



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.**



CPS SIPAAA Planning Report

55151 - Infinity Math, Science, and Technology High School (at Little Village) : 2010-2012 Year 2

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
Brekke	Patricia	Principal	X		
Aleman	Jose	LSC member			
Alvarez	Cristina	LSC member			
Bustamante	Carolina	LSC member			
Camargo	Laura	LSC member			
Compean	Nancy	ELL faculty			
Manjarrez	Barbara	Lead/resource tchr.			
Moreno	Karin	Counselor/case mgr.			
Notter	Cathleen	Assessment/Data faculty			
Papaefthimiou	Sophia	Lead/resource tchr.			
Santin-Vazquez	Beatriz	Lead/resource tchr.			
Sauerzapf	Maria	LSC member			
Schneider	Sarah	Assessment/Data faculty			
Siska	Dawn	Lead/resource tchr.			
Soch	Madilyn	Lead/resource tchr.			
Venegas	Salvador	Lead/resource tchr.			
Walker	Sabrina	CAO delegate			

Involvement

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

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

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

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

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

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

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

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

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

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

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

The school support team includes Col. Rick Mills, CAO for Area 26, Ms. Marisa Velasquez, MSD, Ms. Ardis Relf, Ms. Sheila Sterling, Ms. Shirley Pleasant, Ms. Danielle Cox-Jones, and Ms. Sabrina Walker, Instructional Support Coach. In addition, the school has a partnership with Alivio Medical Center, a health care agency that provides resources to our students and their families, Enclave, a community-based organization that provides after school programs for students and community members, and with Illinois State 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.

Through the Instructional Leadership Team (ILT), teacher teams provided input for the SIPAAA and discussed activities in which they wanted to partake in order to improve instruction and learning. During Appointed Local School Council (ALSC) meetings, the principal shared school data with parents, community representatives, and advocates. Each person was invited to give additional input and to discuss areas of concern so that those could be addressed appropriately through the school improvement process.



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Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	20	5	5	0	2	1

Summary of Meetings

Meeting Date	Meeting Type	Description
15-Apr-2011	Working group	ILT SIPAAA Review
14-Apr-2011	Working group	ILT and Department/Grade Level Meetings
14-Apr-2011	Working group	Department SIPAAA Review
12-Apr-2011	Working group	ILT and Department/Grade Level Meetings
11-Apr-2011	Small group discussion	ALSC Input
31-Mar-2011	Working group	ILT SIPAAA Review

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

- 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:

Infinity Math, Science and Technology High School is committed to providing a safe and engaging atmosphere. Infinity promotes a familial environment for all students while assisting them to establish life-long goals. Exposure to research-based methods provides our staff and faculty with ongoing professional development that ensures our students experience quality teaching and learning opportunities. Infinity Math, Science and Technology's rigorous, student-centered academic program, along with its strong community link, strategically connects students with education, social and community development.

Vision Statement:

Infinity High School is both a community- and student-centered learning environment. The school encourages students to pursue career paths in math, science, and technology. It provides the space and opportunity for students to empower themselves to become critical thinkers who are culturally and socially responsible.

Student Outcomes

Student Outcomes Strengths and Concerns

✔ **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

Concerns:

Strengths:

We anticipate sustaining a 93% graduation rate for our senior class. Teachers work towards ensuring that their students remain focused and perform well academically to ascertain successful completion of their high school career. Freshmen are monitored weekly, and a Saturday Readiness Academy was implemented to ensure our students' success. Our freshmen on-track rate is anticipated to be at 97% at the end of the 2011 school year. Our summer programs have been expanded to include a freshmen retreat to immerse students in our school culture and prepare them for the freshman year. Sophomore students are tracked weekly to ensure that they remain on-pace towards graduation and junior students are grouped and closely monitored to ascertain that they are well prepared for the Prairie State Achievement Exam (PSAE). All grade levels are implementing a strong intervention protocol to track and support students who are struggling. We have implemented the School-Wide Expectations and Peer Jury initiatives to work collaboratively with students and their families. All departments are working diligently to improve their curricula and to align curricula vertically and according to the Standards. Teachers are assessing students quarterly to determine skills students have mastered and skills that must be re-taught to ensure student success.

With our small number of 9th grade students, we are concerned that there are still some students that are not experiencing academic success, as well as firmly track our 10th grade students so that they remain motivated to stay on pace. Our Prairie State Achievement Exam data indicates that there are a number of students that are not meeting State standards. Further, we have determined that we must work to expose our students to postsecondary opportunities to instill the desire to further their educations, as there are several upcoming graduates that are uncertain of their next steps despite the school's efforts to place students in postsecondary institutions.

Academic Progress



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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?

During the 2009-2010 and 2010-2011 school years, we have implemented the GAINS assessment series to track academic growth and progress for our 11th grade students, in addition to our own interim assessments. Data sources, including EPAS and PSAE are also used to determine student achievement. In reviewing these data sources, teachers work in collaboration with their teams and administration to plan accordingly for student academic needs.

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

The data indicates that the following internal/external factors may have contributed to low academic achievement:

- Small decrease in student attendance
- Incompleted vertically aligned curriculum in ELA and science
- Lack of common assessments across all curricula
- Lack of interim assessments across all curricula

- 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?

