



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
Dineen	Bradley	Classroom tchr.			
DuBois	Mary	Classroom tchr.			
Garner	Mark	Other			
Hicks	Pamela	Other			
Howerter	Cara	Counselor/case mgr.			
Jones	Valandra	Classroom tchr.			
McCormick	Kendra	Other			
Miranda	Margarita	LSC member			
Orr	Derrick	Asst. Principal			
President	Anita	Lead/resource tchr.			
Roach	Shirley	Principal			
Sledge	Caycee	Lead/resource tchr.			
Vaughn-Smith	Darnella	LSC member			
Walker	Tina	Classroom tchr.			
Walton	Mildred	Special ed. faculty			
Webb	Brenda	LSC member			
Williams	Betty	Support staff			

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)

CAO-Joe Kallas, MSD- Vivian Moritz, Literacy-Kelly Jeffers, Math- George Guterrez, Special Ed Coach - Donna Harris, School Improvement Coordinator - Auyana Orr, DePaul University (Math, Science and Behavior Management).

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

The SIPAAA team gathered information from all stakeholders via various avenues. Grade level teams met during professional development days and during common planning times to discuss the Five Fundamentals outlined in the SIPAAA. They provided evidence that showed a shared understanding of excellence of each fundamental and discussed what steps could be taken next for improvement. The SIPAAA team took this data and used it to form the school improvement plan.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	4	8	1	2	197		3

Summary of Meetings

Meeting Date	Meeting Type	Description
06-May-2010	SIPAAA Team	Leadership team meeting to finalize SIPAAA.
03-May-2010	SIPAAA Team	SIPAAA Team finalizing school's SIPAAA.
26-Apr-2010	Small group discussion	SIPAAA team discussed family surveys.
22-Apr-2010	SIPAAA Team	Worked on finalizing vision and mission.
22-Apr-2010	SIPAAA Team	Leadership team meeting to discuss Vision and Mission.
09-Apr-2010	Working group	Grade level teams met to discuss Five Fundamentals.
25-Mar-2010	Other	LSC Meeting - Budget presentation.
24-Mar-2010	Small group discussion	School morning meeting. Grade level teams finalized five fundamentals.
17-Mar-2010	SIPAAA Team	Leadership team meeting to discuss data.
03-Mar-2010	SIPAAA Team	Leadership team meeting to discuss school culture.
25-Feb-2010	SIPAAA Team	Leadership team meeting to discuss SIPAAA outline.
25-Feb-2010	Other	LSC Meeting - Members worked on Parent Plan and Surveys.
11-Feb-2010	Working group	Grade level teams met to discuss Five Fundamentals.
02-Feb-2010	SIPAAA Team	Leadership team meeting to discuss data.
29-Jan-2010	Working group	Grade level teams met to discuss Five Fundamentals.
28-Jan-2010	SIPAAA Team	Leadership team meeting to discuss data.
18-Jan-2010	Working group	Professional development day when the teachers and staff filled out survey.
11-Jan-2010	SIPAAA Team	Organization of SIPAAA team. Discussion of focus and goals of the school.

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: 50
Number of Student Survey Responses: 197
Number of Teacher Survey Responses: 29
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 at George Manierre School and Ferguson Child Parent Center recognize, value, and meet each individual child's unique social, emotional, and academic needs. We will provide a rigorous academic education to all students that promotes a climate of high expectations that will empower our students. As a Math and Science Magnet Cluster School located on the Near North Side, we will foster an environment that encourages students to achieve excellence by building and sustaining reciprocal bridges between the school team, the home, and the community.

Vision Statement:

The staff at George Manierre School and Ferguson Child Parent Center in collaboration with the parents, Near North community and our partners, will work together to build a safe and secure learning environment that will develop students who are . . .

- E - Ethical and moral thinkers.
- M - Motivated leaders.
- P - Proficient problem solvers.
- O - Open-minded citizens.
- W - Well-rounded individuals.
- E - Empathetic participants in society.
- R - Responsible decision makers.
- E - Engaged life-long learners.
- D - Determined to persevere.

