results are given to students and reviewed during advisory by the counselors. The results are sent home to parents and discussed during second semester parent meetings. Parents are also given an opportunity on report card pick up to discuss their students' results with teachers and counselors.

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?

From the school year 2006-2007, the school has increased the number of National Board Certified teachers to it now being a total of three. The average days absent per teacher is 10.4 ranking the school 62 of 86 (CPS rank). The school received a "B" in cleanliness , 82% in parent satisfaction of adequate to excellent and 10% in parent satisfaction of excellent.

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

The school provides student support with Freshman on Track through the Freshman Academy. It also provides student support through AVID and after-school tutoring.

Strengths:

There is an increase with the parent satisfaction, from the school year 2006-2007 to 2008-2009, from 39% to 82% (adequate and excellent). Student development activities are created by the Instructional Leadership Team, the Administrative Team, Department Chairs, the

Concerns:

The overall mobility rate has increased by 3.2% from 18.6% in the 2007-2008 school year to 21.8% in the 2008-2009 school year; This turnover rate could be due to increase in the dropout rate.

Case Manager, the AVID teachers and coaches, IDS Lead Teachers, and Counselors to help students progress academically, learn how to respect themselves, others, and their school. The administration team establishes, implements, and enforces a set of clearly communicated rules and procedures and ensures a safe and orderly environment by training and organizing security and the Chicago Police Department staff throughout the building. In addition, the Dean's office collaborates with outside resources to provide services to at-risk students. The Behavior Modification Team consists of teachers, security and support staff. The team meets weekly to discuss various proactive strategies for maintaining a safe environment.

Process Analysis

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

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Pearson												

- ✔ **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).

All departments and course teams meet weekly during common planning time. Teachers evaluate and analyze data that will guide instruction, plan for instruction and collaborate on individual students, share and evaluate student work, and determine department best practices. The first 3 weeks of each quarter teachers evaluate and monitor student academic performance. Based on the data, remediation plans for students performing below standards

are created to ensure student success. The Targeted Instructional Area, or TIA, is Reading Comprehension with a current emphasis on main idea and word knowledge. As we strive to equip students with the necessary skills that will increase reading comprehension, we have taken on a school-wide focus on vocabulary enrichment and development. Teachers are engaged in on-going professional development, in-house and off-site, that focuses on teaching students strategies that supports the TIA. The staff selected Vocabulary Development as its "Targeted Instructional Area." As a result, teachers have been engaged in a professional learning cycle, through the leadership of the ILT, focused on helping students to develop and enrich their vocabulary. After school tutoring is available through a variety of sources. Additionally, Gear Up/Roosevelt University and other partners such as SES, Babbage Net, Upward Bound and The University of Chicago Network are available to assist students who may be deficient in core academic subject areas.

- 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...).

Diagnostic assessments are given to students to assess their baseline strengths and weaknesses to guide curriculum and instruction. Differentiated instruction is embedded in lesson planning to ensure that the diverse needs of all students are met. There are weekly departmental meetings that focus on students' least restrictive environment. These meetings provide teaching strategies for the inclusion setting, knowledge of and implementation of co-teaching models and best practices in a co-teaching setting. Teachers receive support in the implementation of student's accommodations and modifications per their Individualized Educational Plan. General Education and Special Education Teachers collaborate with one another and incorporate the CTT model as well as work with individual students to remediate when a student is performing unsatisfactorily.


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

- **Next Steps for Instruction:**

Representatives from ILT, attendance team, Case Manager, Department Chair, Administrative Team, Dean of Students, Schoolwide Expectations team work together to fulfill the instructional mission of the school. Team focus is curriculum, instructional leadership and discipline. Student needs and instructional focus are targeted by data gathered from standardized and curriculum-based assessment results. Student learning is evaluated every five weeks, with a three week benchmark to identify failing students. All staff will continue to receive professional development from the ILT. The attendance team will identify truant students and will work collaboratively with staff to create attendance incentives. The Case Manager will ensure that staff has access to students' Individualized Educational Plan. Department Chairs will develop curriculum and guide instruction based on data compiled through results from Explore, PLAN, ACT, WorkKeys, GAINS and curriculum-based assessments. Staff is encouraged to create, lead and implement new programs and foster partnerships that will promote rigor through instruction. Teachers will create professional learning communities through the sharing of best practices, evaluating student work, and feedback from peer observations. Teachers will offer after school instruction through tutoring and PSAE practice and enrichment.

