



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 |
|------------|------------|----------------------|-------------|-------------|-------------|
| Grigalunas | Sulma | Principal | X | 24-Jan-2011 | 22-Apr-2011 |
| Bible | Carol | Counselor/case mgr. | | 24-Jan-2011 | 22-Apr-2011 |
| Creswell | Jennifer | Special ed. faculty | | 24-Jan-2011 | 22-Apr-2011 |
| Evans | Jemy | LSC member | | 24-Jan-2011 | 22-Apr-2011 |
| Guerra | Gustavo | ELL faculty | | 24-Jan-2011 | 22-Apr-2011 |
| Koliarakis | Diane | Lead/resource tchr. | | 24-Jan-2011 | 22-Apr-2011 |
| Ortiz | Oscar | Special ed. faculty | | 24-Jan-2011 | 22-Apr-2011 |
| Salinas | Gerardo | Magnet Program Staff | | 24-Jan-2011 | 22-Apr-2011 |
| Santamaria | Jose | Classroom tchr. | | 24-Jan-2011 | 22-Apr-2011 |

Involvement

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

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

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

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

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

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

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

 **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)

Deborah Esparza - Chief Area Officer, Abbie Meyer - Managment Support Director, Sue Hagerty - Literacy, Maria Perryman - Literacy, George Chapain - Math & Science, External Partners: Depaul University, University of Illinois-Chicago, Univesity of Wisconsin-Madison, Korean American Association Community Counciling Center, Western Illinois University, National Louis, Concordia University, AVID Program, The New Center, Chicago Communities in School, Urban Initiatives, Common Threads, Chess Wizards, JCC, DePaul Community Health Center

 **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.

Summary of Participants

| Stakeholder Group | LSC Mbrs | Teachers | ESP | Parents | Students | Community | Other |
|------------------------|----------|----------|-----|---------|----------|-----------|-------|
| Number of Participants | 5 | 16 | 1 | 5 | 10 | 2 | |

Summary of Meetings

| Meeting Date | Meeting Type | Description |
|--------------|---------------|---|
| 11-May-2010 | Working group | Review SIPAAA finalize and prepare for LSC approval |
| 16-Apr-2010 | Working group | Review SIPAAA finalize activities |



| Meeting Date | Meeting Type | Description |
|--------------|--------------------------|---|
| 24-Mar-2010 | Working group | Finalize Fund Compliance completion and entering |
| 04-Mar-2010 | Working group | Review Funds Compliance |
| 19-Feb-2010 | Working group | Discussion of resources and activities for the 2010-2011 school year |
| 19-Feb-2010 | Town hall/community mtg. | Parent and community meeting to review and discuss status of SIPAAA |
| 22-Jan-2010 | Working group | Reviewing data and finalizing and Entering Process analysis and Priorities/categories |
| 19-Jan-2010 | Working group | Reviewing all SIPAAA categories at staff meeting |
| 15-Jan-2010 | Working group | Entering Mission and Vision and reviewing outcome analysis and entering into SIPAAA tool |
| 12-Jan-2010 | Town hall/community mtg. | Parent and community meeting to discuss and present SIPAAA mission and vision and school priorities |
| 15-Dec-2009 | Working group | Review school data and discussing mission and vision and priorities SIPAAA |
| 08-Dec-2009 | Working group | Meeting to review SIPAAA instructions and planning for future meetings |

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: 63
 Number of Student Survey Responses: 59
 Number of Teacher Survey Responses: 13
 Number of Staff Survey Responses: 2

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:

Jahn World Language School will accomplish our vision by:

- *Engaging our students in a Spanish language program that promotes bicultural and biliterate learning
- *Implementing a hands-on meaningful research based curriculum that encourages literacy development, the use of technology, critical thinking, and problem solving
- *Sustaining a positive school climate and nurturing environment that fosters risk taking independent learners who demonstrate social consciousness and compassion for human kind

Vision Statement:

Jahn World Language School envisions a school climate that will support our students as they journey through a multilingual environment and multicultural world. They will exhibit high self-esteem, social consciousness about cultural diversity, strong character, and critical thinking skills that will allow them to make meaningful contributions to a global society. Our students will continuously demonstrate high expectations throughout high school, their postsecondary education and their future.