Additional resources to support students and families relative to their social/emotional needs will afford the school. While we have tapped into several community agencies, the District may have a larger advantage for bringing city-wide resources to the school. Further, the District can support curriculum planning by providing professional development relative to standards-based/outcomes-based instruction.

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

The data shows that the school is making progress in moving students towards meeting and exceeding State standards. Students are making gains in earning 20+ on the ACT, graduation rates are rising, as is the percentage of 9th grade students on-track towards graduation.

- 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>

We have a high percentage of students falling below State standards, and are only beginning to move students into the exceeds category. Further, Standardized test data shows that our African American students perform lower than Latino students in all tested areas.

Strengths:

- High attendance rate in the 90% range

Concerns:

- Our African-American students are not performing as well our Latino students



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- Increase in students scoring 20+ on ACT by 5.7%
- Students experiencing success on AP tests
- Increase in students meeting State standards by 10.8%

on State standardized exams. Our students with special needs and English language learners are not demonstrating significant growth in comparison with their general education peers.

Student Connection

Student Connection Strengths and Concerns

Strengths:

The school's average attendance rate is in the 90% range, with freshman attendance averaging near 95%. More than 60% of our students partake in extracurricular activities, and over 80% of our students reported a safe/respectful learning climate. The majority of students (90%), report that their teachers are supportive and nurturing.

- More than 90% of our students report academic rigor
- Over 90% of parents are please with the school's culture and climate

Concerns:

There is a 1.1% increase in days absences per student.

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?

Gang violence has increased in the community. This has led to increased tensions between our Latino and African American students. Many of our older English language learners (ELL) become involved in the gang culture as they assimilate into their new environment. We have also noted the difficulty some students are experiencing in transition into the high school setting. This may affect the number of students who begin their sophomore year off-pace.

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

Some students are fearful of staying at school beyond dismissal for additional tutoring; some parents do not permit their children to attend after school tutoring sessions for fear that their children will be hurt as they travel home. As a result, students are not likely to receive as much assistance from their teachers when they are struggling. This decreases some students opportunities of remaining on-track/pace towards graduation, and reduces student opportunities for after school credit recovery.

Science	Glencoe (McGraw-Hill)	Bilingual Biology												
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Partner Name	Partner Description	# of Students
ENLACE	Community social service agency	159
Gear UP	Postsecondary awareness and access	200
Alivio Medical Center	Medical services for students and families	250

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).

Infinity Math, Science, and Technology High School provides at-risk students with after school tutoring opportunities, as well as time to complete homework with teacher support. All grade levels meet twice a week to plan accordingly for students who are not demonstrating academic proficiency. Teachers plan interventions and meet with students and parents regularly to ensure that students are on track. Department teams meet on restructured days to plan curriculum and to review student assessments and assessment data. This practice supports students as teachers work to create lessons to target students' skill levels.

To better serve our students, core departments are in the process of reviewing curricula, both teacher created and from vendors, to determine course alignment. It is imperative that we collaborate on these decisions to positively impact our students and to support their academic achievement.

- 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...).

General and special education teachers plan lessons to ascertain that students with special needs, as well as general education students, receive high quality instruction, and acquire skills that are expected of all students. Infinity uses both the CTT and instructional models of instruction. Teachers working within the structures of CTT co-plan and co-teach lessons. CTT and General Education teachers work to support all students within the classroom setting and work together to intervene for students experiencing difficulty with the subject matter. Students in the instructional classroom setting are given the same curriculum as those within the CTT model. The instructional setting allows for students with special needs to learn the same skills at a pace that is appropriate for them. Further, through Response to Intervention (RtI), students receive additional supports from teachers and the RtI Coordinator, including social services, modified instruction and assignments, and individualized instruction.

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

- **Next Steps for Instruction:**

Teachers across all core subjects participate in professional development aimed at vertically aligning curricula during the summer. Teachers collaborate to address standardized instruction and to develop formative and summative assessments. Blocks of time during the summer break are used for curriculum development.

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:

The Instructional Leadership Team (ILT) at Infinty is comprised of a dedicated group of teachers focused on improving student progress and meeting the school and District's priorities. The ILT meets weekly to review data and plan the school's next steps towards reaching our goals. Our Instructional Leadership Self-Assessment Tool indicates that we need to improve upon reviewing data prior to meetings and strengthening our probing questions to get to the existing root causes. Further, though we spend a great deal of time and energy planning to improve our school, our survey indicates that our organization is lacking in terms of establishing protocols for tracking our action items. Our next steps for instructional leadership are to create clear procedures for determining action steps, as well as for tracking our items to ensure that there is follow-through and accountability. In addition, the ILT will send team members data to allow for time to preview and construct probing questions aimed at getting to the root causes of our challenges.

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?

Our School Improvement Plan includes strategies that will support student achievement including, but not limited to, all core teachers (science, social science, math, and English) in pre-Advance Placement and Advanced Placement training. This will serve to increase teachers' understandings of developing rigorous lessons to serve all students. Our social science and English Language Arts teachers will participate in continued Document-Based Questions training aimed at further developing their capacities to improve students critical thinking and writing skills. All teachers will work on vertical alignment to State/College Readiness Standards and interim assessments to have frequent data on student growth and progress, as well as to use to inform their instruction.

