



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
Jones	Kurt	Principal	X		
Arthur	Courtney	Classroom tchr.			
Becker	David	Classroom tchr.			
Booker	Roshonda	Classroom tchr.			
Boyd	Deborah	LSC member			
Evans-Claytor	Deborah	Classroom tchr.			
Helbig	Art	Classroom tchr.			
Howard	Sharon	LSC member			
Knight	Carolyn	Parent/guardian			
Mayo	Terrelia	Asst. Principal			
Moore	Maryanne	Support staff			
O'Connor	Patrick	Classroom tchr.			
Owens	Alexander	LSC member			
Rucker	Jeanette	Counselor/case mgr.			
Spight	Marissa	Special ed. faculty			

Involvement

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

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

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

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

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

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

Shawn Smith-CAO, V. Olds-MSD, C. Davis-Data Analyst, R. Washington-Math/Science Coach,

 **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.

SIPAAA Team held parent/community meetings to analyze performance, discipline & attendance data to develop needs for the upcoming years. SIPAAA Team held staff meetings on professional development days, during committee meetings and before/after school to analyze performance, discipline & attendance data to develop priorities & activities for the upcoming years. SIPAAA Team took rough drafts of SIPAAA components, and further analyzed needs, to complete SIPAAA 2010-2012 based on input received from the above mentioned meetings. SIPAAA Team also consulted with the Area 13 office to develop activities, interventions & priorities to align with Area 13 goals, priorities & initiatives.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	6	35	11	4	116	1	0

Summary of Meetings



Meeting Date	Meeting Type	Description
04-May-2010	Town hall/community mtg.	Presented & Approved Final SIPAAA & Budget with LSC
03-May-2010	SIPAAA Team	Finalized SIPAAA & Budget
19-Apr-2010	SIPAAA Team	Completed Outcome, Process Analysis & Activities
13-Apr-2010	Town hall/community mtg.	LSC Meeting to Discuss Outcome and Process Analysis for Finalizing Activities
26-Mar-2010	Small group discussion	Committees Reviewed Data to Finalize Activities Within SIPAAA Priorities
15-Mar-2010	SIPAAA Team	Analyzed Data to Create Needs for Activities Within Priorities
22-Feb-2010	SIPAAA Team	Finalize Mission, Vision and Priorities from Staff Drafts
18-Feb-2010	Town hall/community mtg.	Morning Meeting to get parent/community input on priorities
16-Feb-2010	Town hall/community mtg.	Afternoon Meeting to get parent/community input on priorities
11-Feb-2010	Working group	Staff Developed Mission, Vision and Priorities in Committees
09-Feb-2010	SIPAAA Team	To put together an outline for SIPAAA progress

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: 5
 Number of Student Survey Responses: 116
 Number of Teacher Survey Responses: 31
 Number of Staff Survey Responses: 7

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:

Our mission is to ensure that all children are provided a safe and nurturing environment in which they have access to the best practices and resources in all academic areas, technology and the arts. We promote the involvement of family in the educational, emotional and cultural

Vision Statement:

We, at Arthur A. Libby Elementary & Middle School, envision a well-rounded, standards based education for all children in their least restrictive environment. We commit to developing intrinsically motivated life-long learners in a nurturing and positive culture.

development of the whole-child.

Student Outcomes

Student Outcomes Strengths and Concerns

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

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

Strengths:

Attendance percentages Increasing School Wide
Freshman on track has recovered and is increasing

Concerns:

students meeting or exceeding state standards for the highest grade enrolled is decreasing

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?

We use Scantron, ISAT, and Dibels to inform school improvement decisions. Based on ISAT scores our students overall meeting and exceeding state standards has increased in Reading and Math. Math, in 2009, made Safe Harbor on ISAT. A weakness would be 5th, 7th, and 8th graders in Reading had a decrease in those meeting standards on ISAT. In math, the percent of 5th and 6th graders meeting state standards on ISAT also decreased. Finally, the percent of students meeting state standards on ISAT in Science has decreased. While there was a slight gain in 4th grade, 7th grade decreased. In addition, after using the fall and winter Scantron data to compare and contrast growth, we saw that a higher percentage of 3rd graders in reading and math were lost, 4th and 7th grade science we saw a loss, and a loss of 4th grade reading. Strengths included gains in 5th and 6th grade reading and math and gains in 7th and 8th grade math. Internally, we using assessment frameworks and data to make instructional decisions. In addition, true school-based interventions for 7th and 8th grade students within the school setting before, during, and afterschool.

- 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.

Internal and external factors that exist include high mobility rates within our school, increased population of students with disabilities, and low parental involvement all may contribute to low achievement based on the data. Internal factors include using frameworks to guide our teaching, using data to make instructional decisions, and not having any true interventions within the school for 7th and 8th graders.

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

The district could support students with lowest achievement through interventions such as CIF for Reading and Science and continuation of it in Math. Continuation of the SES Afterschool Programs to encourage supplemental skill reinforcement. To continue to use the Frameworks and the Data Wall to guide instructional practices and address weaknesses in the curriculum. CPS could also supply summer school programs for all grades, serving children that are academically struggling in grade levels outside the benchmark grades.

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

The data below tells us that student performance in our school is improving in Math and beginning to improve in Reading in grade levels 3rd, 4th, and 6th. We also are beginning to see improvements in Science in 4th grade. In addition, our attendance has increased which will in turn reflect in student achievement. We met Safe Harbor in Math in 2009 and the percent of students meeting or exceeding state standards overall has increased over the past three years. Finally, the promotion rate in grades 3rd and 6th have increased.

- 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>

After reviewing the most recent AYP report, areas of deficiency within our school would include not making AYP in either Reading or Math.

Strengths:

Making Safe Harbor for math and meeting AYP in attendance. In addition, we also meet AYP in percent tested on State Tests.

Concerns:

Concerns according to the data would be a decrease in the amount of students meeting state standards according to ISAT in Science. In addition, the percent of students promoted in 8th grade has also decreased. Finally, there was only a slight increase in reading according to ISAT.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Concerns:

Strengths in this category include a decrease in the number of days absent per student, an increase in participation in Extracurricular Activities, an increase in students reporting a safe school climate as well as reporting supportive teachers and staff. The number of suspensions and expulsions have also decreased.

Concerns for this category would include a decrease in the percent academic rigor as reported by students. In addition, the average days absent per student is high.