- *Providing the resources and structure for our students as they engage in developmentally appropriate and meaningful activities
- *Continuing professional development that supports the latest research in developmentally appropriate and meaningful activities
- *Scaffolding the use of differentiated instruction which fosters high expectations

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 an upward trend in academic progress scores from 84.0% in 2006-2007 to 87.0% for meeting or exceeding state standards in Reading in 2008-2009.
- *Student disciplinary issues have decreased greatly.
- *Tutoring and enrichment classes have large rosters, more than prior years.
- *Composite ISAT meets/exceeds and exceeds scores have shown a trend of increase from 2007 to 2009.
- *Value-added scores for students from 3rd to 4th grade is 1.5 in Reading, ranking in the 64th percentile in ISAT and 4.9 in Math, ranking 84th percentile in the ISAT.

Concerns:

- *Students need to increase exceeds standards in all grades 3rd-8th.
- *Value-added score from 4th to 5th grade in Math is -9.5, ranking in the 0th percentile in CPS grade level value-added report for 2008-2009.
- *Value-added score from 6th to 7th grade in Reading is -4.4, ranking in the 4th percentile in CPS grade level value-added report for 2008-2009
- *Students in the upper grades are not showing motivation to do quality work or homework.

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 assessment data Jahn uses in order to make improvement decisions are as follows...

- *ISAT
- *Dibles
- *Benchmark
- *Harcourt weekly and theme tests
- *Math unit tests
- *MyAccess,
- *Scantron
- *ACCESS

- 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.

- *Lack of funding
- *Lack of parental support
- *Socio-economic status of families
- *Lack of consistency in support with programs (e.g. Lucy Calkins)
- *Lack of diversity
- *Lack of support personnel (e.g. OSS)

- 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?

Providing more funding, personnel, including support staff.
Better use of personnel
Strategic scheduling
Longer instructional day

- 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?

- *Overall student ISAT meeting and exceeding state standards scores are show a trend of increasing ISAT scores from 70.2% to 79.7%.
- *Students show an increase in Reading ISAT scores from 65.0% to 77.7%
- *Students show an increase in Math ISAT scores from 77.1% to 81.7%

- 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>

LEP's did not meet AYP in Reading with a percentage of 49.2 meeting/exceeding standards.

Strengths:

Student attendance is at 95% achieving AYP.
79% of students are reaching AYP in Math.
71.4% of students are meeting/exceeding standards in Reading.

Concerns:

*Lack of diversity in our student population
*ISAT Reading sub-set analysis shows low scores of below 60.7%.
*Value-added scores went down in Reading from 2.1 to -1.5 and in Math -1.7 to -2.2.

Student Connection

Student Connection Strengths and Concerns

Strengths:

*There is a trend in average days absent per student showing a decrease from 10.6 to 9.
*There is an upward trend in the number of students who feel there are supportive by teachers and staff from 76% to 97%.

Concerns:

*There were 91% of students who reported academic rigor in 2007-2008, but only 85% in 2008-2009.
*There were 89% of students who reported a safe and respectful school climate in 2007-2008, but only 87% in 2008-2009.

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?

100% of teachers are highly qualified
Professional learning community
The discipline program is consistent and detailed
95% attendance rate
Significant amount of teachers are pursuing higher education
Lack of parental involvement
Lack of funding
Lack of support personnel

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

*Upward trend in ISAT scores in Reading and Math
*The percentage of discipline referrals has decreased
*The attendance rate has increased to 95%
*Teachers knowledge of content and pedagogy is aligned with most recent research-based instructional strategies

| | | | | | | | | | | | | | |
|----------------|-------|---------------------|--|--|---|---|---|---|---|---|---|---|---|
| Writing | Other | MyAccess | | | | | | | | | X | X | X |
| Social Studies | Other | McGraw-Hill/Pearson | | | X | X | X | X | X | X | X | X | X |
| Other | Other | AVID | | | | | | | X | X | X | X | X |