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

- Describe your teacher mentoring program

Area 26 developed a New Teacher Mentoring Program to ensure that all new teachers were supported at the school level, as well as familiar with all Area 26 goals and initiatives. All new teachers are paired with a colleague that has a minimum of three years experience. Teachers meet to collaborate on practices and strategies that support classroom instruction and school initiatives.

- 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...)

The master schedule includes common planning time for all departments during the school day. Teachers will use our school's data to plan effectively and accordingly to support students in making academic achievement gains. Additionally, teachers will participate in professional development geared towards strengthening and building relationships between general and special education teachers as they work collaboratively to serve all students. All teachers will

attend workshops aimed at teaching students with linguistic needs to support our English Language Learner (ELL) population.

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

- **Next Steps for Professional Capacity:**

Professional development will include all teachers participating in National Board's Take One! program. teachers will work together to perform peer observations and will partake in giving one another feedback based upon the classroom dynamics. Through the Take One! process, teachers will review one another's lesson plans and support one another as they determine if the assignments mirror daily objectives. Further, teachers will videotape one another and discuss all aspects pertaining to the instruction on the video. Additional professional development, including Advanced Placement and pre-Advanced Placement training, DBQ Training, Common Core Standards workshops, and curriculum development sessions will be offered to all teachers.

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).**

Each grade level will sponsor a Quarterly Parent Night to keep all parents informed of student progress, in addition to Chicago Public Schools Report Card Pick-Up nights. Families will be invited to all student performances, including campus-wide performances. Parents of 10th grade students will be invited to their students' Half Cap ceremony to celebrate their children's academic progress. In addition, parents will be provided with training to learn to use CPS's GradeBook component to track their student's academic performance. Parents will be able to come to the school to use computers to check up on their children.

To familiarize our students' parents/guardian with our daily routines, departments will host core subject nights where parents have opportunities to view their students' work, as well as the teachers' activities. Parents will be provided with opportunities to work alongside their students during these evenings and learn ways to continue learning at home.

ELL and special education program students will continue to participate in classes with their general education peers, as determined by their ACCESS assessment performance and IEPs. Students within the inclusion classroom will receive the same instruction. Special Education, ELL, and General Education teachers will plan collaboratively to ensure that all students' needs and abilities are considered so that they reach their highest potentials and master essential skills.

- **Next Steps for Learning Climate:**

Student government groups are organized at each grade level. These students will be responsible for meeting with their grade levels each month to inform teachers and administration of student academic and social/emotional needs, as well as to plan grade level specific activities. Further, we will continue to work closely with all students to ensure that they feel safe, supported, and exposed to rigorous coursework.

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?

Our intervention protocol outlines that our students' parents are informed when their students are struggling. This communication provides parents to become involved in their students' processes. Further, the school uses its All Call system, sends home flyers, and updates the school website monthly to inform parents of school events and emergencies.

- 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.

Correspondence is sent to parents via mail, as well as through their children, in both English and Spanish. The newsletter will be posted on the school's website beginning August 2011. All open meetings and parent nights hold bilingual sessions so that our students' parents receive pertinent information first hand in their primary language.

Next Steps for Family & Community Involvement:

To maintain communication with our students' parents and community members there is a need to send monthly information for each grade level, hold quarterly parent and community meetings to discuss school progress in meeting District goals, and increase communication to expand parental and community participation at ALSC meetings. There is a need to inform parents of meetings in advance. To ensure that this occurs, yearlong calendars will be developed and sent to parents following orientation.