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:

Through the guidance of Administration and the Instructional Leadership Team data assessment tools are utilized to drive instruction. The administrative team and test coordinator share results of standardized test. Qualitative and quantitative data are used to evaluate student progress. Administration, special education and counseling meet with departments to discuss the effectiveness of current procedures and best practices. The combined efforts of all staff, administration, and Instructional Leadership Team work together to examine student work and data results to guide instruction. Leadership provides information via e-mail to all staff. Paper memos are distributed as needed. Staff members are made aware of structures that exist through email, post on web site, school newsletter, conspicuous post on union board and near time clock Lesson plans are monitored and evaluated for modified lesson. Departments work together reviewing curriculum to make sure classes meet the students needs and that the curriculum is in line with the Illinois Learning Standards. The departments also evaluate data and examine the schools success in meeting the goals defined in the vision and mission statements. Team focus is curriculum consistency, technology integration and assessment. Various committees function to discuss and implement strategies to address school concerns i.e., instructional Leadership Team, Discipline Team, Attendance Team. Administrators, teachers, and support staff serve on the committees. Administration communicates with staff during monthly professional development meetings. Teachers facilitate workshops and discussions to promote staff involvement in decision-making. Department Chairs collaborate with members of each department to share and analyze test data. New teachers are mentored by highly qualified experienced teachers in accord with the NCLB guidelines.

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?

Departments and course teams meet weekly to analyze student work and achievement data. Additionally, teachers receive peer feedback on instructional practices and strategies from classroom observations and Ghost Walks. Teachers also receive feedback from observations by the administrative team. Professional learning cycle topics are decided by the Administrative team and the ILT collaboratively.

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

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

Internal LRE Professional Development is conducted in every department meeting on the first day of each week. During these meetings general education and special education teachers are engaged in discussions and activities designed to inform and educate staff on best practices related to inclusion, collaboration and accommodations and modifications. Additionally, general education and special education teachers will continue to collaborate during common planning time, and will also participate in external professional development focused on inclusive practices.

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

- Next Steps for Professional Capacity:

The next steps for Professional Capacity will be to continue to engage teachers in professional development during common planning time that is aligned with the identified instruction goals and that is focused on best instructional practices, analysis of student work, analysis of assessment data and LRE. Staff Development Days are opportunities for the staff, which many members comprise the ILT, to present information regarding their department strategies related to what is working and what is not. This creates an open forum for staff collaboration.

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).

Staff will create a safe, supportive and learning-focused environment where all students can excel academically by providing a range of academic, behavior, mental health supports, interventions, attendance and youth development opportunities to three tiers of students, including the most vulnerable, high needs students. Staff will implement a school-wide behavioral/academic matrix, compose a peer jury, develop a cohort of student leaders to participate in the Culture of Calm initiative as Student Ambassadors. Additionally, staff will utilize the LionsQuest curriculum, CBITS, and develop a data collection system.

- Next Steps for Learning Climate:

The next steps for Learning Climate are to educate all members of the school community of school-wide behavioral and academic expectations through the implementation of behavioral, academic, and attendance matrixes. All students and staff will contribute in the safe and conducive climate of the building through demonstrating their understanding of school-wide expectations. Staff and students will work towards respectful and considerate interactions with one another through the use of the Three Tiered Intervention Plan.

Five Fundamentals: Family & Involvement

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

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

The student and parent portal of Gradebook is live and available for students and parents to view current grades and attendance; However, it is not widely utilized by parents.

- 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.

We have informed parents through grade level parent meetings and the LSC meetings. The principal regularly updates parents of the school's academic status. Parents are also informed through the state report card.

Next Steps for Family & Community Involvement:

Teachers will continue to contact parents of students on a daily basis to report students' absences. If the students' absences are excused a remediation plan is discussed and implemented to insure that the student has an opportunity to make up missed assignments. Students with repeated unexcused absences are referred to the A-Team Chairperson. The A-Team members will set up a mandatory parent meeting with parent, student and A-Team members to determine the reasons for frequent absences and recommend solutions for improving student attendance. Students, counselors and GEAR-UP representative will follow-up with students attendance and notify the A-Team if further intervention is necessary. Policy changes are communicated to parents via automated message phone calls. Teachers, Counselors, and/or A-Team may refer student to the Student Mentoring Program. Student is paired up with a student mentor to build student relationships and encourage students to improve attendance. Teachers will meet with student and parent and design a remediation plan to improve academic performance. Counselors will meet with failing students to develop a remediation plan to improve academic achievement. External partners and stakeholders are encouraged to contribute to school improvement through workshops, programs, and meetings The Golden Teacher Mentor Program is used to provide mentoring for newer teachers; Experienced teachers demonstrate leadership through mentoring. Parent meetings are held monthly for freshmen parents, sponsored by GEARUP, quarterly for AVID parents, and bi-annually for all parents by the counseling department. Each agenda includes time for administration to respond to concerns voiced by parents. All parents and stakeholders are encouraged to contact administration via e-mail.