 **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).

Before and after-school tutoring, Reading, Math, Science
 After school enrichment, Chess, Language and Culture Plus, TaeKwonDo, Basketball, Volleyball, Track, LaCrosse, Soccer
 Homework help
 Common planning time three times a week, minimum.
 School Based Problem Solving
 Grade-level meetings
 WIDA, Ladder
 Professional Development-writer's workshop, differentiation
 MyAccess
 Rosetta Stone
 Excellence in Teaching-Framework
 Curriculum mapping-assessment frameworks
 Response to Intervention

- 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...).

Differentiation, grouping, centers, writer's workshop
 School Based Problem Solving
 MyAccess
 TouchMath
 Wilson
 AVID
 Teacher Collaboration, common planning time, CDI
 Assisted-Technology Lenox, Earobics
 Rosetta Stone
 Discovery Education resource program

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

- Next Steps for Instruction:

Prescriptive schedules
Data Deep Diving
Differentiation-center-based learning, groupings-heterogeneous, homogeneous, flexogeneous
Grade-level meetings with a focus on self-assessment using the data to drive instruction
AVID
Response to Intervention

Five Fundamentals: Instructional Leadership

- ✔ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instructional Leadership.
- ✔ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

Pod Leaders
Teacher Led PD
Voluntary Summer PD
Peer Walk-throughs
Instructional Leadership Team

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?

Focused in-house professional development based on data and SIPAAA priorities
Ladder focus, research-based strategies, coordinate WIDA standards used in conjunction with performance descriptors
Data diving, data driven instruction
Chicago Data Initiative
Response to Intervention

- ✔ **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...)

Common planning time

Strategic scheduling
In-house Joint PD
Teacher dedication
Professional Learning Community
Mandated Teacher Collaboration Logs
Least Restrictive Environment

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

- **Next Steps for Professional Capacity:**

In-house joint pd based on data analysis results and SIPAAA priorities
Strategic scheduling assuring common planning time
Strategic placement of teachers based on endorsements and evidenced strengths

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).

Following Least Restrictive Environment policies
Using researched based curriculum and instructional strategies
Technology, assistive technology
Consistent dialogue between parents, students and teachers promoting best practices
Family Nights
Before/After School tutoring and enrichment programs
Positive Action Program
Student incentive programs, Honor Roll breakfast, Awards Assembly

- **Next Steps for Learning Climate:**

Continuation of existing programs
Implementation of new technology
Planning and implementation of 21st Century Technology

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 agendas and AVID binders provide consistent communication between school and home.

Student-teacher-parent communication folders where all school bulletins/communications/school calendar are sent home.

*Out-calling systems, Gradebook, family nights, Positive Action trainings, Common Threads cooking class, Philanthropic involvement in the community, blogs, Career and College Day and school web-site

- 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.

Benchmark results

Dibels results

Report card

Progress reports

ISAT results

IEP

Individualized Education Plan Progress Notes

My Access

Gradebook

Student agendas

Next Steps for Family & Community Involvement:

Update the web-site

Open communication through dialogue in parent/teacher conferences, family nights, philanthropic fundraisers,

Continued community outreach with Roscoe Village Neighbors, partnerships with local universities, JCC After-School Program, Urban Initiatives, LaCrosse Organizations, Korean-American Community Counseling Center

Continued participation with Common Threads, Language and Culture Plus after school program, Chess Wizards

