



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
Fry	Berlinder	Asst. Principal	X		
Boykin	LaTonya	Other			
Fredman	Susan	Lead/resource tchr.			
Polley	Martha	Classroom tchr.			
Ramsey-Bohanon	Portia	Special ed. faculty			
Schergen	Mathias	Magnet Program Staff			
Sheriff	Debroah	Lead/resource tchr.			
Taubel	Rebecca	Classroom tchr.			
Woodson	Zelma	Principal			

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. "Chief Area Officers (CAO) Directed oversight over the local school's budgetary and curricular decisions, to

strengthen or replace the instructional materials, practices and supports available to the school." 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)

The following individuals are a part of the Support Team for Jenner School: Chief Area Officer Mr. Joe Kallas, Management Support Director Vivian Moritz Data Analysts, Auyana Orr Area Literacy Coach Carol Coughlin, Area Mathematics, Coaches George Guitierrez and University Partners from National Lewis University and Columbia College.

 **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.

As in previous years, the SIPAAA Team gathered information from faculty and community stakeholders through a series of staff meetings, parent meetings and extended day Community School's Partner Steering Committee meetings. The Faculty was involved in determining strengths and weaknesses, as well as, successes and failures of our current SIPAAA. This was accomplished through small group sessions during professional development days where staff members were asked to review and evaluate activities listed on the SIPAAA. In addition, staff, students and parents were given a survey to address school wide strengths and weaknesses related to instruction, school environment, administrative performance, etc.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	7	42	5	23	0	4	12

Summary of Meetings



Meeting Date	Meeting Type	Description
06-May-2010	Other	Met with Local School Council to approve SIPAAA and related budget
04-May-2010	Other	Met with school staff to share information related to programs, activities and goals developed by the SIPAAA team.
27-Apr-2010	Small group discussion	Finalized activities and goals for school improvement in identified areas
20-Apr-2010	Small group discussion	As a result of attending a LSC and Parent meetings, suggestions for school improvement were reviewed by SIPAAA team
13-Apr-2010	SIPAAA Team	Continued to develop activities for school improvement
06-Apr-2010	Small group discussion	Though an analysis of and teaching and learning determined by classroom visits, areas of school improvement were identified
25-Mar-2010	SIPAAA Team	Discussed results of assessment analysis and identified academic trends
11-Mar-2010	Working group	Analyzed assessment data and scheduled classroom observations
18-Feb-2010	Small group discussion	Reviewed previous SIPAAA to identify activities and goals that were and were not accomplished
04-Feb-2010	SIPAAA Team	Outlined a plan of action for the Internal Review Process

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: 53
 Number of Student Survey Responses: 96
 Number of Teacher Survey Responses: 33
 Number of Staff Survey Responses: 10

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:

We are committed to the goal of preparing each student to compete in today's society. Working with parents and committee members, the school will build upon each student's inherent strength to mitigate those factors which inhibit educational growth. The school's role will consist of preparing students in all areas designed to ensure they can become an asset to society and successful adults. To this end, we will incorporate programs, goals and activities which address students' academic needs, as well as, offer avenues for students to develop their talents and skills beyond core curricular subjects. Implicitly, through the Community Schools Program and

Vision Statement:

It is our vision that every child who graduates from Jenner will be a productive member of society by becoming a literate citizen equipped with the skills, knowledge, and technological aptitude required for life-long learning; as well as, gaining the skills necessary to pursue individual talents to make successful career choices.

our status as a Fine Arts Academy, we will offer extracurricular activities and an integrated Fine Arts curriculum to increase the opportunities for our students to experience success and demonstrate an improved interest in school.

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:

As students are tracked across time they show consistent gains in reading in math in grades k-8. While the majority of the students start school in kindergarten well below grade level, by eighth grade 76% of the students are meeting or exceeding the state standards.

Going against city wide data trends, our African American boys are out performing or equal to their female counter parts except in 7th grade in reading and math.

There are three areas of major concern when analyzing the data provided test scores in the intermediate grades, special education scores, and 4th and 7th grade science scores. Over the past three years, 3rd through 5th grade scores have shown a considerable decline. While staff changes have been made, goals targeting these grade levels need to be developed to address deficiencies in instruction. The percentage of students meeting and exceeding the state standards is decreasing. Across all grade levels there is a decrease in the percentage of students exceeding the state standards.

After several years of gains in 4th grade science scores, there was a significant drop for the 2008-2009 school year. 7th grade scores have dropped consistently over the past 3 years. Science is also the one area the girls are out performing the boys.

Special education students continue to score significantly below their non-disabled peers in every grade level and every subject.

The percentage of students exceeding the state standards drops as the students progress through the grade levels which is a result of the high mobility rate or lack of rigor in instruction.

These deficits were instrumental in preventing the school from reaching the targets

for safe harbor for AYP.

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?

To determine school improvement decisions, we have reviewed all relevant data. This includes: School Report Card data; ISAT results and item analysis; District Assessments (ISEL for primary students) ; District Reports for Failing Grades (Benchmark Testing); Teacher Grade books; Local Assessment results (Reading and Mathematics Selection and Unit Tests); and Student Writing Samples. From this data, we have determined that a significant academic deficit exists in specific areas of our student population. These areas include SWDs and third/ fourth grade students primarily.

- 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.

External: Jenner is located in the Near North Community, formerly known as Cabrini Green. The students served by Jenner are all students with free or reduced lunch and members of families who fall well within the low socio-economic range. In addition, the school has a large population of students with disabilities who fall well within the moderate to severe levels. Internal: Performance trends by this sub-group continually fall well below the expected range on ISAT. The academic culture of the school has tended to isolate these students and teachers have defaulted to a "watered-down" curriculum that is not challenging enough to boost performance. Teachers need to do a better job of modifying the curriculum such that they do not resort to low-level instruction. In addition, general education teachers and special education teachers need to be more collaborative.

- 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?

After analyzing all data, we have determined that the next step for our individual school involves specific professional development related to differentiated instruction, critical thinking, the writing process, and mathematics/reading extended response at all grade levels. In addition, to support the growth of our lowest performing students, the district needs to continue to provide mathematics and literacy coaches to model instruction, as well as, provide an intra-unit resource for teachers t

- 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?

Initially, the reading trend analysis reveals a consistent growth in reading achievement during the last three year period in grades 5th through 8th. Simultaneously, grades 7th and 8th have shown consistent growth in mathematics achievement over the last three years. However, reviewing the item analysis of our '08-'09 ISAT scores in mathematics reveals that students performed higher in Algebra and Geometry in

most grades than in other areas assessed. Overall, an analysis of standardized test data indicates that 8th grade had the highest student performance rate in all tested areas and has continued to make significant growth in both reading and mathematics achievement.