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?

The attributes and challenges of the school and community include a high percentage of free and reduced lunch, single parent homes in which students are part of a high mobility rate. This, in turn, can have a negative impact on student achievement. With a lack of parent support at home, reading scores can be negatively affected. This is identified in the Illinois Report Card. Reading comprehension is our lowest. In addition, with high mobility rates, students are challenged in forming connections with the school community and staff. Also, a high percentage of students are entering without basic skills. Finally, there has been a high staff turnover rate within the last two years.

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

High mobility rates of students have contributed to a high percentage of students entering without basic skills. The high mobility rates also affect the process in which students can be identified for interventions. Lack of parent and family involvement negatively effects students performance both in and out of school, with skills not being reinforced at home.

Strengths:

Parents reporting satisfaction with the school has increased significantly as well as an increase in our ELL program. We also have seen a significant increase in our Autism program, both of which could be a credit to the teachers and the dynamics of the program. We have also seen an increase in interaction between regular education teachers and special education teachers which in turn results in more teacher collaboration and inclusion of these students.

Concerns:

Concerns would include trying to maintain stability with students who are meeting and exceeding standards. In addition, continuing to provide effective interventions to those who are not meeting standards. Finally, maintaining sustainable parent and community involvement.

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
Math	Math Thematics										X	X	X
Math	Math Trailblazers				X	X	X	X	X	X			
Science	FOSS Kits				X	X	X	X	X	X			
Science	IES										X		
Science	SEPUP											X	X
Writing	Writers' Workshop	Lucy Calkins	X										
Reading	Macmillan (McGraw-Hill)										X		
Reading	Scott Foresman (Pearson)	Reading Street			X	X	X	X	X	X			
Reading	Holt, Rinehart, and Winston	Elements of Literature(Course 1 & 2)										X	X
Social Studies	Other	Scott Foresman			X	X	X	X	X	X			
Social Studies	Other	Our World Strong									X		
Social Studies	Other	The American Journey										X	X

Partner Name	Partner Description	# of Students
YMCA	Community Schools Initiative	478
Quaker Oats/Pepsico	Funding Partner	587
DePaul University	Tutoring Program	240
Urban Initiatives	Soccer Program/Healthy Eating	79

- ✔ **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).

Policies and practices that assist students who may be deficient in core academic areas include before school programs, SES Programs, Breakfast Club, common grade-level meetings, vertical planning meetings, committee meetings, ST Math, CIF, targeted professional development to assist teachers in aligning the curriculum with the frameworks, use of Data Wall to guide instructional practices and target areas and standards that our students are weak.

- 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...).

Instructional practices, strategies, and resources that we are using to close the achievement gaps between students with and without disabilities include ST Math, full inclusion practices, teacher collaboration logs, differentiated instruction based on students needs and abilities, Breakfast Club, Reading Garden, School Based Problem Solving, and Professional Developments for teachers aligned with best practices to address students with disabilities. Use of special education consultant helped all teachers with implementing IEP goals, implementing accommodations and modifications, and instructional strategies around collaboration.

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

- Next Steps for Instruction:

Next steps for instruction include teacher collaboration and planning to assist students with special needs, grade level meetings and common planning time for Special education teachers and general education teachers, and professional development for staff on using School Based Problem Solving effectively.

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:

Nest steps would include goal setting, consistent observations and followups on the part of the instructional leadership team. Reflection on instructional practices and their effectiveness. Providing immediate feedback to teachers and staff. Our goal is to ensure that all instructional practices are aligned with Illinois Assessment Frameworks along with analysis of the data. In addition, working to stabilize staff in order to have consistency in the classroom setting.

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?

Some slow progress with attaining the data has reflected in ineffective grade level meetings that are focused on student data and instructional strategies. Long term planning with Professional Development to gain a broader picture of instructional focus for school year. The peer collaboration is strong among

staff and this could be accredited to student's needs and achievement.

✓ **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 continue the use of common planning time for general education and special education teachers through grade level meetings. In addition, there will be a continued use of special education planning time. Teachers will continue to use collaboration logs as well as participate in joint professional developments. Begin to include special education teachers to plan and implement Professional Developments along with Curriculum Coordinators.

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

- **Next Steps for Professional Capacity:**

Continue the use of data room with up-to-date schoolwide and student data and continue to use the room for all grade level and planning meetings. Curriculum Coordinators will continue to model lessons on a weekly basis for all staff using the Illinois Assessment Frameworks. Curriculum Coordinators will continue having in depth conversations with all teachers on how to use Frameworks for daily teaching and instruction. Finally, the Core Leadership Team will continue to master leveled ability classrooms effectively.

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).

We will continue to expect all staff, children, and community to have high expectations for monthly opportunities to highlight and showcase our school and its learning culture. Continue the use of effective learning environments including leveled ability and gender specific classrooms. Continue to offer advisory program for middle school children providing them with one adult mentor in the building. Finally, the continued use of Second Step, PBIM, Girl Scouts, Lilies, and Sunflowers to offer students an opportunity to have mentoring within the school environment.

- **Next Steps for Learning Climate:**

Increased participation in the above programs, working on increasing the relationship between the school-parent connection. Begin working to update the physical characteristics to offer a more positive learning environment.

Five Fundamentals: Family & Involvement

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

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

The lack of parent involvement at home and at school correlates to our slow paced results. There has been a gradual increase in parental involvement while at the same time we have seen a correlating gradual increase in student achievement.

- 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.

Providing the NCLB Parent Report, mail summer letters, ISAT parent letters, progress reports every 5 weeks, report cards every 10 weeks, quarterly Lion's Den, Dibels and Scantron reports all of which the majority go out in the child's native language.

Next Steps for Family & Community Involvement:

Beginning the distribution of a Principal's monthly letter and calendar. Begin to plan and organize monthly family and community events. Increased participation in the LSC, PAC, BAC, and continued development of the Parent Resource Room. Exposure and events outside of school, within the community, to develop relationships and create service learning projects. Finally, working with the YMCA, our community school partner, to bring educational resources to parents and community.