Outreaching to local business for volunteers and funding

Continued partnership with Junior Achievement

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 | Literacy | <ul style="list-style-type: none"> *Improve achievement for all students through data analysis *Alignment and assessments based upon assessment frameworks and Harcourt Reading Program and Writing Workshop *Effective and strategic professional development and optimal resource allocation *Maintaining grade level team action plans for identifying and solving problems of practice identified data analysis *Ensure all students not achieving at desired rates receive SBPS services | <ul style="list-style-type: none"> *6.35% increase in ISAT meets/exceeds in Reading 84% by end of 2011-2012 school year *Students in grades 4-7 will demonstrate positive value-added for 2011-2012 school year in Reading *3% increase in K-2 students in DIBELS Benchmark to 58% by MOY achieving Benchmark goal *Maintenance of passing grades in report cards and progress reports | Response to Intervention, Formative Unit Assessment, Dibels, progress monitoring, report cards, progress reports every 5 weeks, reading/writing portfolios, Benchmark tests 3 times a year, monitor quarterly remediation plans for students with D/F's in reading | |
| 2 | Mathematics | <ul style="list-style-type: none"> *Improve achievement for all students through data analysis *Alignment and assessments based upon assessment frameworks and Everyday Math and Mathematics Program *Effective and strategic professional development *Optimal resource allocation *Ensure all students not achieving desired rate receive SBPS services | <ul style="list-style-type: none"> *2.3% increase in ISAT meets/exceeds in Math 84% by end of 2011-2012 school year. *Students in grades 4-5 and 7-8 will demonstrate positive value-added for 2011-2012 school year *Maintenance of passing grades in report cards and progress reports | Response to Intervention, Formative Unit Assessment, summative assessments, report cards, progress reports every 5 weeks, Benchmark tests 3 times a year, monitor quarterly remediation plans for students with D/F's in math | |

| Category # | Category Type | Category Description | Indicators of Success/Key Performance Indicators | Monitoring Process | Priority |
|------------|----------------------------|---|---|---|----------|
| 3 | Bilingual/Multicultural Ed | Increase second language acquisition, Improve achievement for ELL students in content-area subjects, Support native language literacy when appropriate, Increase integration of content areas with a multicultural focus. | An upward trend in ACCESS scores. The student improvement target, according to our action plan, will include all ELL students in grades K-8 increasing their ACCESS scores by 50 scale points in the vocabulary usage writing function. Maintenance of content area passing grades in report cards and progress reports | WIDA rubrics, teacher created rubrics, teacher created checklists and conferences, monitor quarterly remediation plans for ELL students with D/F's in reading, monitoring Individual Bilingual Instructional Plans for PY 5+ ELLs | |
| 4 | Special Education | Increase ISAT/IAA scores amongst the Special Education population, Afford students more time in the general education setting (LRE), Show improvement in annual education assessments (Woodcock-Johnson, KEA, WADE), Students will achieve passing grades in all core subject areas, Students will meet Individual Education Plan goals quarterly | Upward trend in ISAT scores, meeting of individual educational plan goals, progress on educational assessments occurring annually and tri-annually | Re-evaluations, tri-annual evaluations, ISAT scores, Woodcock-Johnson, KEA, WADE, Collaboration logs between special education provider and general education teacher, IEP progress note inserts, Quarterly benchmarks on IEP | |
| 5 | Core Classroom Instruction | Increase academic achievement through the use of differentiated instruction and centered based activities, Professional Development which will provide teachers with best practice strategies. Discovery Education resource program, Safari Montage | *An upward trend in ISAT, Dibels, Learning First and ACCESS test scores *Maintenance of passing grades in report cards and progress reports | Danielson Framework, Brief and formal administrative walkthroughs, monthly lesson plans, professional development | |
| 6 | Family/Community Involve. | Increase parental involvement, Increase family involvement including family nights, assemblies, and parenting enrichment workshops, more PTO and LSC involvement in school-wide issues | Increased participation in parental involvement workshops, increased participation in family nights, assemblies | Sign-in sheets, family surveys | |