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



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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	Advanced Placement	50% of students will be enrolled in AP courses to expose students to college level material	Students scoring 3+ on Advanced Placement exams in English, Science, Math, Social Science, Art, and World Language; Curriculum vertical alignment to prepare students for AP courses	5-week progress reports; interim assessment results; AP practice exams; Progress on Rosetta Stone	
2	Attendance	Freshmen attendance will average 95%, and school-wide attendance to 94% by the June 2012	93% of students reporting to school daily; 94% of Freshmen reporting to school daily	Weekly tracking of attendance by grade level; weekly tracking of cuts and tardies	
3	Core Classroom Instruction	Provide professional development opportunities to positively influence classroom instruction	Increase on interim assessments; Number of teachers participating in PD	Teacher attendance	
4	Family/Community Involve.	By the end of June 2011, there will be an increase in opportunities for parents and community members to become involved in the educational process	90% of parent attendance at quarterly parent nights; 90% of parents attending Parent-Teacher conferences; 80% of parents attending trainings/information sessions	Attendance sign in sheets; quarterly parent surveys; attendance at parent trainings/information sessions	
5	On Track to Graduation	By June 2011, 92% of Freshmen will be on-track to graduate; 90% of off-pace Sophomores will recover at least one credit through night school, Saturday, or summer school opportunities by June 2011	Transcripts; Report Cards; Progress Reports; Intervention Log	Transcript evaluations (June 2010; August 2010; January 2011; June 2011); Attendance at Night School/Saturday School/Summer School registration meetings; Progress Check-Ins between students/teachers/counselors	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Mathematics	By the end of 2010-11, 35% of students will meet PSAE State standards; All students will demonstrate a 4-point gain from Explore to ACT; 50% of students will achieve a Level 5 or higher on WorkKeys; 20% of juniors will earn a 20+ on the ACT	PSAE & EPAS data; Practice ACT and WorkKeys; Interim Assessments	5-week interim assessments/student reflection; Practice ACT and WorkKeys assessments/student reflection; Student groups derived from analyzed PSAE data; ACT Junior Team	
7	Postsecondary Prep	By the end of 2010-11, 90% of all students will participate in college tours; 100% of all students will attend at least one college fair; 100% of students will complete FAFSA; 100% will apply to at least 4 postsecondary institutions; 80% will be accepted into first school of choice; 90% of seniors will graduate	Completion of postsecondary components in Senior Seminar; Attendance at College Tours and Fairs; School-Wide Attendance; Recovery of missing credits	Transcript evaluations (June 2010; August 2010; January 2011; June 2011); sign-in sheets/student reflections; attendance; intervention logs	
8	Literacy	By the end of 2010-11, 35% of students will meet PSAE State standards; 50% of students will achieve a Level 5 or higher on WorkKeys; 15% will earn a 20+ on the ACT	PSAE & EPAS data; Practice ACT and WorkKeys; Interim Assessments	5-week interim assessments/student reflection; Practice ACT and WorkKeys assessments/student reflection; Student groups derived from analyzed PSAE data; ACT Junior Team	
9	Science	By 2010-11, 18% of students will meet PSAE State standards	PSAE & EPAS data; Practice ACT and ISBE Science data; Interim Assessments	5-week interim assessments/student reflection; Practice ACT and WorkKeys assessments/student reflection; Student groups derived from analyzed PSAE data; ACT Junior Team	

Activities



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

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	1-Provide funding for two Instructional Leadership Team retreats	1		X				INCOMPLETE		
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$366,347.00	\$427,971.67	INCOMPLETE	445403,448138, 443844,443441, 445401,426309, 448320,424657, 445398,394452, 425945,443549, 425944,443550	
N	Purchase a .5		X					INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	French teacher to provide students with foreign language opportunities/credit bearing required class									
N	14-Provide extended day bucket for Rtl Coordinator	14	X					INCOMPLETE		
N	1-Attend Leadership Team Retreat to plan and monitor school progress towards meeting goals	1		X				INCOMPLETE		
N								INCOMPLETE		
N	Summer Tutoring Program Support		X		Administration			INCOMPLETE	451953	
N	2, 3, 18-Provide extended day pay for data team, attendance team, and ILT to focus on school goals and improvement, including preparation for new school year during the summer	2, 3, 18	X					INCOMPLETE		
N	Allocate funds for technology contracts and service repair			X	Principal	\$4,500.00	\$1,521.15	INCOMPLETE		55151.225.54105.241006.000703.2012_\$1,521.15
N	Open technology		X		Administration	\$67,145.00	\$65,698.15	INCOMPLETE	443996	



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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						
	coordinator position									
N	Purchase TechCo position to ensure that equipment is maintained and functioning			X				INCOMPLETE		
N	Purchase Lucinda classical guitars and other related equipment to build music lab			X	Music teacher			INCOMPLETE		
N	Purchase guitar methods books and chops builder to enhance music instruction			X	Music teacher			INCOMPLETE		
N	Purchase tech-based texts and materials to support instruction			X	Dept. Chair			INCOMPLETE		55151.115.53305.119035.000000.2012_\$52.03
N	Purchase school equipment			X	Administration			INCOMPLETE		
N	Redefine Library position to Technology Teacher		X		Administration	\$69,544.00	\$71,834.21	INCOMPLETE	445386,445386	
N	ESP bucket - extended support	Freshmen Orientation support	X		Principal			INCOMPLETE	443848	
N	Laptop replacement			X				INCOMPLETE		
N	To pay Computer Technician to	To better manage and control safety of	X		Administration			INPROGRESS	448090	