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	Core Classroom Instruction	Increase Math and English achievement among all students by differentiating instruction using at least three school-wide strategies that incorporate AVID that will reflect academic rigor; specifically targeting students who are at a 17 or above, with expected gains of at least 15% of the student population by the end of the school year. Continue to utilize the CTT model along with differentiated instruction and incorporate ACT prep curriculum in core classroom instruction to specifically move students who score 16 and below on standardized testing.	An increased number of students who score an 18 or higher on ACT from those students who attained 15 on Explore and a 16 on the PLAN. Increase the number of students with a grade point average of 3.0 or higher by 3% through academic rigor creating eligibility for the College Match and Fit program. Increase the GPA of students with a 2.5 or lower by at least 3%. Increase the number of students scoring 3 or better by 10% on the AP exam. Increase the number of seats filled by students in AP courses by 10% from 19.22% to 29.22%. Increase the number of Honors course sections from 1 to at least 2 per school year in both English and Social Science.	Reports given during professional development meeting and data management systems. Classroom observations and bi-weekly ILT meetings. ILT to monitor EPAS and Gains Interim Assessment data.	Yes
2	On Track to Graduation	Increase Freshman and Sophomore on track to graduate percentage by focusing on student attendance, failure(s) and scaffolding support to at risk students and advanced/gifted students from all Stakeholders.	Increase freshman attendance from 80% in 2009-2010, 83% in 2010-2011 and 86% in 2011-2012 school years. Increased freshmen on track to graduate from 69% in 2009-2010 to 75% in 2010-2011 and 82% in 2011-2012. Reduction in 9th grade school tardiness by 5% each year. Increase Freshman and Sophomore rates by focusing on academic and attendance intervention.	Submit weekly call logs targeting students with chronic absences; participation by every student in on-track discussions; quarterly meetings to review data pertaining to on-track list and the interventions put forth All monitored by Freshman/Sophomore Success Team.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Postsecondary Prep	Increase college enrollment for the 2010-2011 academic year. Increase the number of students who make application to colleges as well as increase the completion rate of FAFSA for the class of 2011. Increase the number of students, AVID and Non-AVID students, enrolled in Honors and AP courses. Use AVID Tutorials to support academic rigor. Utilize College Match, provided by The University of Chicago Consortium, to ensure that students are aware of and exposed to colleges and universities that they match and fit according to ACT and GPA.	<p>Increase college enrollment from 72% to 75%. 75% of students enroll into college and the remainder of students enlist in the military or go directly into the workforce.</p> <p>Sustain 95% of the number of students who complete and submit at least three or more college applications.</p> <p>Increase the completion rate of FAFSA application from 92.27% by 95.27%.</p> <p>Increase the number of seats filled by students in AP courses by 10% from 19.22% to 29.22%.</p> <p>Increase the number of senior level students utilizing the post-secondary laboratory from 90% to 100%.</p> <p>Increase number of parental FASFA workshops from 3 to 6.</p> <p>Increase the number of students who apply to at least 3 scholarships by 50%.</p> <p>Sustain the number of college tours with our partners Minds Matter, Upward Bound and Ada S McKinlye offered to senior level and junior level students to at least 8 per school year.</p> <p>Increased number of college fairs offered at the school level by 50% from two to four.</p>	Quarterly collaboration of senior division teachers with senior counselor/advisor. Post-secondary team will monitor collaboration.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Learning Climate / Safety	Create a safe, supportive and learning-focused environment where all students can excel academically by providing a range of academic, behavior, mental health supports, interventions, attendance and youth development opportunities to three tiers of students.	Reduction of incidents in Groups 4, 5 & 6 from year 2008-2009 report of 1260 suspensions and 14 expulsions by 36% across all grade levels. Decrease group 1 and 2 discipline referrals by 15%. Increase positive responses by 12% from 63% in 2008-2009 on specific items of the Student Connection Survey. Increase average student quarterly attendance by 7% for freshman, 7% for sophomores, 7% for juniors and 5% for seniors.	Intervention/Discipline referral form for group 1 & 2 Infractions; quarterly meeting with school-level PM; utilization of Intervention Referral Form, Intervention Monitoring Form and Covenant Agreement Forms. Climate Team and Attendance Teams will monitor data quarterly.	Yes
5	School leadership	The Administrative Team, Department Chairs, ILT, Least Restrictive Environment (LRE) and internal MOU (Memorandum of Understanding) will create a climate that encourages collaboration amongst teachers to create a positive learning culture, resources and a focus that support student learning by providing at least 6 opportunities for professional development focused on curriculum and instructional practices, data collection and analysis, and behavior and discipline interventions quarterly.	Increase the number of staff who participate and lead school-wide initiatives from 20% to 30%. Specified objectives of weekly school leadership team meetings are met. At least 4 professional development meetings attended by staff in the areas of content/curriculum, behavior and discipline, instructional practices and data collection and analysis.	Principal to hold weekly meetings with Administrative Team, Department Chairs, Instructional Leadership Team, and internal MOU (Memorandum of Understanding), LRE team to meet weekly, collection of sign-in sheets to all meetings and in-house professional development.	Yes