| Category # | Category Type | Category Description | Indicators of Success/Key Performance Indicators | Monitoring Process | Priority |
|------------|---------------|---|--|---|----------|
| 7 | Technology | <p>Increase in creative thinking, constructing knowledge, and developing innovative products and processes using technology. Discover Education resource program, Safari Montage, Smartboard school-wide use, ELMO document cameras, digital cameras</p> <p>a. create original works as a means of personal or group expression.</p> <p>b. use models and simulations to explore complex systems and issues.</p> <p>c. identify trends and forecast possibilities.</p> <p>d. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>e. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>f. contribute to project teams to produce original works or solve problems.</p> <p>g. plan strategies to guide inquiry.</p> <p>h. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>i. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>j. process data and report results.</p> | <p>An upward trend in interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.</p> <p>Maintenance of evaluation and selection of information sources and digital tools based on the appropriateness to specific tasks.</p> | <p>Benchmark tests 3 times a year, My ACCESS, Rosetta Stone, Discovery Education Resource Program, Safari Montage</p> | |

| Category # | Category Type | Category Description | Indicators of Success/Key Performance Indicators | Monitoring Process | Priority |
|------------|-------------------|--|---|--|----------|
| 8 | School leadership | *Increase teacher participation in leadership roles within grade levels, school committees, PPC/PPLC, and extra-curricular initiatives. *Maintain student participation and student-led initiatives through Student Council | *Increase teacher participation in extra-curricular initiatives from 36% to 50% by June 2012. *Maintain student participation of 2 student representatives from each 4th-8th grade classroom | Sign-in sheets, teacher and student surveys, Student Council evaluation by teacher advisors, teacher self-reflective evaluation using the Excellence in Teaching framework | |

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.



CPS SIPAAA Planning Report

23921 - Friedrich L Jahn School : 2010-2012 Year 2

| Other - related activities | | | | | | | | | | |
|----------------------------|--|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|---|---|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | unattached to SIPAAA(position s) | | X | | OMB Budget Analyst | \$451,084.00 | \$474,336.67 | INCOMPLETE | 423696,272001, 136593,388134, 423781,388133 | |
| N | Lane changes and 4% increase contingencies | | | X | Principal | \$9,000.00 | \$9,000.00 | INCOMPLETE | | 23921.225.53405.119016.000703.2012_\$3,000.00 + 23921.332.53405.119016.430119.2012_\$6,000.00 + 23921.332.53405.119016.430106.2012_\$0.00 |
| N | Principal position for building instructional leadership | | X | | Principal | \$165,929.00 | \$166,440.97 | INCOMPLETE | 118838 | |
| N | Assistant principal position to assist principal in day to day management and operations | | X | | Principal | \$119,936.00 | \$152,267.82 | INCOMPLETE | 443553 | |
| N | Provide school case manager/counsel or during the day | | X | | Principal | | | INCOMPLETE | | |
| N | Provide gym teacher during the day | | X | | Principal | | | INCOMPLETE | | |
| N | Provide custodial worker before, during and after school | | X | | Principal | \$267,606.00 | \$256,511.78 | INCOMPLETE | 450164,151554, 154880,151566, 450166 | |
| N | Provide school clerk during the day | | X | | Principal | \$63,523.00 | \$62,317.97 | INCOMPLETE | 155366 | |
| N | Provide bus aid before, during and after school | | X | | Principal | \$50,086.00 | \$74,424.25 | INCOMPLETE | 163000,450280, 155791 | |
| N | Provide building engineer before, during and afterschool | | X | | Principal | \$208,168.00 | \$201,863.79 | INCOMPLETE | 168243,450391 | |
| N | Fund ARRA (fund 353) | | 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 | | | | | | |
| | professional development activities. See school budget detail. (position/bucket) | | | | | | | | | |
| N | Substitutes for teacher professional development during school | | X | | Principal | | | INCOMPLETE | 447182 | |
| N | Seminars, fees and subscriptions for teachers | | | X | Principal | | | INCOMPLETE | | |
| N | Provide .5 music position during the day | | X | | Principal | \$61,064.00 | \$60,270.81 | INCOMPLETE | 127758 | |
| N | Seminars, fee, subscriptions for parent activities | | | X | | | | INCOMPLETE | | |
| N | Homeless students | | | X | School Counselor | \$3,000.00 | \$3,000.00 | INCOMPLETE | | 23921.332.53405.111069.430106.2012_\$0.00 + 23921.332.53405.111069.430119.2012_\$3,000.00 |
| N | Lease for copiers for before, during and after school | | | X | Principal | \$6,673.00 | \$6,673.00 | INCOMPLETE | | 23921.225.54105.241006.000703.2012_\$6,673.00 |
| N | laptop replacement | | | X | | | | INCOMPLETE | | |

| 6 - 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 | Refreshments for parent and | | | X | Principal | | | INCOMPLETE | | |