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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						
	perform physical inventory of school Fixed Assets and update register.	school property and records.								
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		
N	2-Provide extended day bucket for Data Team	2	X		Administration			INCOMPLETE		
N	Purchase student uniform jackets to increase student connection to the school.			X				INCOMPLETE		
N	Purchase office supplies			X	School Clerk/Administration			INCOMPLETE		
N	Provide for extended day pay for school clerk to assist with school-related events		X		Administration			INCOMPLETE	443850	
N	Provide for extended day bucket for security to support students through the school day		X		Administration			INCOMPLETE		
N	Expenditure Reclassification			X	Principal			INPROGRESS		
N	Provide substitute teachers for		X		Administration/Clerk			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						
	teachers attending professional development									
N	Provide opportunities for teachers to partake in professional development relative to RTI, and other Culture of Calm initiatives	Decrease incident reports; Increase student connection to the school		X	Administration, CoC Coordinator			INCOMPLETE		
N	Provide funding for summer retreats (ILT and Full Faculty) to plan accordingly for school initiatives	Increase teacher participation and affirm school mission and vision		X	Administration and Chairs	\$1,363.00	\$1,363.00	INCOMPLETE		55151.225.54505.119015.000703.2012_\$1,040.85
N	24-Provide funding TCTs and ILT for curriculum mapping	24	X		Chairs, Leads, Administration			INCOMPLETE	448329	
N	Provide for teachers to attend summer PD for Culture of Calm initiatives			X	COC Lead; Administration			INCOMPLETE		
N	16-Allocate funds for homeless students	16		X	Administration	\$1,000.00	\$1,000.00	INCOMPLETE		55151.332.53405.111069.430106.2012_\$0.00 + 55151.332.53405.111069.430119.2012_\$1,000.00
N	Hire School Assistant to support school as Culture of Calm Coordinator/disciplinarian to support all students		X		Administration			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						
N	Fund School Clerk position		X		Administration	\$133,464.00	\$129,139.36	INCOMPLETE	154073,270093	
N	Provide principal position		X		Administration	\$142,554.00	\$142,992.82	INCOMPLETE	126261	
N	Purchase school fleece jackets for incoming 9th grade students	Increase student connection to the school		X	Administration, Freshmen Teachers			INCOMPLETE		
N	Purchase tech-related supplies			X	Principal			INCOMPLETE		

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	Host quarterly parent nights at each grade level	Increase parent communication and connection to the school		X	Grade Level Leads			INCOMPLETE		
N	Create quarterly newsletter to increase communication and to inform parents to school news and events	Increase parent communication and connection to the school		X	Grade Levels/Departments			INCOMPLETE		
N	Host Family Math and Literacy Nights to demonstrate what students are learning in school and share ideas for	Increase parent communication and connection to the school		X	Department Chairs			INCOMPLETE		



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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						
	continued learning at home									
N	Provide funds for professional development/seminar for parent training and other parent membership fees	Purchase workshops/seminars and or subscriptions		X	Admin, PAC Chair			INCOMPLETE		
N	Purchase food supplies for PAC meetings and trainings	Increase parental involvement		X	Admin, PAC Chair	\$2,350.00	\$2,350.00	INCOMPLETE		55151.332.53405.390030.430115.2012_\$0.00 + 55151.332.53405.390030.430128.2012_\$850.00 + 55151.332.53205.390030.430128.2012_\$1,500.00 + 55151.332.53205.390030.430115.2012_\$0.00
N	Purchase supplies for PAC and for parent events	Increase parental involvement		X	Admin, PAC Chair			INCOMPLETE		
N	Provide postage for mass mailings	Increase parent involvement		X	Administration	\$1,000.00	\$500.12	INCOMPLETE		55151.332.53510.300008.430106.2012_\$0.00 + 55151.332.53510.300008.430119.2012_\$0.12 + 55151.225.53510.300008.000703.2012_\$429.60
N	Provide parent training and other workshops as determined by PAC	Increase parental involvement		X	Administration	\$432.00	\$432.00	INCOMPLETE		55151.332.54125.390030.430128.2012_\$32.00 + 55151.332.54125.390030.430115.2012_\$1,000.00
N	Provide extended day pay for teachers to plan and implement parent events		X		Principal			INCOMPLETE		



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55151 - Infinity Math, Science, and Technology High School (at Little Village) : 2010-2012 Year 2

8 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase online subscriptions to increase literacy in all classes			X	Chair	\$2,500.00	\$2,500.00	INCOMPLETE		55151.225.54505.119017.000703.2012_\$2,500.00
N	Purchase texts and materials for Humanities Departments to increase student literacy skills			X	Chair	\$2,000.00	\$2,000.00	INCOMPLETE		55151.225.53305.119015.000703.2012_\$48.43
N	Provide funds for professional development opportunities for Humanities teachers			X	chair	\$2,500.00	\$1,761.00	INCOMPLETE		55151.332.54505.221235.430106.2012_\$0.00 + 55151.332.54505.221235.430119.2012_\$1,246.00 + 55151.332.54505.119015.430106.2012_\$0.00
N	Provide funding for non-Core teachers to attend professional development seminars, workshops related to increasing literacy in the classroom			X				INCOMPLETE		
N	Purchase English textbooks and grammar and writing books to enhance ELA instruction			X	Dept. Chair			INCOMPLETE		
N	Purchase Rosetta Stone for 70 users (included teacher online PD and supplementary materials)			X	Dept. Chair			INCOMPLETE		
N	Purchase Scholastic			X	Dept. Chair			INCOMPLETE		



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8 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	subscription for 9th grade students									
N	Social Science and English/Reading teachers will participate in DBQ training	Support teachers in obtaining additional strategies to reach all students		X	Literacy and ESL Teachers			INCOMPLETE		
N	Teachers will participate in professional development to enhance literacy and ESL strategies	Support teachers in obtaining additional strategies to reach all students		X	Literacy and ESL Teachers			INCOMPLETE		
N	Open Librarian Position	Increase literacy	X		Principal			INCOMPLETE		

6 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds for math professional development			X	Math Chair	\$2,200.00	\$2,200.00	INCOMPLETE		55151.332.54505.119016.430119.2012_\$2,200.00 + 55151.332.54505.119016.430106.2012_\$0.00
N	Provide funds for math texts and materials/supplies			X	math chair	\$1,500.00	\$0.00	INCOMPLETE		55151.225.53305.119016.000703.2012_\$0.00
N	Provide opportunities for math teachers to attend professional development			X	Principal			INCOMPLETE		