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	Using ISAT, IDEL, DIBELS & SCANTRON to direct instructional strategies with specific children and to create small groups. Use data walls in grade-level meetings to examine individual, struggling children and small groups.	60% of all children will meet state standards in reading according to ISAT standards. In addition, 10% of all children will EXCEED state standards according to ISAT standards.	Classroom Observations done weekly by curriculum coordinator and assistant principal. Bi-Weekly review of assessment logs that teachers submit with lesson plans.	Yes
2	Mathematics	Using SCANTRON & ISAT data to direct instructional strategies with specific children and to create small groups and intervention plans. Use data walls in grade-level meetings to examine individual, struggling children and small groups.	65% of all children will meet state standards in math according to the ISAT standards. In addition, 10% of all children will EXCEED state standards according to ISAT standards.	Classroom observations done weekly by curriculum coordinator and principal. Bi-Weekly review of assessment logs that teachers submit with their lesson plans. Monthly review of ST Math data.	Yes
3	Science	Using ISAT, IDEL, DIBELS & SCANTRON to direct instructional strategies with specific children and to create small groups. Use data walls in grade-level meetings to examine individual, struggling children and small groups.	By the end of the first year 45% of all children will meet state standards in ISAT testing. By the end of the second year, 50% of all children will meet state standards in ISAT testing. In addition, 5% of all children will exceed state standards in ISAT testing	Classroom Observations done weekly by curriculum coordinator and principal. Bi-Weekly review of assessment logs that teachers submit with lesson plans. Weekly review of lesson plans assuring that all teachers are teaching by the Illinois Assessment Framework Standards.	Yes
4	Special Education	Using ISAT, IDEL, DIBELS & SCANTRON to direct instructional strategies with specific children and to create small groups. Use data walls in grade-level meetings to examine individual, struggling children and small groups. Pulling out data on special education children to examine closely to close the achievement gap.	When looking at special education data, 30% of all children with IEPs will meet state standards in ISAT testing. In addition 3% of children with IEPs will exceed state standards in ISAT testing.	Children with IEPs will be uniquely labeled on the data wall, allowing leadership team and teachers to easily segregate data.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	Enrich Student Development by enhancing and enriching school programs.	Student attendance, parent participation, staff professional development. Discipline referrals will be reduced by 7%at the end of the first year and 15% at the end of the second year. The students satisfaction rate will increase by 20% based on student surveys.	IMPACT is used to monitor student attendance. Sign-in sheets used to monitor parent participation. Sign-in sheets, activities in grade-level meetings and classroom observations are used to monitor staff PD. Discipline referrals are monitored through IMPACT and Dean of Students. Student surveys will be administered during 3rd Quarter Report Card Pickup.	Yes
6	Family/Community Involve.	Increase the opportunities for parents to connect to Arthur A. Libby School by improving communication and parent outreach programs	By the end of the first year, 10% more parents will be participating in the parent activities designed by the school, then doubling to 20% more parent involvement by the second year. By the end of the second year, we will achieve a 90% parent report card pickup rate along with 90% of parents responding to parent surveys.	Provide parent workshops, inform parents of requirements for graduation, make parents feel welcome in the school. Continue communication with our feeder schools. Continue partnership with YMCA, Xavier and DePaul Universities and other community agencies. Continue facilitating Parent Resource Room and providing a Parent Advocate for families and their students. Provide monthly calendars with all events to all families and send written reminders and provide surveys during report card pickup.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Core Classroom Instruction	To employ classroom teachers & teacher assistants for grades PreSchool- 8th grade, to provide daily instruction.	School's overall composite score on ISAT testing will increase by 10%, showing instructional growth schoolwide	Leadership team will observe in classrooms, model effective practices in classroom, meet with individual staff members to reflect on best practices and all staff will receive 2 formal evaluations a year.	Yes
8	Technology	Enrich Student Development by enhancing and enriching school programs that use technology.	By the end of the first year, 50% of all classrooms will be using technology to enhance instruction. All teachers will have access to instruction, online data, and technology to better communicate with parents and community. In addition, students will use technology as a tool for participating in and completing classroom projects.	Classroom observations done weekly by curriculum coordinator and weekly review of lesson plans submitted. Online data access monitored as well as technology programs such as ST Math and SCANTRON assessments. Students participating in technology coursework evident through student outcomes.	Yes
9	School leadership	To employ principal & assistant principal to manage & operate day to day functions, maintain a calm & nurturing environment and to implement a quality instructional program for all children.	School composite score on ISAT testing will increase by 10%. Attendance percentage will continue to increase to 95%. Student & staff responses on My School, My Voice survey will continue to reflect a high satisfaction rate with children and parents.	Principal & Assistant Principal will continue to work with Area 13 to implement effective instructional programs and continue professional development around effective strategies to address the social, emotional & academic needs of children.	Yes

Activities

 **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities

in your planning.

- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

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

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

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$77,254.00	\$73,741.50	INPROGRESS	424220,430543	
N	laptop replacement			X				INPROGRESS		



CPS SIPAAA Planning Report

24171 - Arthur A Libby School : 2010-2012 Year 2

6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund Urban Initiative Program to provide soccer to students (1500-2000)	Continue to implement Urban Initiatives program which offers soccer to our elementary students and provides positive behavior modifications as well as supplies and uniforms.		X				INPROGRESS		
N	Purchase incentives to continue to raise students attendance (Before, During, After) (2000-2500)	This will allow students to be positively motivated and encourage attendance throughout the school year.		X				INPROGRESS		
N	Employ Child Welfare Attendants	Provide support to children and families in the care of the state	X		Kurt D. Jones	\$63,944.00	\$61,749.03	INPROGRESS	237486,164941	
N	Provide resources to homeless children & families	Provide registration fees, fieldtrip fees, school supplies, uniforms and other educational materials for children in temporary living situations to be successful		X	Jeanette M. Rucker	\$7,500.00	\$7,500.00	INPROGRESS		24171.225.53405.111069.000703.2012_\$7,500.00
N	Purchase supplies for parent trainings	Parents will meet on a monthly basis, engaging in activities that will assist them in helping their children succeed in school and to become a more		X	Kurt D. Jones	\$1,000.00	\$1,000.00	INPROGRESS		24171.332.53405.390030.430106.2012_\$0.00 + 24171.332.53405.390030.430119.2012_\$1,000.00