- 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>

Essentially, we continue to have difficulty meeting AYP in reading and mathematics in all subgroups. Unfortunately this year, we decreased by less than one percent in both reading and math. We did not meet the AYP state target as required for all school in Illinois. Particularly, our Accountability Summary indicates a significant deficit in reading and mathematics for students with disabilities in both academic areas. Students with disabilities seem to have a significant negative impact on our school's ability to make adequate yearly progress in all areas measured. This is evident by the fact that, although our students with disabilities have weighted scores, their reading and math scores fall 40% to 45% below their non-disabled peers overall.

Strengths:

Although we did not meet AYP overall in reading or mathematics during the 2008-2009 school year, a close review of data used to determine our status reveals several strengths in both areas. Initially, grades 5th, 6th, 7th and 8th all made minimal gains in reading with 5th grade showing a significant increase of 14% gain. Similarly, both grades 7th and 8th made gains in mathematics on the 2008-2009 ISAT data with 8th grade making a significant gain of a 27.2% increase. We believe that the math gains can be contributed to our algebra program in 8th and the strong teaming and collaboration within the departmental program.

Concerns:

An analysis of our data related to academic progress and ISAT performance, indicates a consistent growth in overall reading and mathematics in both grades 7th and 8th. However, a review of subtests in mathematics shows that 8th grade students scored slightly below 7th grade students in all but one area of mathematics during the 2008-2009 school year. Conversely, 8th grade students scored higher than 7th grade students in reading in all but one subtest area during the same assessment year. Concurrently, we see significant growth from year to year in our 8th grade math scores which is evidence that our Algebra program is positively impacting mathematical performance in 8th grade. Finally, data also reveals that 6th grade has made consistent gains in reading only; and, although gains have not been consistent, 6th grade performance levels in mathematics have remained on the higher end.

Student Connection

Student Connection Strengths and Concerns

Strengths:

We continue to expand our curriculum through Community School's program and our status as a Fine Arts Academy. We continue to see a slight increase in attendance rates which suggests that students are attending school more often. Currently our student data report reveals a decrease in the number of suspension and a significant increase in the number of students who feel supported by teachers and staff. We

Concerns:

Currently student connection data suggests that our student population did not experience an instructional curriculum which offered an academic rigor. The data suggest there was a significant decrease in the number of students who felt challenged by classroom instruction. This suggests that teachers must develop strategies which support the low achieving, as well as, high performing students.

offered fewer extracurricular activities in 2008-2009 which was responsible for the slight 1% decrease in student participation in extracurricular activities. The data also suggests that a higher percentage of our students felt safe and respected in the school's learning environment.

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?

Jenner is located and utilized by students living in subsidized housing in an area of gentrification. Redevelopment of the area has families being displaced as well as schools closing. This has contributed to the high mobility rate and increase in the number of students with homeless status. The combination of the two schools has produced a drastic decline in overall ISAT scores.

Students from rival areas are coexisting in the same classrooms, but when they leave the building territorial fighting still occurs. With the latest eviction notices, outside incidents have increased and created a trickle down effect in the school. Arguments and altercations are continued during the school day interrupting instruction and disrupting the climate of the school.

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

Due to the challenges many of the students and their families face, the students must take on responsibilities normally associated with adults which has a negative impact on academics and attendance. The challenges of the neighborhood prevent students from focusing school and district requirements.

Strengths:

Jenner services approximately 500 students with 15 self contained general education classrooms, 4 departmental general education classrooms, 4 self contained special education classrooms, and 2 special education resource rooms. Teachers and staff have a wide range of degrees, awards, and recognitions including Golden Apple, DRIVE, and NBCTS. As a partner in the CLIP initiative, teachers continue to improve their practices through graduate classes and support from National-Louis University and Area 6. The 7th and 8th grade departmental programs continue to meet students' needs through challenging curriculums such as Algebra and Science Lab. As a result, students meeting and exceeding the state standards increase from year to year.

Concerns:

Jenner continues to concentrate on student attendance and parent involvement. While the students' mobility and attendance rates continue to decrease, the attendance rate is still too high. The school persists with challenges associated with low socio-economic factors where school and education is not a priority. Low parent involvement creates challenges in our school's academic programs, daily operations, students' behaviors, truancy, and tardiness. In addition, the teachers' attendance rate is at an all time low and must be addressed. These problems directly impact students' academic achievement.

Jenner provides a consistent and safe harbor for the students attending the school and their parents/guardians. Through initiatives with Community Schools, outside community sponsors, and organizations, Jenner is able to provide many services including doctor visits, physicals, and inoculations, counseling, glasses, school supplies, and school uniforms in a continued effort to support our families.

As a Fine Arts Academy, teachers and staff have integrated arts instruction in all areas of the curriculum. Students are offered opportunities to pursue their talents in different music, art, drama, dance, and technology classes.

Finally, the Community Schools Initiative provides many resources for Jenner's students and parents. Extracurricular activities and special events provide new and exciting experiences for many of the students several days a week. A wide variety of programs and classes are also available for parents and community members providing a forum for parents to gain valuable skills and information from community organizations

Process Analysis

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

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Pearson Scott Foresman				X	X	X	X	X	X			
Reading	McDougal Littell										X	X	X

	(Houghton Mifflin Harcourt)													
Math	Math Trailblazers				X	X	X	X	X	X				
Math	Math Thematics										X	X	X	
Science	FOSS/STC										X	X	X	
Science	Glencoe (McGraw-Hill)				X	X	X	X	X	X				

Partner Name	Partner Description	# of Students
Chicago Lights	Provides guidance for Magnet Cluster Programs, student tutoring	250
Chicago Distribution Warehouse	Provides mentoring services for 5th through 8th grade students	40
W.I.T.S	Provides tutoring and classroom assistance	200
DePaul University	Provides social-emotional support for students and parents	100
Quaker/Pepsico/Tropicana	Sponsors programs, tutoring, special events for students, parents and staff	450
Columbia College	Community School's Extended Day and Parent Involvement	450
National Louis University	Provides professional development, classroom modeling and educational opportunities for students	450
Chicago Sinai	Sponsors programs and special events for students, tutoring and classroom assistance	450

 **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).

Students with deficits in reading and math are identified using the data and assigned tutors to work one-on-one using a reading recovery model one to two times a week for 30-45 minutes. After school academic and enrichment programs enhance instruction in the classroom while integrating the fine arts and other student interests. Book clubs provided additional time for students to read and discuss literature. The school also works closely with community tutoring programs to train their tutors using practices that would best support the students.
- 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...).

Teachers begin the school year by completing a diagnostic exam for every student to provide data to guide instruction and select materials. Students with disabilities are included in the general education classes when appropriate. Teachers of disabled and non-disabled students collaborate during grade level meetings and common planning times.