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6 - Mathematics										
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 Quality Core for continued improvement of math instruction and assessment			X	Dept. Chair			INCOMPLETE		
N	Purchase math materials to support students with special needs (\$875)			X	Chair			INCOMPLETE		
N	Provide funding for professional development (NCTM) 4 teachers @ \$200 = \$800			X	Principal			INCOMPLETE		

9 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase science texts			X	Chair			INCOMPLETE		
N	Purchase lab supplies for science classes			X	Chair	\$2,000.00	\$0.00	INCOMPLETE		55151.225.53405.119017.000703.2012_\$0.00
N	Purchase Quality Core for continued improvement of science instruction and assessment			X	Dept. Chair			INCOMPLETE		
N	Purchase science texts to ensure content			X	Venegas, Principal			INCOMPLETE		



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9 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and skills alignment and PSAE preparation (\$21,850)									
N	Provide funding for admission fees for science related trips (\$2,000)			X				INCOMPLETE		
N	Provide funding for transportation for science related trips (\$1,000)			X				INCOMPLETE		
N	Purchase science genetics software			X		\$700.00	\$700.00	INCOMPLETE		55151.332.53306.119017.430106.2012_\$0.00 + 55151.332.53306.119017.430119.2012_\$700.00
N	Purchase science supplies and equipment to enhance students' learning opportunities			X	Science Chair			INCOMPLETE		
N	Provide funds for Science Fair registration fees			X	Administration			INCOMPLETE		
N	Purchase science-related resources for Bilingual Science courses to best serve ELL students			X	Literacy and ESL Teachers			INCOMPLETE		
N	Provide opportunities for science teachers to partake in professional development			X	Administration	\$3,200.00	\$3,200.00	INCOMPLETE		55151.332.54505.119017.430106.2012_\$0.00 + 55151.332.54505.119017.430119.2012_\$3,200.00



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5 - 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	Purchase supplies and implement 10th grade "Half Cap" ceremony for 10th grade students with all core credit requirements	Increase SOP		X	10th Grade Lead Teacher/Admin			INCOMPLETE		
N	Group all 9th grade students into teams to motivate, encourage, support, and track them to ensure they are on-track to graduate	Track all 9th grade students and provide interventions to ensure they are on-track to graduate		X	9th Grade Lead Teacher/Admin			INCOMPLETE		
N	8 - Provide extended day pay for AVENTA program	8	X		Administration			INCOMPLETE		
N	20 - Plan and implement Freshman Retreat	Increase student connection to the school		X	Freshman Team, Administration			INCOMPLETE		
N	Teacher bucket - extended support		X		Principal			INPROGRESS		

7 - 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	6-Provide	6	X		Principal			INCOMPLETE		



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7 - 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						
	extended day funding for counseling department to complete "course maps" including planning and implementing school events related to social/emotional and postsecondary success									
N	22 - Provide summer funding for Transition Counselor	22	X		Principal			INCOMPLETE		
N	Purchase materials and resources for AVID classes, as well as for Seminar courses to increase postsecondary awareness and success			X				INCOMPLETE		
N	11 Provide funding for transportation to college trips	11		X	Counselor			INCOMPLETE		
N	Provide resources and materials for Senior Seminar course (Kaplan Aspire and College Board 2012 Scholastic Handbook)			X	Seminar Teacher			INCOMPLETE		
N	Participate in College Fair			X	Counselor/Admi n			INCOMPLETE		



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7 - 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	Enhance the college and career reference library			X	Counselor/Admin	\$2,000.00	\$2,000.00	INCOMPLETE		55151.332.53405.212041.430106.2012_\$0.00 + 55151.332.53405.212041.430119.2012_\$2,107.10
N	Utilize "What's Next Illinois" as resource for all student in grades 9-12 to expand college and career awareness			X	Counselor			INCOMPLETE		
N	Host 10th Grade "lock in" for students with 100% attendance for Spring 2011 PSAE practice test	Support on-track to graduation and ACT/PSAE meets/exceeds goals		X	Counselor/Admin			INCOMPLETE		
N	25-Evaluate transcripts and create and monitor student plans as well as assess quarterly progress towards achieving school goals related to strategic plan	25		X	Counselor			INCOMPLETE		
N	Offer Senior Seminar course where all 12th grade students will complete at least 4 college applications, their personal essays, FAFSA, and improve their literacy skills for postsecondary success	Provide opportunities for students to prepare for postsecondary success and reach school graduation rate goal		X	Senior Team			INCOMPLETE		