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	Extra Curricular Activities, Clubs, and Community Support Groups (225)	To support afterschool activities by funding student transportation costs during & afterschool		X	Athletic Director	\$6,402.60	\$6,402.60	COMPLETE		49091.225.54210.320020.000703.2012_\$6,403.00
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$510,177.00	\$532,780.55	INCOMPLETE	449834,425668,270210,395567,430696,426418,425720,426419,426717,450167,271995	
N	School Operations & Technology	To support the school office and technology Dept. to maintain and support effective delivery of instruction scholwide		X	Ops. Mngr., Tech Coord. Clerk			INCOMPLETE		
N	Title 1 Parent	Formula driven		X	NCLB/PAC	\$5,213.00	\$5,213.00	INCOMPLETE		49091.332.53405.390030.430115.2012_\$



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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						
	Mandated Involvement (NCLB)	NCLB/Title 1 unallocated funds to support the (MPT/PAC) initiatives			Chairperson					33.80 + 49091.332.54205.390030.430128.2012_\$ 3,500.00 + 49091.332.53205.390030.430128.2012_\$ 800.00 + 49091.332.54205.390030.430115.2012_\$ 3,086.00 + 49091.332.53205.390030.430115.2012_\$ 355.22 + 49091.332.55005.390030.430128.2012_\$ 313.00 + 49091.332.54565.390030.430115.2012_\$ 350.00 + 49091.332.55005.390030.430115.2012_\$ 300.00 + 49091.332.53405.390030.430128.2012_\$ 250.00 + 49091.332.54565.390030.430128.2012_\$ 350.00
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops), parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).		X			\$61,735.00	\$89,736.84	INCOMPLETE	452085,419240	
N	Operations & Maintenance of Bldg. (230)	To support Engineer & Asst. Engineer in	X		Engineer, Ops. Mngr, Principal	\$476,980.00	\$469,593.91	INCOMPLETE	168241,154859,154863,154867,165724,161993,	



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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						
		Facility Mngt. of bld. & Janitorial staff							152016	
N	School Daily Operations (115, 225)	Day to day operations to support instruction via Budget/finance, technology, clerical, and attendance office concens.	X		Ops. Mngr, Tech. Co., Clerk	\$319,808.00	\$316,519.60	INCOMPLETE	250634,164395, 423542	
N	Laptop replacement			X				INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					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	Homeless Program (STLS)	To support instruction via the purchase of supplies, materials, and clothing for Homeless Program (STLS)		X	Akil Khalfani, Blain-Walker	\$6,000.00	\$6,000.00	COMPLETE		49091.332.53405.111069.430119.2012_\$6,000.00 + 49091.332.53405.111069.430106.2012_\$0.00
N	Offer mandatory tutoring in reading and math for students receiving a D/F	This addresses AYP. This is an opportunity for students to receive additional	X		Admin. Team			INCOMPLETE		



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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						
	stipulated in remediation plan. (After School)	assistance and to make up work that impacted their grade. This will be monitored weekly through learning logs and students logs of their individual progress.								
N	Quarterly research and implement best practices in literacy per participation in Instructional Leadership Team (ILT). (After School)	To promote best instructional practices school-wide.	X		ILT			INCOMPLETE		
N	Submit weekly call logs targeting students with chronic absences. (During/After School)	Part of the attendance plan.	X		Attendance Team			INCOMPLETE		
N	Implement established tardy to school/to class policies to curb chronic trancies. (During School)	To improve the attendance rate and to keep all students on-track to graduation.		X	Attendance Team			INCOMPLETE		
N	Opportunities for freshmen to earn service learning hours via participation in a service learning project every quarter. (Before/During/After School)	To ensure that students meet service learning hour graduation requirements.		X	Service Learning Coordinator			INCOMPLETE		
N	Freshman	This activity	X		Freshman Team			INCOMPLETE		



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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						
	Seminar: Participation by every student in on-track discussions during Advisory (at least one session per month.) (During School)	addresses AYP and it is to ensure that students understand what is necessary to remain on-track. Monitored through attendance taken during advisory, student submission of minutes from the discussion			Leaders					
N	School Librarian (115)	To support and assist students schoolwide with methods, skills, strategies, and exercises that will promote independent reading and growth.	X		Librarian - English Dept.	\$115,732.00	\$115,114.55	INCOMPLETE	386543	
N	Freshman Academy Leads consistently attend area Freshman Collaborative Meetings; on-going communication of best practices obtained from area meeting shared with members of the FA team and principal. (During/After School)	To support Freshman Academy teachers and leaders with the latest trends and data to improve freshman on-track behaviors and academics.	X		Freshman/Sophomore Team Leaders	\$79,617.00	\$77,371.34	INCOMPLETE	424096	
N	Attendance committee to	To address the AYP deficiency	X		Attendance Team			INCOMPLETE		