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6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		integral part of the school community.								
N	Purchase trainers/presenters for parent trainings	Parents will meet on a monthly basis, engaging in activities that will assist them in helping their children succeed in school and to become a more integral part of the school community.		X	Kurt D. Jones	\$2,000.00	\$2,000.00	INPROGRESS		24171.332.54125.390030.430106.2012_\$0.00 + 24171.332.54125.390030.430119.2012_\$2,000.00
N	Pay for travel expenses for parents	Parents will attend local workshops around student learning, parent involvement, effective parenting and other topics that will help them assist their children with their education		X	Kurt D. Jones	\$500.00	\$500.00	INPROGRESS		24171.332.54205.390030.430106.2012_\$0.00 + 24171.332.54205.390030.430119.2012_\$500.00
N	Pay for registration expenses for parents	Parents will attend local workshops around student learning, parent involvement, effective parenting and other topics that will help them assist their children with their education		X	Kurt D. Jones	\$452.00	\$452.00	INPROGRESS		24171.332.54505.390030.430119.2012_\$452.00 + 24171.332.54505.390030.430106.2012_\$0.00



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8 - Technology										
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 AppleCare for iPads	Purchase insurance coverage for iPads that were purchased to use for classroom instruction		X	Kurt D. Jones	\$919.56	(\$0.44)	UPCOMING		24171.332.54105.119045.430119.2012_\$0.00 + 24171.332.54105.119045.430106.2012_\$0.00
N	Pay for Network Access fees for student usage on computers	To continue the opportunity for students to engage in technology and enhance classroom instruction.		X				INPROGRESS		24171.332.54105.119068.430119.2012_\$920.00
N	Continue to implement online assessment testing of SCANTRON and CIF assessments	To provide up-to-date technology that allows for assessments that are adaptive and meet the needs of our students while providing immediate data and feedback to teachers to plan instruction accordingly.		X				INPROGRESS		
N	Fund technology coordinator position	This will provide a technology coordinator position that will enhance student experience with technology as well as maintain instruction, maintenance, and enhancement of technology.	X					COMPLETE		
N	Pay Tech XL	To provide		X				INPROGRESS		



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8 - Technology										
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						
	leasing contracts	opportunities for students to continue their learning and extended their knowledge of technology.								
N	Pay for Tech XL network fees	To continue the opportunity for students to engage in technology and enhance classroom instruction.		X				INPROGRESS		
N	Purchase technology supplies	This technology program will assist students in reinforcing skills and providing supplemental practice in areas of need according to ISAT and Scantron data.		X	Kurt D. Jones			INPROGRESS		24171.115.56105.119035.000000.2012_\$1,049.00

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Maintain reduced class size position for literacy instruction in middle grades. (Before, During, After) (264585)	Purchase instructional position to maintain small class sizes so that instructional focus will be more effective.	X		Kurt D. Jones	\$82,046.00	\$78,248.64	INPROGRESS	442229	



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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						
N	Maintain a .5 Kindergarten teaching position to continue to offer full day Kindergarten(Before, During, After) (310720)	Purchase will maintain a full day Kindergarten program to support small class sizes and keep instructional focus to assist students with skill building.	X		Kurt D. Jones			INPROGRESS		
N	Purchase technology program Sight Words for Simon (Before, During, After)	Purchase this computer software to assist in Literacy in the Primary grades by using it as a supplemental resource to reinforce basic skills		X	Debroah Evans-Claytor			COMPLETE		
N	Grandma's Reading Garden Program (During)	This program assists students in grades 1st-4th in areas of weakness in Literacy based on Scantron and ISAT data.		X	Terrelia Mayo-Jordan			COMPLETE		
N	Elementary and Middle School Book Clubs (After)	To challenge students with higher order thinking skills, provide them with exposure to a variety of literature, and encourage students to interact in group discussion.		X	Deborah Evans-Claytor			INPROGRESS		
N	Maintain schoolwide College Word	To continue to increase student's		X	Deborah Evans-Claytor			INPROGRESS		



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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						
	Program (During)	exposure to vocabulary terms								
N	SES Reading Programs-Extended Day (Before, After)	To provide additional support outside the classroom and school day to address areas of weakness according to Scantron and ISAT data	X		Kurt D. Jones			INPROGRESS		
N	Pay for conference registration fees	To allow teachers opportunities to be exposed to different professional developments related to their content area.		X	Deborah Evans-Claytor			INPROGRESS		
N	Provide 2nd grade summer school program (352833)	This program is designed for students in the Intensive category based on Dibels and to help them to become successful with ISAT and Scantron scores in 3rd grade.	X		Kurt D. Jones			COMPLETE		
N	Purchase Study Island for grades K-8th	This technology program will assist students in reinforcing skills and providing supplemental practice in areas of need according to ISAT and		X	Kurt D. Jones			COMPLETE		



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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						
		Scantron data.								
N	Maintain departmental writing teacher in middle school (Before, During, After) (169221)	Purchase middle school writing teacher to ensure the students are high school and college ready in their writing instruction.	X		Kurt D. Jones			INPROGRESS		
N	Maintain school social service assistant (Before, During, After) (266130)	School social service assistant will provide support to overcrowded kindergarten classrooms and to assist with guided reading, literacy centers in primary instructional programs.	X		Kurt D. Jones	\$46,170.00	\$44,617.82	INPROGRESS	427368,422016	
N	Lead Language Arts Teacher Extended day bucket for curriculum development (Before, During, After) (328557)	Extended day will provide funding for Professional developments aligned with Literacy goals and assist in teacher training of implementing strategies within classrooms.	X		Kurt D. Jones			INPROGRESS		
N	Offer an Advance Literature course for middle school children (During)	Provide students to become high school ready and assist our students to exceed on the ISAT and Scantron		X	Deborah Evans-Claytor			INPROGRESS		



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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						
		standards.								
N	Implement novel based instruction and author study projects for all grades (During)	This provides students with supplemental materials aligned with the frameworks and standards to improve scores on ISAT and Scantron.		X	Deborah Evans-Claytor			INPROGRESS		
N	Purchase instructional supplies for Pre-K (During)	Purchase supplies to support current Pre-K program and curriculum.		X	Melanie Davis			INPROGRESS		
N	Purchase instructional materials for Pre-K (During)	Purchase instructional supplies to maintain current Pre-K instruction.		X	Melanie Davis			INPROGRESS		
N	Pay for transportation for Pre-K field trips (During)	Purchase buses for Pre-K students to expose them to activities outside the school and community.		X	Melanie Davis			INPROGRESS		
N	Pay for admission costs for Pre-K field trips (During)	To provide exposure to students by participating in activities outside the school and community.		X	Melanie Davis			INPROGRESS		
N	Purchase materials for lending library for Pre-K (Before, During, After)	To assist students with becoming literacy ready and teach and reinforce basic		X	Melanie Davis			INPROGRESS		