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7 - 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	Create mentorship program between students and teachers and hold weekly check-ins to ensure students are on track to graduate			X	Grade Level Teams			INCOMPLETE		
N	Create Junior Teams (fantasy draft) for PSAE preparation and success	Prepare students for PSAE and ACT 20+		X	Junior Team			INCOMPLETE		
N	10-Purchase Kaplan Advantage/Foundations, as well as WorkKeys class set for all juniors to prepare them for PSAE	10		X	Administration	\$3,824.00	\$3,824.00	INCOMPLETE		55151.332.53405.119016.430119.2012_\$2,000.00 + 55151.332.53405.119016.430106.2012_\$0.00 + 55151.225.53405.119015.000703.2012_\$2,324.00
N	10-Purchase Kaplan Program for "Kaplan Kids" cohort to support ACT 20+	10		X	Administration			INCOMPLETE		
N	Purchase junior team incentives for PSAE preparation	Prepare students for PSAE and ACT 20+		X	11th Grade Lead Teacher	\$3,500.00	\$3,500.00	INCOMPLETE		55151.332.53405.212041.430106.2012_\$0.00 + 55151.332.53405.212041.430119.2012_\$2,107.10
N	11-Provide for all-day bus passes for Chicago college/university scavenger hunts	11		X	Counselor/Seminar Teachers/Admin			INCOMPLETE		
N	Provide field trip experiences for all students to enhance college			X	Counselor	\$5,000.00	\$3,000.00	INCOMPLETE		55151.332.54210.212041.430119.2012_\$3,000.00 + 55151.332.54210.212041.430106.2012_\$0.00



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7 - 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						
	awareness									
N	Purchase postsecondary institution pennants to promote college-going culture	Increase graduation rate and %age of students attending college		X	Counselor	\$300.00	\$300.00	INCOMPLETE		55151.332.53405.212041.430106.2012_\$0.00 + 55151.332.53405.212041.430119.2012_\$2,107.10
N	Provide funds for AVID tutors @ \$15/hour as provided through DCCP		X		Administration			INCOMPLETE		

1 - Advanced Placement										
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	4 - Attend professional development opportunities for new and experienced AP teachers	4		X	Administration			INCOMPLETE		
N	Math Prep - AP Bootcamp / 9th period Pre-Calculus class		X		Principal			INCOMPLETE		



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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	Purchase technology equipment (Elmo's, LCD's, etc.) to enhance class instruction			X	Principal	\$2,500.00	\$0.00	INCOMPLETE		55151.332.55005.119015.430119.2012_\$0.00 + 55151.332.55005.119015.430106.2012_\$0.00
N	Purchase ELL texts to support classroom instruction			X	Administration			INCOMPLETE		55151.225.53305.180040.000703.2012_\$344.36
N	Open music teacher position		X		Administration	\$36,302.00	\$34,192.12	INCOMPLETE	444652	
N	Purchase APUSH and Sociology texts to support instruction			X	Dept. Chair			INCOMPLETE		
N	Provide transportation for classroom field trips			X	Dept. Chair			INCOMPLETE		
N	Purchase technology materials to secure and maintain equipment			X	Administration			INCOMPLETE		
N	Provide transportation for field trips to expand student learning opportunities outside of the classroom walls			X	Administration/Teachers	\$2,500.00	\$2,500.00	INCOMPLETE		55151.332.54210.119017.430106.2012_\$0.00 + 55151.332.54210.119017.430119.2012_\$2,500.00
N	Provide funds for trip costs (entrance fees, tours, etc.)			X	Administration/Teachers			INCOMPLETE		
N	5 - Teachers (Gen. Ed, Sped, Bilingual) will	5	X		Teachers			INCOMPLETE		



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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						
	participate in curriculum mapping and development of interim assessments									
N	Build a professional learning library with research-based texts, journals, and other relevant publications to support professional development and practices			X	Department Chairs			INCOMPLETE		
N	Purchase school supplies/materials			X	Administration/Teachers	\$20,638.00	\$14,001.00	INCOMPLETE		55151.332.53405.119017.430106.2012_\$0.00 + 55151.225.53405.241006.000703.2012_\$1,673.72 + 55151.225.53405.119068.000703.2012_\$6,500.00 + 55151.332.53405.119017.430119.2012_\$1,500.00 + 55151.332.53405.119062.430119.2012_\$2,990.00
N	Renew BrainPOP online subscription for classroom usage			X	Administration/Teachers			INCOMPLETE		
N	Purchase supplies to support NHS, Honor Roll, and most improved students			X	NHS Advisor/Admin	\$1,800.00	(\$3,200.00)	INCOMPLETE		55151.332.53405.212041.430106.2012_\$0.00 + 55151.332.53405.212041.430119.2012_\$2,107.10
N	7 - Provide after school tutoring for all freshmen students	7	X		Administration			INCOMPLETE		
N	Hold Freshman			X	Administration			INCOMPLETE		



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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						
	Connection program to support students in Language Arts and Mathematics, as well as social/emotional growth									
N	7 - Plan and implement Saturday Freshmen Success Academy to increase students on track for graduation	7	X		Administration			INCOMPLETE		
N	Appropriately staff positions for core subject areas		X		Administration	\$2,021,788.00	\$2,006,340.62	INCOMPLETE	250493,429322, 214498,275249, 201453,298508, 214716,370346, 250571,298486, 126287,404068, 250083,269919, 269920,251018, 269924,298501, 422494,269920, 369646,443927, 201364,269921, 250629	
N	Appropriately staff ESP Sped positions		X		Administration	\$49,020.00	\$96,533.80	INCOMPLETE	443558,443558	
N	Purchase resources for Special Education Department to meet students' needs			X	Case Manager	\$2,546.00	\$2,546.00	INCOMPLETE		55151.332.53405.119016.430119.2012_\$ 2,000.00 + 55151.332.53405.119015.430106.2012_\$ 0.00 + 55151.332.53405.119016.430106.2012_\$ 0.00 + 55151.332.53405.119015.430119.2012_\$ 1,946.00
N	10 - Provide 11th graders with	10		X	Junior Lead, Admin			INCOMPLETE		