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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						
	focus on increasing attendance rates and sustaining high levels of attendance for the entire year. (Before/During/After School)	area strategies that will be implemented are daily phone calls of absent students, covenant agreements of students, morning all-call to homes. The attendance team will monitor through call log submission forms and signed agreement forms.								
N	Build a Green House that will support students efforts to secure a minimum of 40 service learning hours. (After School)	To support the environment and assist students in earning service learning hours.		X	Service Learning Coordinator			INCOMPLETE		

3 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Schedule after school FAFSA workshops for parents.	Ongoing process to assist parents in completing proper documentation to ensure that students receive financial aid		X	Guidance Counselors			INCOMPLETE		



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3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		options.								
N	Collaborate with partner resources (Ladder Up, Ada S. McKinley, and ISAC Illinois Student Assistance Commission.) (During/After School)	Work with students and parents who may have barriers that may impeded upon them completing the FAFSA application process.		X	Post-Secondary team			INCOMPLETE		
N	Collaborate with Gear Up, Upward Bound and staff to organize additional college and career tours. (During/After School)	To ensure that students have exposure and equal access to various college tours and career fairs.		X	Post-Secondary team			INCOMPLETE		
N	A+ Hardware Program. (During/after school)	The A+ Hardware Program would teach students how to operate operating systems and how to build a computer. Additionally, a video game development program would support those students who have a desire to attend post-secondary institutions such as DeVry.		X	Technology Coordinator			INCOMPLETE		
N	Video	This program		X	Technology			INCOMPLETE		



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3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Editing/graphic design program. (During/After School)	would create an Apple computer lab where students would learn about video editing and graphic design.			Coordinator					
N	Post-Secondary Transition Class. (During School)	This addresses the AYP subgroup students with disabilities. These services will assist the students in meeting their post-secondary education and post-secondary employment goals as indicated in their IEP. Students will meet with transition representatives as well as guidance counselor and community organizations to plan their transition to post-secondary institutions and career options.		X	Case Manager			INCOMPLETE		
N	NSBE, National Society for Black Engineers Club (After School)	To expose students to the idea of becoming an engineer.		X	Science Department			INCOMPLETE		
N	Project Sincere (After School)	To teach students about engineering.		X	Science Department			INCOMPLETE		
N	Gallery 37	Academic enrichment		X	Guidance Counselors			INCOMPLETE		



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3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		program for students interested in exploring the Arts.								
N	Police and Firefighters Academy. (Afterschool)	Academic curriculum for students interested in pursuing a career in law enforcement.	X		Guidance Counselors			INCOMPLETE		
N	Plan and participate in quarterly college tours and visits. (During/After school)	To ensure that students are exposed to a variety of colleges and universities.		X	Post-Secondary Team			INCOMPLETE		
N	Assist all seniors to apply on-line for scholarships they may qualify. (During/After school)	To facilitate scholarship search and activities by utilizing What's Next Illinois.	X		Post-Secondary Team			INCOMPLETE		
N	Engage senior division teachers and other teachers in the postsecondary transition process of their students. (During/After School)	Guide seniors with completion and procedures for the college application process.	X		Post-Secondary Team			INCOMPLETE		
N	Guidance Counselor Adm. Asst. (332)	To assist counseling dept. with college applications, scholarships, FAFSA completions, coordinating various college fairs and evaluating senior	X		Guidance Counselor			INCOMPLETE		



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3 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		transcripts.								
N	Counseling Staff (115)	The goal is to support all areas as it relates to Postsecondary success such as college visits, FAFSA completions, college enrollment and scholarships.	X		Counseling Dept. - Postsecondary Coach	\$205,207.00	\$205,124.32	INCOMPLETE	130894,112407	
N	Schedule seniors in the Postsecondary Lab to research/explore colleges & careers. (Before/During/After School)	Utilize What's Next Illinois to ensure students are aware of post-ceondary and career options.		X	Post-Secondary Team			INCOMPLETE		
N	Schedule seniors in postsecondary lab to apply for college admission, complete financial aid requirements and scholarship searches during their lunch periods and after school. (Before/During/After School)	Guide senior students through a successful transition process into post-secondary or career exploration.		X	Post-Secondary Team			INCOMPLETE		
N	Match seniors to colleges where they are likely to gain admissions and secure financial aid assistance.	Utilize College Match provided by to ensure that students match and receive acceptance into the appropriate		X	Guidance Counselors			INCOMPLETE		



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3 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(Before/During/After School)	colleges.								
N	Schedule financial aid workshops with parents and students to show affordability. (During/After School)	Educate both parents and students about the affordability of college.		X	Guidance Counselors			INCOMPLETE		
N	Schedule workshops to assist parents and students with acceptances and award letters to help them better understand the parent portion of college expenses. (During/After)	Educate and increase the awareness for parents on the cost and payment options of college.		X	Guidance Counselors			INCOMPLETE		