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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 skills by exposing them to a wide variety of texts.								
N	Purchase supplies for parent meetings for Pre-K (Before, During, After)	To provide parents an opportunity to be cooperate and be involved with teachers and the school climate.		X	Melanie Davis			INPROGRESS		
N	Purchase supplies for libraries (During)	To assist students with becoming literacy ready and teach and reinforce basic literacy skills by exposing them to a wide variety of texts.		X	Deborah Evans-Claytor			INPROGRESS		
N	Purchase instructional materials for reading program (Before, During, After)	To purchase instructional supplies to maintain current K-8 reading instruction and to supplement areas of weakness as identified in Scantron and ISAT.		X	Deborah Evans-Claytor			INPROGRESS		
N	Maintain a .5 Kindergarten teacher position (Before, During, After) (386917)	Purchase will maintain a full day Kindergarten program to support small class sizes and keep instructional focus to assist students with skill building.	X		Kurt D. Jones	\$35,722.00	\$34,302.07	INPROGRESS	386917	
N	Purchase	Use of supplies		X	Deborah	\$1,041.00	\$1,041.00	INPROGRESS		24171.332.53405.119015.430106.2012_\$



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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						
	supplies for schoolwide reading programs (During)	to supplement literacy program during instructional day. Supplies will correlate with areas of need according to Scantron and ISAT data.			Evans-Claytor					0.00 + 24171.332.53405.119015.430119.2012_\$ 605.00 + 24171.225.53405.119015.000703.2012_\$ 436.00
N	Open teacher extended day for reading intercession program(Before, After) (388427)	Use teacher for instruction during intercession to assist students who are struggling with the curriculum based on Scantron and ISAT data.	X		Kurt Jones			COMPLETE		
N	Open School Social Service Assistant for ELL/SWD (Before, During, After) (328445)	Use of social service assistant will assist students in ELL/SWD Programs within the classroom to provide additional support.	X		Kurt Jones			INPROGRESS		
N	Pay for Bilingual instructional materials (During)	Use of supplemental literacy programs to assist Bilingual students and teach them in their native language. This will assist them in mainstreaming into the general education classroom.		X	Deborah Evans-Claytor			INPROGRESS		
N	Purchase	The purchase of		X	Deborah			INPROGRESS		



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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						
	magazine subscriptions (During)	these subscriptions will support literacy instruction with a focus on non-fiction reading and comprehension.			Evans-Claytor					
N	Maintain Primary Teacher (During) (121362) (328285)	Purchase Primary teacher to reduce classroom size in order to provide effective instruction within the classroom and provide effective differentiated instruction.	X		Kurt D. Jones	\$73,323.00	\$72,492.37	INPROGRESS	121362	
N	Maintain Breakfast Club and Breakfast Cafe (Before) (390914)	Use as an intervention to assist students who are struggling according to ISAT and Scantron data by providing supplemental resources, instruction, and support in reading.	X		Deborah Evans-Claytor			COMPLETE		
N	Run Saturday School Academic Program for State Testing	Pay Teachers for .5 hours planning and 3 hours of instruction for Saturday School	X		Rebeka E. Barrera			COMPLETE		
N	Maintain Primary Teacher (During) (126508)	Purchase Primary teacher to reduce classroom size in order to	X		Kurt D. Jones	\$91,742.00	\$83,450.40	INPROGRESS	450151	



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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						
		provide effective instruction within the classroom and provide effective differentiated instruction.								

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	Reduce Math class sizes in Middle School	Purchase middle school math teacher to offer leveled math classes	X		Kurt D. Jones	\$80,005.00	\$78,370.10	INPROGRESS	442086	
N	Purchase math instructional materials for Math Trailblazers and Math Thematics (During)	To maintain instructional and curricular focus in grades K-8 with alignment to Illinois Standards in Math		X	Courtney Arthur			INPROGRESS		
N	Open extended day bucket for math intercession program (Before, After) (388428)	Use teacher for instruction during intercession to assist students who are struggling with the curriculum based on Scantron and ISAT data.	X		Kurt Jones			COMPLETE		
N	Purchase supplies for math programs (During)	Use of supplies to supplement math program during instructional day. Supplies will		X	Courtney Arthur			INPROGRESS		



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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						
		correlate with areas of need according to Scantron and ISAT data.								
N	Block schedule for middle school implementation (During)	This will provide students with consistent instructional strategies through block scheduling from teachers specialized in their content areas.		X	Kurt Jones			INPROGRESS		
N	Maintain middle school teacher to reduce class sizes (During) (264585)	Purchase a middle school teacher to maintain small class sizes, effective classroom teaching, and implement block scheduling.	X		Kurt Jones			COMPLETE		
N	Maintain Math Breakfast Club and Breakfast Cafe for struggling children (Before) (390915)	Use as an intervention to assist students who are struggling according to ISAT and Scantron data by providing supplemental resources, instruction, and support in math.	X		Kurt Jones			INPROGRESS		
N	Maintain ST Math Program (Before, During, After)	Technology program that provides intensive intervention to all students in math		X	Kurt Jones			INPROGRESS		24171.115.54505.119035.000000.2012_\$ 0.00



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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 technology.								
N	Maintain Algebra Program	Provide students to become high school ready and assist our students to exceed on the ISAT and Scantron standards.		X	Kurt Jones			INPROGRESS		
N	Pay for subs for math professional development	To provide teachers with an opportunity to develop their instructional practices and keep abreast of their classroom instruction and curriculum requirements.	X		Kurt Jones			INPROGRESS		
N	Purchase A Lead Math/Science Teacher Position	Use lead math/science teacher to model effective math/science instruction in classrooms, coach teachers, mentor struggling classroom teachers in the area of math/science instruction, develop effective teaching strategies for teachers in the area of math/science instruction,	X		Courtney Arthur			COMPLETE		



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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						
		conduct professional development for teachers at the school level, teach an algebra course for middle school children								

3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase FOSS workbooks for K-5 (Before, During, After)	To purchase instructional supplies to maintain current K-% FOSS science instruction and to supplement areas of weakness as identified in Scantron and ISAT.		X	Courtney Arthur			COMPLETE		
N	Job Shadowing Program (Before, During, After)	To provide upper grade students an opportunity to make and maintain real-life connections with science and within the scientific field by being exposed to a variety of professions within this area.		X	Courtney Arthur			COMPLETE		