Students deficient in core academic subject areas are supported through the use of tier two interventions using materials at the students' instructional levels. Students are pulled for small group targeted instruction in reading, math and writing. School-wide local assessments as well as district and state assessment data are analyzed and utilized to identify targeted areas for professional development and during weekly grade level/cycle meetings, plan and differentiate instruction, and monitor students' progress.

The staff is currently working on curriculum to better engage students using inquiry and hands-on learning to promote higher order thinking. Units are being developed to encourage students to take ownership of their learning while still working to meet or exceed the state standards.

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

- **Next Steps for Instruction:**

Continue to implement inclusion across all grade levels where applicable

Provide time for vertical curriculum mapping across all grade levels and content areas.

Provide planning time to create four school wide inquiry-based integrated units.

Provide professional development for differentiating instruction in math, science, and social studies.


Continue to schedule daily common planning times for grade levels/cycles.

Continue to implement a comprehensive writing program at all grade levels.

Provide classroom support for differentiation in all instructional areas including balanced literacy focusing on guided reading and independent reading, Partner Reading Content Too (PRC2), and preparing students for 8th grade algebra.

Five Fundamentals: Instructional Leadership

 **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.

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

Next Steps for Instructional Leadership:

Continue to use professional development days to implement area and district focuses.

Provide common planning times for weekly grade level/cycle meetings with the leadership team to analyze district and local assessment data, determine priorities for student learning, and plan instruction.

Provide professional development to study and adapt the curriculum to the common standards (when finalized.)

Provide time prior to the start of school for planning teams to create relevant and rigorous curriculum in the content areas that align with the state and common standards.

Continue to work with university partners to provide professional development and ongoing classroom support to improve reading achievement through literacy and content area instruction.

Provide professional development and planning time to investigate supplemental materials and instructional practices for Math Trail Blazers and Math Thematics.

Provide professional development to improve the inclusion of special education students in general education classrooms including team teaching, differentiation, and instructional modifications.

Provide professional development for classroom m

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?

Teachers participate in a significant number of professional development sessions throughout the school year. We are consistently analyzing student work, as well as, local and standardized assessment data to ensure that teacher training provides "best practice" strategies designed to create a learning environment which promotes improved student achievement. Furthermore, block scheduling is used to facilitate grade level meetings, vertical planning and new teacher mentoring. Our most successful effort in this area, has been the teaming accomplished within the 7th and 8th grade departmental program, which has led to consistent student growth over time.

✔ **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...)

The school will develop the capacity of general and special education teachers to implement inclusive practices by providing professional development time

prior to the beginning of the school year directly addressing inclusion, team teaching, differentiation in the classroom, and instructional modifications for special education students and students performing below grade level. Continued professional development and planning will take place during grade level meetings and common planning times.

All teachers and instructional aides will work collaboratively to create a curriculum map to build a cohesive instructional program that addresses the needs of all students in all content areas and fine arts that promotes inquiry and engaged learning.

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

- **Next Steps for Professional Capacity:**

Provide time and materials for the leadership team to lead study groups on differentiating instruction in all subject areas.

Provide professional development time focused on meeting the needs of every student including special educations as well as students meeting and exceeding the standards.

Provide common planning times for grade level/cycle teams and special education teachers and aides to analyze assessment data, collaborate, and share strategies for inclusion and instructional modifications.

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).

Provide professional development for teachers and staff to create an environment of positive interactions that are mutually respectful of all stakeholders including routines and procedures established by the school and the CPS Uniform Discipline Code.

Provide materials and time for leadership team lead study groups on positive discipline and mutually respectful interactions.

Provide professional development time to create a rigorous curriculum that will meet the instructional needs of all students.

Provide incentives for positive student behavior weekly, monthly or quarterly.

Continue to provide opportunities challenging students to partake in academic and fine arts contests.

Display works of art produced through the integration of the fine arts and content areas.

Celebrate the completion of all school wide inquiry studies.

Provide security personnel to ensure the safety of all students, parent, staff, and community members in the building and surrounding area before, during and after the school day.

- **Next Steps for Learning Climate:**

Create an environment where parents, students and staff are mutually respectful of each other and routines and procedures established by the school and the CPS Code of Student Conduct.

Provide positive opportunities for students based on the foundations of the school's vision and mission statements upholding the belief that all children can learn.

Display works of art created by students through the integration of the fine arts and content area instruction.

continue to provide opportunities challenging students to participate in academic and art contests.

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?**

Through our community involvement partnerships, we have acquired a great number of volunteers who have assisted in improving student achievement through individual tutoring programs.

We believe that student performance has basically remained fairly stable or increased due to the fact that community organizations have added additional opportunities for "at risk" students to receive mentoring and/or "one-on-one" academic assistance from qualified individuals. Furthermore, the school continues to work to build a strong partnership between home and school. Parents are invited to work with classroom teachers to strengthen the academic performance of their children. To facilitate this plan, parent training programs are offered monthly to assist parents with the task of helping their children with homework assignments. In addition, teachers are encouraged to communicate with parents on a weekly basis by phone to ensure they are aware of classroom assignments/homework and the on going performance level of their children.

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

Each year the principal and assistant principal draft letters to parents detailing the information contained in our annual yearly progress report and any local district reports that delineate the school's academic status. Initially, letters are sent out to the homes of each student, the letter is presented at a local school council meeting, and made available to parents at each report card pick-up.

Next Steps for Family & Community Involvement:

Continue to provide a wide variety of workshops for parents focusing on academics, technology, and the fine arts as well as social issues prevalent to the school's demographics through the Communities School Initiative and PIRC.

Increase the number of family nights to promote all the instructional areas and fine arts.

Expand the after-school enrichment program through the Communities in Schools Initiative.

Continue to grow the in-school volunteer tutoring program for struggling students by providing more tutors from external partners for students in grades 4-8.

Provide workshops and training for external partner tutors and volunteers as well as after school tutoring programs.

Provide written notification about the school's academic status to all parents through mailings, meetings, and handouts at report card pick-up.

Actively recruit parent volunteers to assist in classrooms and throughout the building.