1 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Other Enrichment (Music) 332	To support Fine Arts program with additional supplies, equipment, and reading materials.		X	Dept. Chair, Asst. Principle	\$3,000.00	\$3,000.00	COMPLETE		49091.332.53405.119065.430106.2012_\$0.00 + 49091.332.53405.119065.430119.2012_\$3,000.00
N	Writing to learn and reading to learn symposiums	This activity addresses an AYP deficiency area through		X	English Dept Chair	\$3,888.00	\$3,888.00	COMPLETE		49091.332.53305.119060.430106.2012_\$0.00 + 49091.332.53305.119060.430119.2012_\$3,888.00



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(332)	implementing reading and writing strategies such as brainstorming, utilizing graphic organizers to teach writing organization, think pair share, highlighting, guided reading, think aloud the writing rubric								
N	OEP Computer Education (332)	To support technology curriculum with Microsoft certification, instructional materials, supplies, & references		X	Computer Education Dept.			COMPLETE		
N	School-wide implementation of Cornell Notes, Write Path AVID activities, Socratic Seminar and Philosophical Chairs. (During School)	To promote critical thinking and critical friend groups amongst the student population.		X	Department Chairs and AVID Coordinator(s)			INCOMPLETE		
N	Professional development on differentiating instruction, adding rigor to instruction and data management systems. (Before/During school)	To support teacher education on the best practices in teaching diverse learners.	X		LRE Team			INCOMPLETE		
N	Classroom	Teacher peer		X	Department			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	observations. (During School)	groups,small communities share feedback and best practices.			Chairs					
N	Incorporation of the use of CIM, effective programming protocols and student selection processes for Honors/AP. (Before/During School)	To support teachers in the use of information data systems currently in place.		X	Assistant Principle			INCOMPLETE		
N	Incorporation of Honors program in recruitment efforts. (During/After School)	To increase the number of students in the Honors program through recruitment efforts.		X	Guidance Counselors			INCOMPLETE		
N	Writing to learn and reading to learn symposiums. (After School)	This activity addresses an AYP deficiency area through implementing reading and writing strategies such as brainstorming, utilizing graphic organizers to teach writing organization, think pair share, highlighting, guided reading, think aloud the writing rubric		X	Admin. Team			INCOMPLETE		
N	Students will analyze and interpret their individual and class	This will address an AYP deficiency area through the teaching of		X	Data Team			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	standardized assessment data- via participation in the GAINS Assessment every quarter. (During School)	students how to analyze and interpret their assessment data to improve their work								
N	Purchase calculators for students taking standardized tests.	To have available to all students a calculator for class use and standardized assessment testing.		X	Operations Manager			INCOMPLETE		
N	Create incentives for divisions that have the greatest gains on standardized assessments; ACT and GAINS. (During School)	To promote higher standardized test scores through the use of extrinsic rewards.		X	Department Chairs	\$3,000.00	\$3,000.00	INCOMPLETE		49091.332.53405.223013.430106.2012_\$0.00 + 49091.332.53405.223013.430119.2012_\$3,000.00
N	Afterschool enrichment/tutoring for students with special needs.	This will address an AYP deficiency. Students will learn a variety of test taking strategies that will help them to improve their test taking skills.	X		Case Manager			INCOMPLETE		
N	Science Teachers - Biology, Chemistry, Physics (115)	To support curriculum instruction relating to Science studies.	X		Principle, AP, Department	\$96,845.00	\$96,151.83	INCOMPLETE	112487	
N	Academic Decathlon (After School)	To increase the rigor of the top ranking students. To expose students to		X	Department Chairs			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		academic competition and team building.								
N	Social Science Teachers (115)	To support curriculum instruction relating to social science studies.	X		Principle, AP, Department	\$602,493.00	\$598,354.38	INPROGRESS	112623,250688, 240318,122869, 144564,114411	
N	Mathematics Teachers (115)	To support curriculum instruction relating to Mathematical studies.	X		Principle, AP, Department	\$411,177.00	\$408,462.16	INPROGRESS	390818,240324, 258164,133556	
N	Fine Arts Teachers (115)	To support curriculum instruction relating to Fine Arts studies.	X		Principle, AP, Department	\$742,441.00	\$627,290.37	INPROGRESS	240327,222006, 118514,113874, 135487,412348, 114082,121686	
N	English Teachers (115)	To support curriculum instruction relating to English studies.	X		Principle, AP, Department	\$426,446.00	\$534,225.82	INCOMPLETE	136557,222951, 144604,113874, 216670	
N	Science Teachers - Biology, Chemistry, Physics (115)	To support curriculum instruction relating to Science studies.	X		Principle, AP, Department	\$295,913.00	\$293,863.54	INCOMPLETE	395050,216669, 250296	
N	Instructional Administration (115)	School Instructional Leaders as it relates to Instruction, Curriculum Development, and Prof. Development	X		Principal & AP	\$329,866.00	\$328,990.28	INCOMPLETE	125610,132364	
N	Special Education (115)	To support core instruction to w/various strategies & implementation of students	X		Case Manager	\$1,518,670.00	\$1,495,400.54	INCOMPLETE	449825,162847, 250295,426653, 146448,155743, 150514,142783, 116276,152033, 432433,138271,	