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6 - 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 | | | | | | |
| | student activities | | | | | | | | | |
| N | Professional and Technical inservices for parents and students | | | X | Principal | | | INCOMPLETE | | |
| N | Provide supplies for parent and student activities | | | X | Principal | \$800.00 | \$800.00 | INCOMPLETE | | 23921.332.53405.390030.430128.2012_\$800.00 + 23921.332.53405.390030.430115.2012_\$89.50 |
| N | Seminars, fees and subscriptions for parent activities | | | X | Principal | \$463.00 | \$463.00 | INCOMPLETE | | 23921.332.54125.390030.430115.2012_\$0.00 + 23921.332.54125.390030.430128.2012_\$463.00 |

1 - 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 instructional materials for reading | | | X | Principal | \$9,754.00 | \$9,754.00 | INCOMPLETE | | 23921.225.53305.119016.000703.2012_\$9,754.00 |
| N | purchase furniture and equipment | | | X | | \$49,822.00 | \$49,822.00 | INCOMPLETE | | 23921.332.55005.390030.430128.2012_\$2,000.00 + 23921.332.55005.119068.430119.2012_\$34,822.00 + 23921.225.55005.119015.000703.2012_\$5,985.00 + 23921.332.55005.390030.430115.2012_\$66.83 + 23921.332.55005.119068.430106.2012_\$0.00 |
| N | Purchase Language Arts middle school endorsed | | X | | Principal | \$104,245.00 | \$105,312.63 | INCOMPLETE | 443556 | |



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| 1 - 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 | | | | | | |
| | teacher during school | | | | | | | | | |
| N | Purchase G 3-8 intr/upper elementary teacher | | X | | | \$192,106.00 | \$191,642.87 | INCOMPLETE | 120592,408801,408801 | |
| N | Provide kindergarten teacher during the day | | X | | Principal | | | INCOMPLETE | | |
| N | Fund ARRA (fund 353) professional development activities. See school budget detail. | | | X | | | | INCOMPLETE | | |
| N | Purchase Social studies middle school endorsed teacher during school | | X | | Principal | \$86,127.00 | \$87,449.21 | INCOMPLETE | 408850 | |

| 2 - 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 instructional materials for math | | | X | Principal | \$12,000.00 | \$12,000.00 | INCOMPLETE | | 23921.225.53305.119015.000703.2012_\$12,000.00 |



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| 3 - Bilingual/Multicultural Ed | | | | | | | | | | |
|--------------------------------|---|------------------------|---------------------|-----------------|--------------------------|--------------------------------|-----------------------------|--------------------|--------------------|--------------|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | Purchase .5 bilingual/esl teacher during school | | X | | Principal | | | INCOMPLETE | | |
| N | Purchase Primary Bilingual endorsed teacher during school | | X | | Principal | | | INCOMPLETE | | |
| N | Bilingual teacher during the school day | | X | | Principal | \$220,754.00 | \$219,469.64 | INCOMPLETE | 120806,266089 | |

| 4 - Special Education | | | | | | | | | | |
|-----------------------|--|------------------------|---------------------|-----------------|--------------------------|--------------------------------|-----------------------------|--------------------|--|--------------|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | Special Education teacher to work with special needs students | | X | | Principal | \$513,730.00 | \$510,733.72 | INCOMPLETE | 119529,129407, 115373,443571, 136563 | |
| N | Special Education teacher assistant to assist special needs students | | X | | Principal | \$324,422.00 | \$311,279.15 | INCOMPLETE | 448465,221670, 151501,448464, 448469,443579, 448468 | |
| N | Provide special education teacher assistant during the day | | X | | Principal | | | INCOMPLETE | | |

| 5 - Core Classroom Instruction | | | | | | | | | | |
|--------------------------------|-------------------------|------------------------|---------------------|---------|--------------------------|----------------------|-------------------|--------------------|--------------------|--------------|
| I S | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted | Current Budget | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal | | | | | | |