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	According to 2008-2009 Performance Policy results, we did not meet AYP in reading, math, science or composite scores. Therefore, students will meet academic performance targets in language arts through a balanced literacy program which emphasizes critical thinking skills through guided reading, extended response, writing and the integration of fine arts as a tool to increase student engagement. We will ensure a reading coach is available to provide professional development, modeling, and coaching in all classrooms. Team teaching will be used with an Inclusion Model to address the needs of students with disabilities and as a technique to ensure all classrooms are utilizing differentiation strategies in literacy.	<p>*2% of all students including, those with disabilities, in grades 3rd through 8th will perform within the meets and/or exceeds category on ISAT reading by March 2012, after teachers implement professional development strategies in reading, differentiate instruction, and provide project based Inquiry learning units to promote critical thinking. An additional 2% of all students tested will score within the meets and/or exceeds category rading by March 2012.</p> <p>* 30% increase in the number of students at each grade level who score at "C" or above on reading unit tests by September 2012.</p> <p>* 98% of classroom teachers will attend professional development sessions before, during and after school which address critical thinking skills, differentiated instruction techniques and project based learning by January 2011.</p>	<p>*Leveling tests will be administered and reviewed at the beginning of each semester to monitor student progress and to develop flexible instructional groups</p> <p>*Assessment folders (with unit tests) will be reviewed every 5 weeks to determine student learning levels and guide instruction to promote student success on standardized tests. In addition, teachers will submit skills tests biweekly with their lesson plans for review and as an on-going assessment of learning.</p> <p>*Weekly review of lesson plans to determine use of instructional strategies acquired through P.D. Sign-in sheets for P.D. will be reviewed to monitor attendance.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
10	Health and Wellness	Jenner School will participate in the Go for the Gold Campaign with the intent of meeting the standards outlined in the HealthierUs School Challenge.	*By September 2012, Jenner will satisfy the school food outside the school dining center, nutrition education, and physical activity criteria outlined in the HealthierUS School Challenge and meet either criteria for Gold, Silver, or Bronze recognition by the USDA.	The school principal or their designee will convene a wellness team who will have the responsibility of accessing and gathering the resources needed to achieve HealthierUS School Challenge certification.	
2	Mathematics	Students will meet academic performance targets in mathematics by applying mathematics concepts through the use of manipulatives, problem solving, algebraic and analytical processes, as well as, the integration of all curricular areas including fine and performing arts. In addition, we will ensure that mathematics concepts are integrated across the curriculum including fine arts.	<p>*2% of all students including, those with disabilities, in grades 3rd through 8th will perform within the meets and/or exceeds category on ISAT mathematics by March 2012, after teachers implement professional development strategies in mathematics, which focuses on differentiate instruction, using manipulatives and applying mathematics concepts to problem solving. An additional 2% of all students tested will score within the meets and/or exceeds category in mathematics by March 2012.</p> <p>* 30% increase in the number of students at each grade level who score at "C" or above on reading unit tests by September 2012.</p> <p>100% of lesson plans will indicate weekly instruction on extended response, problem solving, and conceptual application of mathematics skills by December 2012</p> <p>90% of classroom teachers will participate in mathematics professional development by February 2012</p> <p>*MCLTs will lead two professional development sessions related to the integration of fine arts and mathematics by November 2012</p>	<p>*Assessment folders (with unit tests) will be reviewed every 5 weeks to determine student learning levels and guide instruction to promote student success on standardized tests. In addition, teachers will submit skills tests biweekly with their lesson plans for review and as an on-going assessment of learning.</p> <p>Instructional Leadership Team will review leveling tests, as well as, ongoing assessment and student work to make suggestions for differentiated instruction and interventions through an analysis of student needs.</p> <p>*Area and school performance management sessions will examine strategies that are aligned with areas of instructional concerns determined by</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				<p>assessment analysis.</p> <p>*Weekly review of lesson plans to determine use of instructional strategies acquired through professional development. Sign-in sheets for professional development will be reviewed to monitor attendance.</p> <p>*Grades will be reviewed weekly through Gradebook.</p>	
3	Attendance	We will improve student attendance rates through direct communication between home and school, as well as, the development of an attendance plan which provides consistent classroom and school wide incentives designed to promote improved attendance. In addition, fine and performing arts activities and engaged classroom learning activities/projects will be used to promote increased student interest in school which will facilitate higher student attendance rates.	<p>25% increase in the number of students who maintain a 95% attendance rate or higher by June 2012</p> <p>25% increase in the number of classrooms who participate in 8 or more monthly celebrations due to maintenance of 95% attendance rate or better by June 2012</p> <p>50% decrease in the number of individual students who are absent 10 or more days during the school year by June 2012</p>	*A monthly review of electronic attendance books for every classroom will generate the number of individual students and rooms with 95% or better attendance rates	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Family/Community Involve.	Parents and community members will become active partners in supporting increased student achievement at all grade levels. Furthermore, we will specifically increase parent involvement in the education of their children by providing parent training/workshops; as well as, increased opportunities for parent participation in classroom and school wide activities. We will increase community participation in the school's daily activities by increasing the number of external partners and volunteers through improved communication with neighboring organization/businesses/institutions, etc.	<p>*35% increase in the number of parents who participate in school sponsored student events (i.e. Report Card Pick-Up, luncheons, assemblies, competitions, etc.) by January 2012</p> <p>*10% increase in the number of parents who participate in training workshops, NCLB Monthly Parent meetings, and an annual Parent Summit (Village in Action) by June 2012. An additional 10% increase in parental involvement in all school related activities by June 2012.</p> <p>*50% increase in the number of classrooms who plan and schedule an event designed to celebrate an academic accomplishment by each student where parents are invited to participate in the event by January 2012</p>	*A review of Parent sign in sheets will reveal an increase in parent attendance at all school sponsored student events, parent workshops and classrooms visitation	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Core Classroom Instruction	Grade level teacher teams will develop methods, techniques and strategies to differentiate instruction in all curriculum areas. In addition, we will focus on ensuring there are a variety of materials that address grade level standards while facilitating differentiated instruction and supporting learning needs of all students. We will provide professional development in methods of differentiating instruction, problem solving, extended response, classroom management, and the writing process.	<p>2% increase in the number of students who move from below-to-meets and meets-to- exceeds after teachers implement differentiated and integrated learning activities in all core curriculum areas on the ISAT by June 2012. An additional 2% of all students tested will score within the meets and/or exceeds category in all tested areas by March 2012.</p> <p>*100% of teachers' lesson plans will include differentiated and integrated learning activities in all core curriculum areas by December 2012. In addition, teachers will demonstrate the use of critical thinking questions during classroom observations of instruction by January 2012</p> <p>*50% of all classroom teachers will complete project based activities which integrates science and other content areas to improve student performance on ISAT science standards by January 2012. Specifically, students will be required to use the Inquiry based strategy to demonstrate and master science standards as assessed by ISAT by March 2012</p>	<p>*A review of teacher lesson plans will indicate differentiated and integrated learning in all curriculum areas</p> <p>*An analysis of classroom, Scantron, and ISAT data will indicate increased student achievement in reading, mathematics and writing</p> <p>*An analysis of ISAT data will indicate an increase in the number of students falling within the meets and exceeds categories</p> <p>*Scripting during classroom observations will indicate an increase in the use of critical thinking questions during instruction</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Operations Schools	We will ensure the facility is clean, conducive to learning and environmentally safe by providing personnel, supplies and maintenance/service contracts and necessary equipment. In addition, we will address the fact that 99% of our students receive free/reduced lunch by providing routine meals and staff to serve students daily. We will focus on meeting students basic needs in order to allow students greater opportunity to focus on academic progress.	*90% decrease in the wait time for students to receive service during lunch periods by September 2012	* Review area, central office and city inspections results of the facility and lunchroom	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Special Education	Provide greater opportunities for students with disabilities to receive exposure to learning standards in all curriculum areas that are aligned with their age appropriate grade level. To the greatest extent possible according to their IEP students with disabilities will participate in an inclusion program with their non disabled peers, who are in the correct age appropriate grade level. We will focus on developing a plan to ensure IEPs are completed in a timely manner and all special education documents meet compliance standards and follow procedural safeguards.	<p>5% of students with disabilities will meet or exceed Safe Harbor standards in reading and mathematics by March 2012 after teachers provide differentiated instructional strategies at the students' age appropriate grade level. An additional 5% of students with disabilities will meet or exceeds Safe Harbor standards in reading and mathematics by March 2012, after students participate in an Inclusion program to the greatest extent possible in one or more core content areas.</p> <p>100% of special education lesson plans will include instruction for grade level appropriate standards in all content areas by December 2012</p> <p>100% of all teachers will participate in professional development related to differentiated instruction and task analyzing instruction by January 2012</p> <p>100% of IEPs and FIEs (Full Case Study Individual Evaluation) will be in compliance and meet all procedural safeguards by September 2012</p>	<p>*Individual Assessment folders will be reviewed every 5 weeks to determine student learning levels in reading and mathematics. The analysis will guide instruction to promote individual student success on standardized tests. In addition, teachers will submit individual skills tests for each grade level taught on a biweekly basis with their lesson plans for review. This will provide an on-going assessment of student learning.</p> <p>*Weekly meetings with special education teachers to review due dates for any electronic IEP documents</p> <p>*Lesson plans will reflect grade appropriate standards for special education students</p> <p>*A review of special education schedules will reflect opportunities for students with disabilities to be included in instructional programs with their non-disabled peers</p> <p>*All lesson plans will reflect instructional strategies/materials</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				which address differentiated abilities and learning styles.	
8	Learning Climate / Safety	We will create a learning environment in which all students and staff feel safe. We want to ensure that security personnel are scheduled to provide coverage of the entire building and surrounding school grounds before, after and during the school day. We will also develop a plan designed to celebrate student accomplishments in all content areas. In addition, we will focus on a plan to facilitate teacher leadership and teacher collaboration at and across grade levels.	<p>50% decrease in the number of student discipline referrals resulting in suspension and/or detentions by January 2012</p> <p>50% increase in the number of classroom teachers who participate in professional development designed to improve classroom management skills by September 2012.</p> <p>100% participation in teacher in-services designed to develop a school wide discipline plan with consistent procedures, rules and consequences for student behaviors that aligns with the CPS Student Code of Conduct by January 2012.</p> <p>75% increase in the number of students who report they feel challenged by and interested in daily classroom activities, assignments and projects by April 2012.</p> <p>50% increase in the number of students and staff members reporting a safe school environment/ground before, during and after school by September 2012</p>	<p>*A review of in-service attendance sheets will indicate 100% attendance by teachers and educational support personnel</p> <p>*A review of system wide survey results will indicate a decrease in the number of students and staff reporting safety concerns; and, an increase in the number of students who feel academically engaged and challenged</p> <p>*A review of school data reports will indicate a significant decrease in the number of misconducts and incidents reports resulting in suspensions</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	School leadership	Principal, assistant principal and school leadership team will participate in grade level, professional development and performance management meetings before, after and during the school day. Administrators will focus on observation and support of classroom instruction to promote increased student achievement. We will focus on developing avenues to open the doors of communication between parent, teachers, students and administration.	<p>*50% increase in the number of times administrators participate in grade level meetings and teacher professional development before, after and during the school day by September 2012</p> <p>*50% increase in the number of scheduled events designed to allow teachers, parents, and support staff an opportunity to discuss ideas for school improvement with administration by August 2012</p> <p>*50% increase in the amount of time administration participates in classroom observations and pre/post teacher conferences by June 2012.</p> <p>*A review of sign-in sheet and/or meeting minutes will indicate participation by all school administrators</p>	<p>*A review of administration's day planner will indicate weekly classroom observations</p> <p>*A review of school calendar will indicate regularly planned forums to facilitate discussions by all school stakeholders</p> <p>*A review of sign-in sheet and/or meeting minutes will indicate participation by all school administrators</p>	