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		w/disabilities.							269022,152033,145376,144215,408758,155743,426726,408675,449823,299539,269027,157698	
N	Community-Based Instruction	To support the functional education component of the Low-incidence population		X	Case Manager	\$12,000.00	\$12,000.00	INCOMPLETE		49091.332.53305.119062.430106.2012_\$0.00 + 49091.332.53305.119061.430119.2012_\$3,500.00 + 49091.332.53305.119061.430106.2012_\$0.00 + 49091.332.53405.119066.430106.2012_\$0.00 + 49091.332.53305.119062.430119.2012_\$4,500.00 + 49091.332.53405.119066.430119.2012_\$4,000.00
N	Occupational Prep	To support the Low-incidence population with the necessary materials for future occupations.		X	Case Manager			INCOMPLETE		
N	Manipulatives and Adaptive Software	Visual schedule materials, materials for sensory activities, adaptive software and classroom manipulatives for the Low-Incidence population.		X	Case Manager	\$3,000.00	\$3,000.00	INCOMPLETE		49091.332.53405.119068.430119.2012_\$3,000.00 + 49091.332.53405.119068.430106.2012_\$0.00



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5 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	LRE Team will provide weekly professional development. (During School)	This will address the special needs subgroup To educate all staff on LRE, includng implementation of strategies, accommodations and modifications, collaborative team teaching and updating staff on current LRE laws.		X	LRE Team			INCOMPLETE		
N	ILT will provide professional development and model target area of instruction strategies. (During School)	To ensure that all staff are educated on school TIA and its implementation.		X	ILT			INCOMPLETE		
N	Department chairs will use data from standardized and teacher generated tests and adjusts the curriculum and instructional strategies accordingly. (During School)	To ensure that teachers are utilizing data results to drive instruction.		X	Department Chairs & Data Team			INCOMPLETE		
N	Form an interdisciplinary team that incorporates curriculums from all subject areas. (Before/During/After School)	This team would focus on exposing similar concepts to students so that students can make interdisciplinary connections.	X		Department Chairs			INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Utilize Peer Jury. (During/After School)	To teach/give students alternative ways of handling difficult situations		X	Dean of Students			INCOMPLETE		
N	Develop a cohort of student leaders to participate in Culture of Calm initiative as Student Ambassadors. (During/After School)	To teach to lead their peers and to take ownership of a Culture of Calm environment.		X	Staff Climate Team			INCOMPLETE		
N	LionsQuest curriculum that teaches the five competencies of social emotional learning. (During School)	Facilitate growth and development of character and citizenship.		X	Culture of Calm Team			INCOMPLETE		
N	Utilize CBITS. (During School)	Partner with to service and work with tier one students within the school day. Will refer students, if needed, to outside services.		X	Culture of Calm Team			INCOMPLETE		
N	Develop a data collection system. (Before/During/After School)	To track trends and target areas of weaknesses so that best instructional practices can be implemented.		X	Admin. Team & Data Team			INCOMPLETE		
N	C2 Meeting (See to your student coming to	Outreach program that targets students		X	Attendance Team			INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	school) (Before School)	to identify what barriers prevents the student from attending school.								
N	School plays, talent shows, intramural sporting events, fashion shows and symposiums that show cases the multiple talents of the students. (After School)	Promote school, student, parent, staff and community morale.		X	Admin. Team			INCOMPLETE		
N	Create initiatives that acknowledge students who are committed to academic achievement; All Stars and John Hope Awards. (During School)	Promote school, student, parent, staff and community morale.		X	Department Chairs			INCOMPLETE		
N	Law club, History and Multi-Cultural clubs that offer field experiences that support the history curriculum. (After School)	Promote diversity and cultural awareness among students and ensures service learning opportunities are available to those who participate.		X	Social Science Department			INCOMPLETE		
N	Implementation of school-wide Behavioral/Academic/Attendance Expectations.	This activity addresses APY and it creates a school culture that will nourish growth and development to be monitored through progress		X	Admin. Team			INCOMPLETE		



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		reports, misconduct reports and attendance records.								
N	Offer a book club to help with literacy initiatives. (After School)	Promote literacy across the curriculum.		X	English Department			INCOMPLETE		
N	Provide on-going incentives that promotes positive behavior, good attendance and high academic (achievement. (Before/During/After School) (225, 332)	Promote school and student morale as well as create a culture of calm.	X		Student Adv. & Comm. Rep	\$64,907.00	\$63,701.51	INCOMPLETE	271751	
N	Implement a Student Development Team. (During School)	To teach students about leadership skills and to get more students involved in all school activities.		X	Culture of Calm			INCOMPLETE		
N	Dime Child	A social outlet for students exploring photography.		X	Guidance Counselors			INCOMPLETE		
N	Afterschool Matters	A social outlet that engages students in fun activities that focus on team building.		X	Guidance Counselors			INCOMPLETE		
N	Safety & Security Personnel (225)	To create a safe & secure climate that promotes the culture of calm objectives and fosters a healthy	X		Operations Manager	\$91,468.00	\$87,224.91	INCOMPLETE	256820,337726	