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| O | | | Position | Line | | Amount | Amount | | | |
|---|---|--|----------|------|-----------|--------------|----------------|------------|--|--|
| N | Purchase Middle school endorsed Science teacher during school | | X | | Principal | | | INCOMPLETE | | |
| N | Purchase Teacher assistant during school day | | X | | Principal | | | INCOMPLETE | | |
| N | Core classroom curriculum teacher | | X | | Principal | \$970,616.00 | \$1,058,754.24 | INCOMPLETE | 130826,242317, 387388,425841, 446959,141879, 387388,242317, 443557,143217, 443485,242318, 446962 | |

| Operations - Operations O&M | | | | | | | | | | |
|-----------------------------|--|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | Breakfast, lunch and after school nutrition programs | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.312.53205.256009.000000.2012_\$ 0.00 + 23921.312.53210.256009.000000.2012_\$ 0.00 |
| N | Custodial Contractual Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.54105.254021.000000.2012_\$ 0.00 + 23921.230.54105.254020.000000.2012_\$ 3,000.00 + 23921.230.54105.254002.000000.2012_\$ 832.85 + 23921.230.54105.254022.000000.2012_\$ 0.00 + 23921.230.54105.254027.000000.2012_\$ 4,000.00 |
| N | Custodial Repairs | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.56105.254002.000000.2012_\$ 30,377.00 |
| N | Custodial Supplies | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.53405.254002.000000.2012_\$ 5,874.21 |
| N | Electricity Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.53115.254002.000000.2012_\$ 0.00 + 23921.230.53105.254002.000000.2012_\$ |



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| Operations - Operations O&M | | | | | | | | | | |
|-----------------------------|--------------------------------------|------------------------|---------------------|-----------------|--------------------------|--------------------------------|-----------------------------|--------------------|--------------------|---|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| | | | | | | | | | | 0.00 |
| N | Gas Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.53120.254002.000000.2012_\$ 0.00 + 23921.230.53125.254002.000000.2012_\$ 0.00 |
| N | Homeless Transportation | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | ITS Support Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.230.54125.266410.000000.2012_\$ 0.00 + 23921.230.54125.266407.000000.2012_\$ 0.00 + 23921.230.56105.266414.000000.2012_\$ 0.00 + 23921.230.54125.009574.000000.2012_\$ 0.00 + 23921.230.53306.254901.000000.2012_\$ 0.00 + 23921.230.54125.266402.000000.2012_\$ 0.00 + 23921.230.53306.009573.000000.2012_\$ 0.00 + 23921.230.53306.266407.000000.2012_\$ 0.00 + 23921.230.54125.254901.000000.2012_\$ 0.00 |
| N | Options for Knowledge Transportation | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.115.54210.255052.000065.2012_\$ 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 | | 23921.230.54405.254501.000000.2012_\$ 0.00 |
| N | Tech XL Leasing funded by SGSA | | | X | Principal | | | INPROGRESS | | 23921.225.54105.266411.000703.2012_\$ 11,815.00 |



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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 | Tech XL Network support funded by SGSA | | | X | Principal | | | INPROGRESS | | 23921.225.54105.266408.000703.2012_\$ 2,424.00 |
| N | Tech XL Leasing funded by NCLB | | | X | Principal | | | INPROGRESS | | 23921.332.54105.266411.430106.2012_\$ 0.00 |
| N | SPED transportation | | | X | Principal | | | INPROGRESS | | 23921.115.54210.255004.376712.2012_\$ 0.00 |

| CO Default - CO Default | | | | | | | | | | |
|-------------------------|--|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | 115 Furniture | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.115.55005.254403.000000.2012_\$ 2,751.00 |
| N | 115 Supplies | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.115.53405.119035.000000.2012_\$ 3,265.81 |
| N | 115 Textbooks | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.115.53305.119035.000000.2012_\$ 20,000.59 |
| 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 | 447191 | |