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



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TIP To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

TIP If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$544,268.00	\$590,497.75	INCOMPLETE	444940,430535, 432477,430534, 432476,432419	

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	Develop a parent involvement plan which supports student progress by promoting parent education and school involvement through workshops, meetings, and volunteer programs (before, during, after)			X	Principal, Teachers, Parent Coord.			INCOMPLETE		
N	Provide electives in fine arts to facilitate students with			X	MCLTs			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						
	advanced skills (during)									
N	Provide a Parent Summit Day with workshops related to fine arts, education, information (during)			X	Principal			INCOMPLETE		
N	Provide refreshments for NCLB PAC Meetings during school			X	Principal			INCOMPLETE		
N	Support parent field experiences and transportation to workshops and seminars related to the educational needs of their children (during)			X	Principal	\$250.00	\$250.00	INCOMPLETE		23951.332.54505.390030.430128.2012_\$250.00 + 23951.332.54505.390030.430115.2012_\$0.00
N	Survey classroom teachers to determine useful roles parents can serve in the classrooms, as well as, day to day school operations (before, after)			X	Teachers			INCOMPLETE		
N	Schedule Family Curriculum Night activities which includes fine art workshops (after)			X	Lead Literary Teacher			INCOMPLETE		
N	Provide			X	Principal and	\$1,000.00	\$1,000.00	INCOMPLETE		23951.332.54105.390030.430128.2012_\$