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3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase supplemental science instructional material to supplement science programs	Purchase additional resources for certain contextual areas that are missing within current curriculum according to Illinois Assessment Frameworks. This would provide funding to purchase non-fiction books for classroom instruction that are aligned to Illinois Assessment Frameworks (Before, During, After)		X	Courtney Arthur			INPROGRESS		
N	Pay for conference registration fees (Before, During, After)	To allow teachers opportunities to be exposed to different professional developments related to their content area.		X	Kurt Jones			INPROGRESS		
N	Create a science club (Before, After)	To allow students an opportunity outside of the classroom and school day to develop scientific skills and processes to encourage higher order thinking and		X	Courtney Arthur			INPROGRESS		



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3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		promote student achievement in science								
N	Purchase supplies for science programs (During)	To purchase instructional supplies to maintain current K-8 science instruction and to supplement areas of weakness as identified in Scantron and ISAT.		X	Courtney Arthur			INPROGRESS		
N	Purchase K-8 Science Fair supplies (Before, During, After)	Purchase supplies to fund and maintain a science fair program and competition for students in grades K-8 to reinforce science content and skills		X	Courtney Arthur			INPROGRESS		
N	Schoolwide Benchmark Assessment for science on a quaterly basis (During)	Provide a quarterly benchmark assessment for students in K-8 in science using Scantron to review and analyze progress made according to data and create plans and goals accordingly.		X	Courtney Arthur			COMPLETE		
N	Purchase replenishment materials for FOSS, SEPUP, IEY, SALI	To purchase supplies to maintain current science curriculum and		X	Courtney Arthur			INPROGRESS		



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3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	programs (During)	programs to ensure instructional methods aligned with CMSI								
N	Maintain .5 position to continue 3rd grade departmental program to focus on academic gains in science (During)	Purchase instructional position to maintain departmental schedule and smaller class sizes in 3rd grade to ensure the instructional focus will be effective.	X		Kurt Jones	\$47,402.00	\$46,863.70	INPROGRESS	445420	
N	Pay for subs for teachers to attend Science Professional Developments (During)	To provide teachers with an opportunity to develop their instructional practices and keep abreast of their classroom instruction and curriculum requirements.	X		Kurt Jones			INPROGRESS		

4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase a full time Special Education position	By purchasing a full time Special Education position, we will be able to solidify the department and	X		Kurt Jones			INPROGRESS		



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		create a instructor for these students at each grade level split (K-2, 3/4, 5/6, 7/8). All SWD would be included in general education classrooms while being able to maintain grade appropriate resource time with their SPED teacher, the preferred method according to ISBE and OSS.								
N	Maintain aide position to include ELL/SPED	This will allow for aides to work with small groups of ELL and SPED as needed on a floating basis, creating additional support necessary for both teachers and students to encourage and promote student achievement.	X		Kurt Jones			INPROGRESS		
N	Create schedules for SWDs	This would allow SPED teachers to have a common planning time with General Ed teachers to promote		X	Kurt Jones			INPROGRESS		



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		collaboration and encourage intergration of students with disabilities.								
N	Purchase supplemental materials for Special Education Programs	To provide funding for purchase of additional resources necessary to supplement current curriculum that provides individual materials to students specific to their individual needs.		X	Marissa Spight			INPROGRESS		
N	To employ self-contained classroom teacher assistants to assist teachers in SWD programs for low incident children	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X			\$137,950.00	\$136,032.53	INPROGRESS	290245,124823	
N	To employ self-contained classroom teacher assistants to assist teachers in SWD programs for low incident children	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X			\$144,029.00	\$118,902.49	INPROGRESS	162971,250305	
N	Employ a SWD	To assist SWD	X		Kurt D. Jones	\$104,626.00	\$101,496.28	INPROGRESS	290246,424465	



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	teacher assistant	teacher in classroom instruction, as well as assist SWD children in general education classrooms								
N	Employ School Bus Aides	Transport SWD children to and from home/school safely	X		Kurt D. Jones	\$17,745.00	\$17,495.99	INPROGRESS	153365	
N	Employ ADA Aide for teacher	Assist teacher with vision disability to perform job functions	X		Kurt D. Jones			INPROGRESS	276769	
N	To employ elementary school self-contained & resource classroom teachers to run SWD programs	Teachers will be responsible programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$308,643.00	\$316,712.47	INPROGRESS	424464,137317,142777	
N	To employ middle school self-contained & resource classroom teachers to run SWD programs	Teachers will be responsible programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$179,010.00	\$178,202.90	INPROGRESS	328353,442268	
N	To employ self-contained classroom teachers to run SWD programs for low incident children	Teachers will be responsible programs focusing on instruction, family involvement &	X		Kurt D. Jones			INPROGRESS		



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4 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		child academic								
N	To employ self-contained classroom teacher assistants to assist teachers in SWD programs for low incident children	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X		Kurt D. Jones	\$49,224.00	\$48,018.10	INPROGRESS	260039	
N	To employ self-contained classroom teacher assistants to assist teachers in SWD programs for low incident children	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X		Kurt D. Jones	\$43,429.00	\$42,068.80	INPROGRESS	164941	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				COMPLETE		
N	Open Teacher Extended Day Bucket		X		Kurt D. Jones			COMPLETE		



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7 - 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	Employ physical education teacher	Teacher will implement physical education program for all children within the academic school day	X		Kurt D. Jones	\$82,046.00	\$81,319.33	INPROGRESS	119808	
N	Employ art teacher	Teacher will implement art & media programs for all children within the academic school	X		Kurt	\$51,484.00	\$51,351.34	INPROGRESS	132972	
N	Employ library teacher	Teacher will implement library & media programs for all children within the academic school	X		Kurt D. Jones	\$100,417.00	\$96,676.71	INPROGRESS	127236	
N	Employ Teacher for PreSchool for All program	Teacher will be responsible for A.M. & P.M. pre-k programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$115,732.00	\$115,114.54	INPROGRESS	397398	
N	Employ a Kindergarten classroom teacher	Teacher will be responsible for A.M. & P.M. kindergarten programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$111,530.00	\$107,321.78	INPROGRESS	404209	
N	Employ Teacher	Teacher	X		Kurt D. Jones	\$55,883.00	\$53,636.30	INPROGRESS	397399	