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4 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		environment for learning.								
N	Safety & Security Positions (332)	To create a safe & secure climate that promotes the culture of calm objectives and fosters a healthy environment for learning.	X		Ops Mngr. Asst. Principal			COMPLETE		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	SPED transportation			X	Principal			INPROGRESS		49091.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		49091.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		49091.225.54105.266408.000703.2012_\$ 6,216.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		49091.225.54105.266411.000703.2012_\$ 8,101.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		49091.312.53210.256009.000000.2012_\$ 0.00 + 49091.312.53205.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		49091.230.54105.254022.000000.2012_\$ 0.00 + 49091.230.54105.254027.000000.2012_\$ 12,000.00 +



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										49091.230.54105.254002.000000.2012_\$ 5,492.00 + 49091.230.54105.254021.000000.2012_\$ 0.00 + 49091.230.54105.254020.000000.2012_\$ 5,000.00 + 49091.115.56105.119035.000000.2012_\$ 3,093.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		49091.230.56105.254002.000000.2012_\$ 60,942.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		49091.230.53405.254002.000000.2012_\$ 18,565.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		49091.230.53105.254002.000000.2012_\$ 0.00 + 49091.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		49091.230.53120.254002.000000.2012_\$ 0.00 + 49091.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		49091.230.53306.009573.000000.2012_\$ 0.00 + 49091.230.54125.254901.000000.2012_\$ 0.00 + 49091.230.53306.254901.000000.2012_\$ 0.00 + 49091.230.53306.266407.000000.2012_\$ 0.00 + 49091.230.54125.266402.000000.2012_\$ 0.00 + 49091.230.54125.266410.000000.2012_\$ 0.00 + 49091.230.54125.009574.000000.2012_\$ 0.00 + 49091.230.54125.266407.000000.2012_\$ 0.00 + 49091.230.56105.266414.000000.2012_\$ 0.00



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		49091.115.54215.255052.000065.2012_\$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		49091.230.54405.254501.000000.2012_\$0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		49091.115.55005.254403.000000.2012_\$5,991.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		49091.115.53405.119035.000000.2012_\$3,910.43
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		49091.115.53305.119035.000000.2012_\$45,061.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		49091.369.55005.140007.322016.2012_\$750.00 + 49091.369.53306.140007.322016.2012_\$525.00 + 49091.369.53405.140007.322016.2012_\$2,327.00 + 49091.369.54210.140004.322016.2012_\$200.00 + 49091.369.53306.140004.322016.2012_\$31,958.00 + 49091.369.53405.140004.322016.2012_\$8,236.00 + 49091.369.54210.140007.322016.2012_\$400.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		49091.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.				Analyst					
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		49091.115.56105.119035.000000.2012_\$3,093.00 + 49091.115.55005.119035.000000.2012_\$12,060.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	324 & 326)									
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$331,117.00	\$318,802.73	INCOMPLETE	167265,166541, 167277,167283, 150896,150981, 167269,233999, 167258,169002, 150968,159961, 167288	
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		49091.369.53405.140050.322014.2012_\$0.00 + 49091.369.53405.140050.322016.2012_\$3,215.00
N	Parent involvement			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities									
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded out of school special income fund				Analyst					
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		49091.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst	\$103,030.00	\$103,361.00	INCOMPLETE	426883	
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	\$109,799.00	\$107,226.37	INCOMPLETE	157087,156955	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		49091.210.53405.254607.000000.2012_\$1,638.00
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		X		OMB Budget Analyst	\$64,453.00	\$68,805.66	INCOMPLETE	449930	



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Technology									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		49091.225.57940.119020.000703.2012_\$ 18,536.00 + 49091.332.57940.390030.430115.2012_\$ 313.60 + 49091.332.57940.119031.430106.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		49091.332.53405.390030.430115.2012_\$ 33.80 + 49091.332.53205.390030.430115.2012_\$ 355.22 + 49091.332.54205.390030.430115.2012_\$ 3,086.00 + 49091.331.54505.390030.430103.2012_\$ 6.01 + 49091.332.57940.390030.430115.2012_\$ 313.60 + 49091.331.54565.390030.430103.2012_\$ 240.00 + 49091.331.53405.390030.430103.2012_\$ 368.08 + 49091.332.54565.390030.430115.2012_\$ 350.00 + 49091.331.57940.390030.430103.2012_\$ 0.90 + 49091.332.54505.390030.430115.2012_\$ 149.00 + 49091.332.55005.390030.430115.2012_\$ 300.00