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4 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Consultants to provide parent training designed to facilitate the ability of parents to assist their children at home (extended day & during school)				Parent Coor.					1,000.00 + 23951.332.54105.390030.430115.2012_\$ 0.00
N	Purchase furniture and storage units for parent room			X	Principal and Parent Coor.	\$182.00	\$182.00	INCOMPLETE		23951.332.55005.390030.430128.2012_\$ 182.00 + 23951.332.55005.390030.430115.2012_\$ 0.00
N	Purchase CTA Fare Cards and Books for parent transportation to parent meetings at sites other than Jenner School			X	Principal and Parent Coor.	\$100.00	\$100.00	INCOMPLETE		23951.332.54215.390030.430115.2012_\$ 0.00 + 23951.332.54215.390030.430128.2012_\$ 100.00
N	Provide parent meeting supplies--paper, pens, etc. (during)			X	Principal and Parent Coor.	\$1,000.00	\$1,000.00	INCOMPLETE		23951.332.53405.390030.430128.2012_\$ 1,000.00 + 23951.332.53405.390030.430115.2012_\$ 334.37
N	Provide refreshments for parent meetings			X	Principal and Parent Coor.	\$250.00	\$250.00	INCOMPLETE		23951.332.53205.390030.430128.2012_\$ 250.00 + 23951.332.53205.390030.430115.2012_\$ 840.00
N	To improve parental ability to increase student achievement in reading and math	To improve parental ability to increase student achievement in reading and math	X		Principal			INCOMPLETE		
N	Provide parent training through the Community Schools Initiative designed to facilitate the ability of parents	Parent training workshops will include presentations which address methods and strategies that		X	Principal, School Com Rep			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						
	to assist their children with mathematics homework (extended day & during school)	parents of children with disabilities can use to meet the individual needs and learning styles of their children.								
N	Purchase software titles designed to increase and improve students' academic skills	Provide assistance to parents by enabling them to assist their children at home with reading, math, writing and Test preparation. We will develop a software library which provides opportunity for parents to utilize software on loan.		X	Assist. Principal			INCOMPLETE		
N	Provide postage to facilitate home/school communications and inform parents of school events/activities (during & after school)	Improve the home/school connection related to student progress		X	Principal			INCOMPLETE		
N	Schedule extended day literacy workshop for students i.e. Poetry Slams, Creative Writing, etc., as an extension of the Community Schools Initiative			X	Principal			INCOMPLETE		
N	Provide funds to support the			X	Principal	\$495.00	\$495.00	INCOMPLETE		23951.332.53405.111069.430119.2012_\$5.00 +



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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						
	needs of identified homeless students and their parents (during & extended day)									23951.332.53405.111069.430106.2012_\$0.00 + 23951.225.53405.111069.000703.2012_\$490.00
N	Transportation for parent training opportunities. (after)	To provide opportunities for parents to attend workshops designed to help them assist their children with their academic skills and their social interactions with peers		X	Principal			INCOMPLETE		
N	Hire a consultant to provide parent training designed to provide parents with the skills necessary to assist their students at home (during)			X	Principal			INCOMPLETE		

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	Provide extended day opportunities for teachers to work on literacy curriculum on professional	We will target professional development sessions designed to address the needs of SWDs.	X		Lead Literacy Teacher			INCOMPLETE		



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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						
	development days and after school.	as well as, low performing general education students. The extended day professional development sessions will include "Using Multi-Modal Strategies", "Team Teaching", "Analyzing Assessment Data", "Cooperative Learning", etc. In addition, a curriculum committee comprised of both special and general education teachers: will develop curricular units which integrate all core subject areas and requires the use of text materials, trade books, visual aides and technology.								
N	Purchase copiers and maintenance agreements	To provide greater availability of differentiated materials designed to support the needs of all students in		X	Principal			INCOMPLETE		



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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						
		literacy.								
N	Provide parent training through the Community Schools Initiative designed to facilitate the ability of parents to assist their children with reading homework during school and after school			X	Principal			INCOMPLETE		
N	Provide software to support reading across the curriculum during school	Technology will be used as an additional tool to improve reading achievement for all students, as well as, an instrument designed to support differentiated learning styles and abilities in reading at all grade levels		X	Principal			INCOMPLETE		
N	Provide a Lead Literacy teacher to support literacy in all grades before, during and after school	The Lead Literacy teacher will provide instructional support by leading professional development, modeling/coaching Best Practices in all classrooms, and supporting the implementation	X		Principal			INCOMPLETE		



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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						
		of team teaching as a strategy to address Inclusion.								
N	Provide instructional supplies to support reading instruction during school			X	Principal			INCOMPLETE		
N	Substitute coverage for professional development during the school day (during)		X		Principal			INCOMPLETE		

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	Provide supplemental materials to support mathematics instruction during school	Materials purchased will include instructional materials which address the curriculum at each grade level appropriately, but uses modified strategies to promote learning in classrooms which service students with disabilities.		X	Principal			INCOMPLETE		
N	Provide	Specifically, we		X	Principal			INCOMPLETE		



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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						
	instructional supplies to support mathematics instruction during school	will purchase supplies that assist in the reinforcement of mathematics concepts. This includes graphing paper, calculators, manipulatives, rulers, protractors, etc. that will support instruction in problem solving and lead to improved student achievement in all areas of mathematics.								
N	Purchase tradebooks related to mathematics concepts as a strategy designed to integrate mathematics and literacy instruction for use during school			X	Principal			INCOMPLETE		
N	Schedule staff development designed to create curricular units in mathematics at each grade level during & extended day)	The development of curriculum will be a major component of the school's plan to meet AYP and improve student achievement in mathematics.	X		Principal, Assist. Principal, teachers			INCOMPLETE		



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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						
		Through curriculum development, we will institute unified curriculum mapping across grade levels and facilitate vertical planning to ensure student receive instruction aligned with state standards across the curriculum. We will also ensure that we are addressing the needs of all students, including those who fall below, within, and above grade level performance standards. Develop common assessment tools in mathematics for each grade level. We will modify the common assessments at each grade level to include and meet the needs of students with disabilities								
N	Provide professional development	Through professional development we	X		Consultants, Area Staff, Teachers			INCOMPLETE		



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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						
	related to extended response in mathematics, problem solving, algebraic/analytical applications, manipulative use and fine arts integration (during & extended day)	will provide classroom teachers with Best Practice strategies designed to ensure that all students received mathematics instruction which will improve achievement as measured by ISAT. In addition to strategies, teachers will receive the necessary tools/equipment designed to facilitate greater student understanding of concepts and standards aligned with mathematics curriculum.								
N	Substitute coverage for professional development during the school day (during)		X		Principal			INCOMPLETE		

6 - Operations Schools

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



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O			Position	Line		Amount	Amount			
N	Provide a school office clerk		X		Principal	\$69,535.00	\$66,384.14	INCOMPLETE	167468	
N	Provide an engineer, custodial and lunch room staffs to support the daily operations of the school building		X		Principal	\$110,005.00	\$107,488.44	INCOMPLETE	168246	

10 - Health and Wellness

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	During the school year, students will receive nutrition education that is a part of structured and systematic unit of instruction	School staff will use CPSs free online Health Teacher curriculum that provides lesson plans that integrate health into core subject areas.		X	Principal			INCOMPLETE		
N	Nutrition education will be offered to at least half, but no fewer than two of the grade levels	Teachers will participate in nutrition education professional development opportunities such as www.FittoLearn.org		X	Principal, Principal Designee, Teachers			INCOMPLETE		
N	Jenner elementary school will provide daily recess to students	Five days a week students will participated in structured, supervised 20 minute recess period		X	PE Teacher, Classroom Teachers			INCOMPLETE		