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24171 - Arthur A Libby School : 2010-2012 Year 2

7 - 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						
	Assistant for PreSchool for All program	assistant will assist the teacher & be responsible for A.M. & P.M. pre-k programs focusing on instruction, family involvement & child academic success & development								
N	Employ Teacher for 1st Grade Classroom	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		
N	Employ 1st grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$84,205.00	\$88,023.44	INPROGRESS	120030	
N	Employ a Kindergarten classroom teacher	Teacher will be responsible for A.M. & P.M. kindergarten programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		



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7 - 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	Employ a 2nd grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$201,741.00	\$195,453.47	INPROGRESS	119736,126894	
N	Employ a 2nd grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$94,805.00	\$91,046.64	INPROGRESS	404208	
N	Employ a 3rd grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$228,285.00	\$226,465.87	INPROGRESS	131977,143960	
N	Employ a 3rd grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		
N	Employ a 3rd grade classroom teacher	Teacher will be responsible for programs focusing on instruction,	X		Kurt D. Jones			INPROGRESS		



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24171 - Arthur A Libby School : 2010-2012 Year 2

7 - 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						
		family involvement & child academic success & development								
N	Employ a 4th grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$111,530.00	\$91,046.64	INPROGRESS	387163	
N	Employ a 4th grade classroom teacher	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		
N	Employ a 5/6th grade classroom teacher for middle school writing	Teacher will be responsible programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$82,046.00	\$76,890.74	INPROGRESS	421333	
N	Employ a 5/6th grade classroom teacher for middle school language arts	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$113,630.00	\$110,420.71	INPROGRESS	421292	



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7 - 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	Employ a 5/6th grade classroom teacher for middle school math	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$95,620.00	\$91,798.04	INPROGRESS	120742	
N	Employ a 5/6th grade classroom teacher for middle school science	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$114,628.00	\$113,917.46	INPROGRESS	382666	
N	Employ a 7/8th grade classroom teacher for middle school math	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones	\$75,259.00	\$106,405.85	INPROGRESS	120708	
N	Employ a 7/8th grade classroom teacher for middle school language arts	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		
N	Employ a 7/8th grade classroom teacher for middle school science	Teacher will be responsible programs focusing on instruction,	X		Kurt D. Jones	\$97,764.00	\$94,016.40	INPROGRESS	128480	



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24171 - Arthur A Libby School : 2010-2012 Year 2

7 - 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						
		family involvement & child academic success & development								
N	Employ a 7/8th grade classroom teacher for middle school writing	Teacher will be responsible for programs focusing on instruction, family involvement & child academic success & development	X		Kurt D. Jones			INPROGRESS		
N	Employ bilingual lead teacher	Teacher will implement bilingual program for ESL children within the academic school day	X		Kurt D. Jones			INPROGRESS		
N	Employ Technology Teacher/Coordinator	Teacher will teach students computer science educations as well as maintain technology within the school	X		Kurt D. Jones			COMPLETE		

5 - 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	Retain Security Guard for Saturday School Program	Pay for 3.5 hours of security for entry, program and dismissal	X		Rebeka E. Barrera			COMPLETE		
N	Fund SES	To oversee	X					INPROGRESS		



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5 - 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						
	security bucket (352868) for security officer for after school programs.	safety of afterschool programs and provide security to staff and students after school during SES program hours.								
N	Fund security aide position (149366)	To provide security and safety to staff, students, and school grounds.	X			\$57,030.00	\$54,419.08	INPROGRESS	149366	
N	Fund .5 art position (250759)	Fund position to continue to fund full-day art program to enrich instructional learning activities and develop the social-emotional needs of students through creative approaches.	X			\$51,484.00	\$50,958.74	INPROGRESS	250759	
N	Provide Quarterly Awards to students who maintain specific GPA, attendance qualifications, and expected behaviors.	Provide awards to students to encourage honor roll participation, attendance, and expected behaviors that will create a positive and motivating learning environment.		X				INPROGRESS		
N	Work with OSS to implement Second Step Program for Elementary	Programs will provide behavioral modifications for students to		X				INPROGRESS		



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5 - 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						
	students and Checkin/Checkout for Middle school students.	encourage positive behavior and maintain a positive and encouraging learning environment.								
N	Continue the implementation of the AVID program as well as purchase necessary supplies.	AVID program facilitates students in becoming high school and college ready through planning		X				COMPLETE		
N	Continue to provide monthly food pantry	This program provided through our partnership with the YMCA provides fresh produce to community members on a monthly basis.		X				INPROGRESS		
N	Maintain NCLB and BAC committees	These committees meet on a monthly basis to create and develop opportunities for parents and community members to become more involved in the school community.		X				INPROGRESS		
N	Employ a School Assistant for K-8th grade students	School assistants will be responsible for assisting teachers in implementing programs focusing on instruction,	X					INPROGRESS		



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24171 - Arthur A Libby School : 2010-2012 Year 2

5 - 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						
		family involvement & child academic success and development								
N	Employ a School Assistant for K-8th grade students	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X					INPROGRESS		
N	To employ School Assistant for K-8th grade students	Teachers assistants will be responsible for assisting teachers in implementing programs focusing on instruction, family involvement & child academic	X					INPROGRESS		
N	To employ a School Clerk position	School Clerk position will maintain attendance, staffing, and payroll duties as well as administrative assistant duties	X			\$63,710.00	\$61,651.09	INPROGRESS	164406	
N	To employ a School Clerk position	School Clerk position will maintain attendance, staffing, and payroll duties as well as	X			\$66,900.00	\$66,650.43	INPROGRESS	263396	



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24171 - Arthur A Libby School : 2010-2012 Year 2

5 - 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						
		administrative assistant duties								
N	To employ a School Engineer	School engineer will maintain school grounds and provide a safe and clean learning environment.	X			\$110,005.00	\$104,452.35	INPROGRESS	166206	
N	To employ a School Cafeteria Manager	School Cafeteria Manager position will maintain lunchroom staff and duties to provide a clean and safe environment for students.	X					INPROGRESS		
N	To employ a School Cafeteria Manager	School Cafeteria Manager position will maintain lunchroom staff and duties to provide a clean and safe environment for students.	X					INPROGRESS		
N	Purchase a counselor/case manager	Support the emotional/social development of all children and provide supports to children, families & community	X		Kurt D. Jones	\$73,628.00	\$73,711.95	INPROGRESS	119977	