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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						
	credit course for PSAE preparation opportunities									
N	Special education teachers will participate in professional development			X	Counselor			INCOMPLETE		
N	5 - Provide extended day pay for teachers to plan curriculum	5	X		Principal			INCOMPLETE		
N	Providing for instructional materials			X	Administration	\$31,808.00	\$24,008.85	INPROGRESS		55151.332.53405.119016.430119.2012_\$ 2,000.00 + 55151.332.53405.119065.430106.2012_\$ 0.00 + 55151.225.53405.119065.000703.2012_\$ 1,500.00 + 55151.225.53305.119068.000703.2012_\$ 438.00 + 55151.332.53405.119062.430119.2012_\$ 2,990.00 + 55151.332.53405.180040.430106.2012_\$ 0.00 + 55151.332.53405.119068.430106.2012_\$ 0.00 + 55151.332.53405.119065.430119.2012_\$ 941.50 + 55151.332.53405.180040.430119.2012_\$ 1,086.00 + 55151.332.53405.119016.430106.2012_\$ 0.00 + 55151.332.53405.119066.430119.2012_\$ 1,073.00 + 55151.332.53405.119066.430106.2012_\$ 0.00 + 55151.332.53306.180040.430106.2012_\$ 0.00 + 55151.332.53306.180040.430119.2012_\$ 2,000.00 + 55151.332.53405.119068.430119.2012_\$



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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						
										419.00 + 55151.225.53405.119016.000703.2012_\$ 3,340.00 + 55151.332.53405.119062.430106.2012_\$ 0.00 + 55151.225.53305.119015.000703.2012_\$ 48.43 + 55151.225.53305.119062.000703.2012_\$ 0.00 + 55151.225.53305.119017.000703.2012_\$ 2,000.00

2 - 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	12, 13 - Offer students attendance incentives	12, 13		X	Attendance Clerk/Admin			INCOMPLETE		
N	12, 13 - Provide incentives for student and teacher attendance including perfect attendance awards	12, 13		X	Administration	\$3,500.00	\$3,500.00	INCOMPLETE		55151.225.53405.211210.000703.2012_\$ 3,500.00

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and after school nutrition programs				Analyst					
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		55151.230.54105.254021.000000.2012_\$0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		55151.230.53306.266407.000000.2012_\$0.00 + 55151.230.53306.254901.000000.2012_\$0.00 + 55151.230.54125.266410.000000.2012_\$0.00 + 55151.230.54125.266402.000000.2012_\$0.00 + 55151.230.53306.009573.000000.2012_\$0.00 + 55151.230.54125.009574.000000.2012_\$0.00 + 55151.230.54125.254901.000000.2012_\$0.00 + 55151.230.56105.266414.000000.2012_\$0.00 + 55151.230.54125.266407.000000.2012_\$0.00
N	Options for			X	OMB Budget			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Knowledge Transportation				Analyst					
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		55151.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		55151.225.54105.266411.000703.2012_\$ 19,308.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		55151.225.54105.266408.000703.2012_\$ 6,360.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		55151.332.54105.266411.430106.2012_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		55151.115.55005.254403.000000.2012_\$ 3,081.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		55151.115.53405.119035.000000.2012_\$ 2,667.84



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		55151.115.53305.119035.000000.2012_\$52.03 + 55151.115.53305.119035.000000.2012_\$52.03
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	\$39,492.00	\$38,769.10	INCOMPLETE	408822	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		55151.115.53305.223012.000000.2012_\$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		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						
	section of the School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	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		55151.115.56105.119035.000000.2012_\$1,040.00 + 55151.115.55005.119035.000000.2012_\$6,203.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous		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						
	grants (e.g., fund 324 & 326) (positions)									
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			INCOMPLETE		
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		



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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						
	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		55151.115.54215.241011.000000.2012_\$75.00



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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	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		55151.210.53405.254607.000000.2012_\$923.00
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	15		X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA	15		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			X	OMB Budget			INCOMPLETE		55151.332.57940.390030.430115.2012_\$



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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						
	available-Misc line				Analyst					151.97 + 55151.332.57940.119031.430106.2012_\$ 0.00 + 55151.225.57940.119020.000703.2012_\$ 0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		55151.331.54565.390030.430103.2012_\$ 174.00 + 55151.331.53205.390030.430103.2012_\$ 2.28 + 55151.331.55005.390030.430103.2012_\$ 300.00 + 55151.332.54125.390030.430115.2012_\$ 1,000.00 + 55151.332.57940.390030.430115.2012_\$ 151.97 + 55151.331.53405.390030.430103.2012_\$ 645.90
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE	451205,451204	
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		