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7 - 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	Fund Special Education Teachers		X		Principal	\$589,398.00	\$538,431.79	INCOMPLETE	127639,371026, 371046,134174, 131605,114430	
N	Fund educational support staff		X		Principal	\$146,428.00	\$141,749.61	INCOMPLETE	437045,396269, 156233	
N	Schedule professional development for all special education teachers designed to provide strategies which facilitates the technique of task-analyzing grade level skills and standards to meet the needs of SWDs	Specifically, we plan to ensure that Special Education teachers are modifying the regular education curriculum for their students' assigned grades to the instructional level designated on their students IEPs. Consequently, SWDs will be taught the goals, standards and benchmarks aligned with their grade level and should show improved performance on the ISAT.		X	Administration, Teachers			INCOMPLETE		
N	Implement a team teaching instructional model with special and general education teachers to support inclusion	Students with disabilities will be targeted to participate in these workshops. Parents of SWDs will be invited to come		X	Administration, Teachers			INCOMPLETE		



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7 - 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						
	in 1st through 8th grades.	to a pre-service event to discuss their students' performance on ISAT in writing/extended response and the urgent need for their participation.								
N	Substitute coverage for professional development during the school day (during)		X		Principal			INCOMPLETE		
N	Implement a team teaching instructional model with special and general education teachers to support inclusion in 1st through 8th grades.	Special education students will be included in general education classrooms during all or part of the literacy and mathematics block along with their teacher or assistant. The classroom teachers will collaborate on a regular basis and adopt a team teaching model, appropriate for the grade level and student needs. The principal will meet with each team monthly		X	Administration, Teachers			INCOMPLETE		



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7 - 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						
		(after observation) to discuss the team teaching model being used and its impact on student performance as determined by on-going assessment data.								
N	Schedule staff development designed to create curricular units in mathematics at each grade level (during & extended day)	The development of curriculum will be a major component of the schools plan to meet AYP and improve student achievement in mathematics. Through curriculum development, we will institute unified curriculum mapping across grade levels and facilitate vertical planning to ensure student receive instruction aligned with state standards across the curriculum. We will also ensure that we are addressing the needs of all students, including those who fall below,	X		Principal, Assist. Principal			INCOMPLETE		



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7 - 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						
		within, and above grade level performance standards. Develop common assessment tools in mathematics for each grade level. We will modify the common assessments at each grade level to include and meet the needs of students with disabilities								
N	Create a literacy team across grade levels and schedule bi-weekly meetings which include university partners during extended day hours	Special education teacher representatives will be required to participate as part of the literacy team.		X	Administration, Lead Lit Teacher, Teachers			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	Provide a science teacher as part of middle grade specialization and as a	The science teacher will support our core curriculum in 4th through 8th grade by	X		Principal	\$114,877.00	\$114,256.38	INCOMPLETE	126705	



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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						
	resource for all classroom	scheduling hands-on science classes in a state of the arts science lab for 40 or more minutes per classroom. In addition, the science specialist will offer her services in grades kindergarten through 3rd as a resource consultant. In addition, the science specialist will structure a science lending library and lead professional development during grade level meetings to facilitate increased science achievement.								
N	Provide staff development related to the integration of fine arts into all content areas (before, during, after)			X	MCLTs			INCOMPLETE		
N	Implement a team teaching instructional model with special and	Special education students will be included in general		X	Principal, Teachers, Lead Literacy Teacher, MCLTs			INCOMPLETE		



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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						
	general education teachers to support inclusion in 1st through 8th grades.	education classrooms during all or part of the literacy and mathematics block along with their teacher or assistant. The classroom teachers will collaborate on a regular basis and adopt a team teaching model, appropriate for the grade level and student needs. The principal will meet with each team monthly (after observation) to discuss the team teaching model being used and its impact on student performance as determined by on-going assessment data.								
N	Provide a physical education teacher		X			\$112,776.00	\$112,147.99	INCOMPLETE	127547	
N	Provide upkeep and availability of school based technology to allow teachers opportunities to enhance			X	Principal			INCOMPLETE		



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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						
	instruction in all curriculum areas during school									
N	Purchase one kindergarten teacher to provide early exposure to skills in literacy through formal schooling during school	We want to ensure students start formal schooling with the academic foundation to build good readers and support student achievement in literacy as measured by formal assessments.		X	Principal			INCOMPLETE		
N	Provide reduce class size teachers in primary grades to facilitate increased individualized instruction in reading	Through the addition of reduced class size programs, we plan to increase opportunities for the inclusion of SWDs in general education classes. This process will allow students with disabilities increased exposure to the standards, goals and benchmarks at the assigned grade levels. Exposure to the age appropriate curriculum in reading should improve academic performance of SWDs in grades	X		Principal	\$270,411.00	\$277,078.32	INCOMPLETE	351943,410014,410231,351943	



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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						
		Kindergarten through second, as measured by the ISAT.								
N	Provide teachers in primary grades to support instruction in all curriculum areas	Through the additional primary classroom programs, we plan to increase opportunities for the inclusion of SWDs in general education classes. This process will allow students with disabilities increased exposure to the standards, goals and benchmarks at the assigned grade level. Exposure to the age appropriate curriculum in reading should improve academic performance of SWDs in grades 3rd through 8th as measured by the ISAT.	X		Principal	\$114,877.00	\$110,563.57	INCOMPLETE	421500	
N	Design and implement a school wide Literacy Curriculum in all grade levels during extended day scheduled curriculum development	The development of curriculum will be a major component of the school's plan to meet AYP and improve student achievement in		X	Principal, Assist. Principal, Lead Lit. Teacher, Teachers			INCOMPLETE		



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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 materials for the school library for students' use throughout the school year			X	Principal			INCOMPLETE		
N	Provide intermediate/upper grade classroom teachers to support instruction in all curriculum areas		X		Assist. Principal, Lead Literacy Teacher	\$521,555.00	\$639,009.20	INCOMPLETE	447402,117579, 351937,421499, 233574,139643, 122686	

3 - 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	Provide transportation for field experiences and admission fees designed to promote improved student attendance and behavior (during)			X	Principal			INCOMPLETE		

9 - School leadership

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide an assistant		X		Principal	\$152,907.00	\$148,500.21	INCOMPLETE	115580	



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9 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	principal to support instruction, attendance improvement, staff mentoring, etc.									
N	Provide a principal to promote quality instruction and ensure positive daily operations of programs and activities within the school		X		Chicago Public Schools	\$188,008.00	\$158,177.49	INCOMPLETE	116225	
N	Schedule common planning periods in and across each grade level to provide professional development in reading to ensure coherence of the literacy curriculum (during school)	Through common planning periods teachers at each grade level will be able to develop curriculum units in reading which support common areas of deficit (i.e. critical thinking, vocabulary, etc.). As a result of these meetings, teachers should be able to develop a coherent literacy curriculum designed to address and improve student achievement in reading as measured by the ISAT.		X	Principal, Assist. Principal			INCOMPLETE		