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24171 - Arthur A Libby School : 2010-2012 Year 2

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	Custodial Repairs			X	OMB Budget Analyst			INPROGRESS		24171.230.56105.254002.000000.2012_\$ 30,529.00

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	Employ a Math/Science Curriculum Coordinator position.	This position will support the learning development of all children and provide supports to staff, children, families & community through providing instructional strategies and curriculum support.	X		Kurt Jones			COMPLETE		
N	Employ Principal & Assistant Principal	Principal & Assistant Principal will be employed to implement & maintain strong instructional programs, a safe & nurturing environment and run day-to-day operations for the school.	X		Kurt D. Jones	\$314,992.00	\$314,303.89	INPROGRESS	117766,114299	
N	Provide Professional Development	Pay admission cost for professional/curriculum		X	Kurt D. Jones			INPROGRESS		



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24171 - Arthur A Libby School : 2010-2012 Year 2

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						
		development								

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INPROGRESS		24171.312.53205.256009.000000.2012_\$0.00 + 24171.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INPROGRESS		24171.230.54105.254020.000000.2012_\$5,000.00 + 24171.230.54105.254021.000000.2012_\$0.00 + 24171.230.54105.254027.000000.2012_\$3,000.00 + 24171.230.54105.254022.000000.2012_\$0.00 + 24171.230.54105.254002.000000.2012_\$3,209.00
N	Custodial Supplies			X	OMB Budget Analyst			INPROGRESS		24171.230.53405.254002.000000.2012_\$10,044.48
N	Electricity Services			X	OMB Budget Analyst			INPROGRESS		24171.230.53115.254002.000000.2012_\$0.00 + 24171.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INPROGRESS		24171.230.53125.254002.000000.2012_\$0.00 + 24171.230.53120.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INPROGRESS		
N	ITS Support Services			X	OMB Budget Analyst			INPROGRESS		24171.230.54125.266407.000000.2012_\$0.00 +



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24171 - Arthur A Libby School : 2010-2012 Year 2

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						
										24171.230.53306.009573.000000.2012_\$ 0.00 + 24171.230.56105.266414.000000.2012_\$ 0.00 + 24171.230.53306.254901.000000.2012_\$ 0.00 + 24171.230.54125.266402.000000.2012_\$ 0.00 + 24171.230.53306.266407.000000.2012_\$ 0.00 + 24171.230.54125.254901.000000.2012_\$ 0.00 + 24171.230.54125.266410.000000.2012_\$ 0.00 + 24171.230.54125.009574.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INPROGRESS		
N	Rental Program			X	OMB Budget Analyst			INPROGRESS		
N	SPED transportation			X	OMB Budget Analyst			INPROGRESS		
N	Telecom Services			X	OMB Budget Analyst			INPROGRESS		24171.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24171.225.54105.266408.000703.2012_\$ 4,272.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		24171.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal	\$10,599.05	\$10,599.05	INPROGRESS		24171.225.54105.266411.000703.2012_\$ 10,599.00
N	SPED transportation			X	Principal			INPROGRESS		24171.115.54210.255004.376712.2012_\$ 0.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INPROGRESS		
N	115 Furniture			X	OMB Budget Analyst			INPROGRESS		24171.115.55005.254403.000000.2012_\$3,107.00
N	115 Supplies			X	OMB Budget Analyst			INPROGRESS		24171.115.53405.119035.000000.2012_\$2,604.57
N	115 Textbooks			X	OMB Budget Analyst			INPROGRESS		24171.115.53305.119035.000000.2012_\$16,200.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INPROGRESS		
N	After school activities (non-salary)			X	OMB Budget Analyst			INPROGRESS		24171.332.54505.125007.430116.2012_\$637.59 + 24171.332.53405.125007.430125.2012_\$47.65
N	After school activities (positions)		X		OMB Budget Analyst			INPROGRESS		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$24,092.00	\$24,092.48	INPROGRESS	410341	
N	Child Parent Center Activities			X	OMB Budget Analyst			INPROGRESS		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INPROGRESS		24171.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100)		X		OMB Budget Analyst			INPROGRESS		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	supplementary funded activities.									
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			INPROGRESS		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INPROGRESS		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INPROGRESS		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INPROGRESS		
N	Custodian/Engineer		X		OMB Budget Analyst			INPROGRESS		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INPROGRESS		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INPROGRESS		
N	Educational Equipment			X	OMB Budget Analyst			INPROGRESS		24171.115.56105.119035.000000.2012_\$1,049.00 +



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										24171.115.55005.119035.000000.2012_\$6,254.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INPROGRESS		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INPROGRESS		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INPROGRESS		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INPROGRESS		
N	Head Start position(s)		X		OMB Budget Analyst			INPROGRESS		
N	Headstart Activities			X	OMB Budget Analyst			INPROGRESS		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INPROGRESS		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$109,407.00	\$104,956.55	INPROGRESS	147871,233890,161242	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INPROGRESS		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INPROGRESS		
N	PAVE supplies			X	OMB Budget			INPROGRESS		



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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						
					Analyst					
N	Parent involvement activities			X	OMB Budget Analyst			INPROGRESS		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Title III - Emergency Immigrant		X		OMB Budget Analyst			INPROGRESS		



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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						
	Language Acquisition									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INPROGRESS		
N	Principal travel reimbursement			X	OMB Budget Analyst			INPROGRESS		24171.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INPROGRESS		
N	School improvement grant activities			X	OMB Budget Analyst			INPROGRESS		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INPROGRESS		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$99,594.00	\$101,387.56	INPROGRESS	161399,157602	
N	Student IDs			X	OMB Budget Analyst			INPROGRESS		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Network support funded			X	OMB Budget Analyst			INPROGRESS		



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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						
	by SGSA									
N	Title IID - Educational Technology		X		OMB Budget Analyst			INPROGRESS		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INPROGRESS		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INPROGRESS		24171.332.57940.119031.430106.2012_\$0.00 + 24171.332.57940.390030.430115.2012_\$0.00 + 24171.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INPROGRESS		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INPROGRESS		24171.332.53405.390030.430115.2012_\$0.65 + 24171.331.57940.390030.430103.2012_\$4,071.30
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INPROGRESS		