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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 | Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant | | X | | OMB Budget Analyst | \$96,208.00 | \$105,049.42 | INCOMPLETE | 407767,449670 | |
| N | Child Parent Center Activities | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Citywide Tests-School Allocation | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.115.53305.223012.000000.2012_\$0.00 |
| N | Continue to fund ARRA (Fund 331/430100) supplementary funded activities. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund ARRA (Fund 331/430103) parent involvement activities. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund ARRA (Fund 331/430118) turnaround funded activities. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund Culture of Calm activities based | | 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 | | | | | | |
| | on plan submitted. | | | | | | | | | |
| 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 | | 23921.115.55005.119035.000000.2012_\$5,537.00 + 23921.115.56105.119035.000000.2012_\$929.00 |
| 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 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 | | |



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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 | Internal Account book transfer activity | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Lunchroom position(s) | | X | | OMB Budget Analyst | \$165,185.00 | \$157,930.54 | INCOMPLETE | 155649,149758,150778,216116,155588 | |
| 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 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 | | 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 | | | | | | |
| | (ARRA) | | | | | | | | | |
| 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 | | 23921.115.54215.241013.000000.2012_\$50.00 |
| N | Reduced HS class size | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | School improvement grant activities | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | School improvement grant activities (positions) | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Security and Safety position(s) | | X | | OMB Budget Analyst | \$42,412.00 | \$60,956.36 | INCOMPLETE | 450346,450969 | |
| N | Student IDs | | | X | OMB Budget Analyst | | | INCOMPLETE | | |



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|---|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | Supplies/materials for tuition based programs | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Leasing funded by NCLB | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Leasing funded by SGSA | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Network support funded by NCLB | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Network support funded by SGSA | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Title IID - Educational Technology | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Title IV Safe & Drug Free Schools | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Unit funds available-Misc line | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.332.57940.390030.430115.2012_\$0.50 + 23921.225.57940.119020.000703.2012_\$0.00 + 23921.332.57940.119031.430106.2012_\$0.00 |
| N | guidance counselor position | | X | | OMB Budget Analyst | \$122,480.00 | \$117,616.55 | INCOMPLETE | 140106 | |
| N | unattached to SIPAAA(non-salary) | | | X | OMB Budget Analyst | | | INCOMPLETE | | 23921.332.57940.390030.430115.2012_\$0.50 + 23921.115.53305.119035.000000.2012_\$20,000.59 + 23921.331.55005.390030.430103.2012_\$1,084.60 + 23921.332.53405.390030.430115.2012_\$89.50 + 23921.332.54105.390030.430115.2012_\$700.00 + 23921.115.55005.254403.000000.2012_\$ |



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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 | | | | | | |
| | | | | | | | | | | 2,751.00 + 23921.331.53205.390030.430103.2012_\$ 193.86 + 23921.332.55005.390030.430115.2012_\$ 66.83 + 23921.115.55005.119035.000000.2012_\$ 5,537.00 + 23921.115.56105.119035.000000.2012_\$ 929.00 + 23921.331.54105.390030.430103.2012_\$ 400.00 + 23921.115.53405.119035.000000.2012_\$ 3,265.81 |
| N | Facilities/Operations overtime during summer school | | X | | OMB Budget Analyst | | | INCOMPLETE | | |

| 5 - 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 primary teacher | | X | | Principal | \$178,893.00 | \$248,890.63 | INCOMPLETE | 443479,443479, 446923,443595 | |

| 2 - 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 math middle school endorsed teacher | | X | | Principal | | | INCOMPLETE | | |



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