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8 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Create curriculum integrating fine arts into all academic areas (during, extended)			X	Principal, Teachers, MCLTs			INCOMPLETE		
N	Create assessment tools to measure levels of achievement in arts integration (during, extended day)			X	Principal, Teachers, MCLTs			INCOMPLETE		
N	Provide a school wide "Arts & Culture" Professional Development Institute Day (during)			X	Principal, Teachers, MCLTs			INCOMPLETE		
N	Schedule weekly visual arts and music classes for students designed to promote student leadership, student collaboration, and improved student behavior (during)			X	Principi, MCLTs			INCOMPLETE		
N	Create monthly "Lunchroom Showcases" for students to demonstrate talents in performing arts (during)			X	MCLTs			INCOMPLETE		



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8 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund a school counselor		X		Principal	\$95,315.00	\$94,076.93	INCOMPLETE	122699	
N	Fund a librarian/media specialist		X		Principal	\$51,293.00	\$50,689.09	INCOMPLETE	371066	
N	Fund a physical education instructor			X	Principal			INCOMPLETE		
N	Schedule MCLT led professional development designed to provide literacy activities integrated with fine arts during school			X	MCLTs			INCOMPLETE		
N	Provide opportunities for students in grade cycles to participate in competitive activities designed to facilitate mathematics improvement through cooperative learning during school			X	Principal, Teachers, MCLTs			INCOMPLETE		
N	Schedule MCLT led professional development designed to provide activities integrating fine arts and mathematics (during & extended day)			X	MCLTs			INCOMPLETE		
N	Provide fine arts		X					INCOMPLETE		



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8 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	teachers to address students' interest and talents									
N	Create curriculum integrating literacy and fine arts instruction (before, during & after school)			X	Principal, Teachers, MCLTs			INCOMPLETE		
N	Schedule showcase events in all academic areas and fine arts to provide opportunities for students to demonstrate their talents and strengths through assemblies, competitions, demonstrations, etc. during and after school			X	MCLTs			INCOMPLETE		
N	Provide security for summer and extended day		X		Principal			INCOMPLETE		
N	Hire .5 music teacher to support Fine Arts program		X		Principal	\$56,715.00	\$56,206.71	INCOMPLETE	449677	



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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	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		23951.230.53115.254002.000000.2012_\$ 0.00 + 23951.230.53105.254002.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		23951.230.54105.254022.000000.2012_\$ 0.00 + 23951.230.54105.254021.000000.2012_\$ 0.00 + 23951.230.54105.254002.000000.2012_\$ 2,770.00 + 23951.230.54105.254027.000000.2012_\$ 5,003.00 + 23951.230.54105.254020.000000.2012_\$ 3,000.00 + 23951.230.54105.254011.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		23951.230.56105.254002.000000.2012_\$ 33,322.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		23951.230.53405.254002.000000.2012_\$ 9,829.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		23951.230.53125.254002.000000.2012_\$ 0.00 + 23951.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		23951.230.54125.266407.000000.2012_\$ 0.00 + 23951.230.53306.266407.000000.2012_\$ 0.00 + 23951.230.54125.266410.000000.2012_\$ 0.00 + 23951.230.53306.009573.000000.2012_\$ 0.00 + 23951.230.56105.266414.000000.2012_\$ 0.00 + 23951.230.54125.266402.000000.2012_\$ 0.00 + 23951.230.54125.009574.000000.2012_\$ 0.00 + 23951.230.53306.254901.000000.2012_\$



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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 + 23951.230.54125.254901.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		23951.230.54405.254501.000000.2012_\$ 0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		23951.312.53205.256009.000000.2012_\$ 0.00 + 23951.312.53210.256009.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		23951.225.54105.266408.000703.2012_\$ 4,872.00

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	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround		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						
	funded activities.									
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst	\$1,622.00	\$1,622.00	INCOMPLETE		23951.115.56105.119035.000000.2012_\$1,622.00 + 23951.115.55005.119035.000000.2012_\$4,314.00
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		X		OMB Budget	\$144,537.00	\$142,666.94	INCOMPLETE	141939,156556	



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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						
	position(s)				Analyst					
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	\$180,864.00	\$172,090.06	INCOMPLETE	216396,150722, 216469,159442, 150752,167717	
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		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						
	instructional targeted programs.									
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		23951.115.54215.241013.000000.2012_\$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		X		OMB Budget Analyst	\$226,678.00	\$220,795.92	INCOMPLETE	156983,166746, 166413,374790,	



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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						
	position(s)								152582	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		23951.225.57940.119020.000703.2012_\$1.00 + 23951.332.57940.119031.430106.2012_\$0.00 + 23951.332.57940.390030.430115.2012_\$181.30
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		23951.331.55005.390030.430103.2012_\$79.66 + 23951.331.53510.390030.430103.2012_\$188.10 +



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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						
										23951.332.57940.390030.430115.2012_\$ 181.30 + 23951.332.57940.119031.430119.2012_\$ 3,575.00 + 23951.332.53305.222208.430116.2012_\$ 1,550.00 + 23951.331.53205.390030.430103.2012_\$ 250.00 + 23951.332.53510.390030.430115.2012_\$ 300.00 + 23951.332.54125.390030.430115.2012_\$ 800.00 + 23951.332.53205.390030.430115.2012_\$ 840.00 + 23951.331.53405.390030.430103.2012_\$ 600.00 + 23951.332.53306.390030.430115.2012_\$ 100.00 + 23951.331.54125.390030.430103.2012_\$ 1,000.00 + 23951.332.53305.390030.430115.2012_\$ 300.00 + 23951.332.53405.390030.430115.2012_\$ 334.37
N	115 Furniture			X	OMB Budget Analyst	\$2,167.00	\$2,167.00	INCOMPLETE		23951.115.55005.254403.000000.2012_\$ 2,167.00
N	115 Supplies			X	OMB Budget Analyst	\$2,000.00	\$2,000.00	INCOMPLETE		23951.115.53405.119035.000000.2012_\$ 2,000.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		23951.115.53305.119035.000000.2012_\$ 17,728.00
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		23951.324.54125.119035.499967.2012_\$ 13,271.00 + 23951.324.54125.390011.499967.2012_\$



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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						
										2,665.00 + 23951.324.54125.297920.499967.2012_\$ 4,627.00
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		23951.115.53305.223012.000000.2012_\$ 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	Head Start Activities			X	Principal			INPROGRESS		23951.362.53405.111066.510217.2012_\$ 200.00 + 23951.362.53405.256213.510217.2012_\$ 75.00
N	Facilities/Operations overtime during summer		X		OMB Budget Analyst			INCOMPLETE		