Student Outcomes

Student Outcomes Strengths and Concerns

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

Strengths:

There was a 1.8% increase in the number of 8th graders (highest grade enrolled) meeting or exceeding state standards as measured by the ISAT last year, hopefully becoming an upward trend this year.

There is an upward trend in the percentage of 8th graders (highest grade enrolled) meeting or exceeding math standards over the past six years (2004: 10.9% to 2009: 60.0%); a 3.7% increase last year; as measured by the ISAT.

The increase in 8th grade math scores could be attributed to the implementation of High School Algebra for Middle Grade Students. In the 2008-2009 school year, targeted 8th grade students took Algebra and 8th Grade Math Thematics courses. We also had Saturday Academy for eight weeks where students were given supplemental instruction in reading, math and science. The students chosen for this academy were those who were predicted to meet standards based on their benchmark scores. The academy was focused on pushing these students to make sure they met standards and possibly exceed.

Concerns:

The percentage of 8th grade students (highest grade enrolled) meeting or exceeding Reading state standards has been up and down during the last three years. We would like to see a steady upward trend. This up and down movement could be attributed to the implementation of Striving Readers in the middle grades in 2007. Teachers have been learning new methods for teaching reading. It will take time for them to become comfortable and effective with these methods. The 2008-2009 school year was only our second year with the program. We hope to see an increase in reading scores for 2009-2010 since this is our third year with Striving Readers.

There is a 7% downward trend regarding the percentage of Freshman on-track to graduate during the past three years, 38.3% to 31.3%. This makes us think that our 8th grade graduates are not prepared for the responsibilities and rigor of high school. Students are going from mostly self-contained classrooms with little or no freedoms to an environment where they are expected to be independent.

There is an increasing achievement gap between 8th graders city-wide and Manierre 8th graders in reading as measured by the EXPLORE during the past three years (ie Mean scores: 2008: -.8%, 2009: -1.7%, and 2010: -1.8%); as well as in math (Mean scores: 2008: -.9%, 2009: -1.1%, and 2010: -2.4%).

There is a significant increase and upward trend in the achievement gap between female 8th graders (81.8%) and male 8th graders (57.9%) in reading as measured by EXPLORE (2007: 5.2% difference, 2008: 17.8% difference, and 2009: 23.9% difference).

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?
 - The Manierre Team uses unit assessments (Scott Foresman, McDougal Littell, Everyday Math, Math Thematics, CME), five week interim math assessments, fluency snapshots, weekly assessments, Benchmark Assessments, and ISAT scores to help assess progress in Grades 3-8. Unit assessments (Scott Foresman, Everyday Math) and ISEL are used to assess progress in Grades K-2.
- 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 Factors:

- *Teachers primarily use whole-group instruction rather than differentiated instruction.
- *The loss of reading coach this year has reduced the amount of in-depth, in-house reading support and training for teachers.
- *There is an inconsistent use of higher order thinking skills during instruction.

External Factors:

- *98.4% of our students come from low-income families who often lack access to learning materials at home (books, writing materials, math utensils, etc.) and learning opportunities not located in the community.
- *The mobility rate at Manierre is 20.8%. Only 79.2% of our students will be with us the entire school year. Neighborhood gentrification has uprooted many of our families, hence lowering the size of our student body and our funding. This decrease in funding makes it difficult to maintain basic personnel, programs, and materials that are needed to educate our students effectively.

- 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 the lowest achievement by:

- *Providing an in-house literacy coach to provide in-depth professional development for staff, design additional targeted instruction for students, and provide literacy training for parents.

- * Providing opportunities for teachers to visit and collaborate with successful teachers in other schools.

- * Providing opportunities for teachers to attend targeted educational conferences (reading, math, differentiated instruction) to build knowledge and skill.

- 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?

Strengths:

- *Overall composite for students meeting or exceeding state standards is at an all time high (55.5%); up 25.8% over the past 6 years.
- *Cohorts followed from third through eighth grade show an overall upward trend in achievement.

*Reading:

- (1) There has been a steady upward trend in reading achievement for five years, with the exception of last year.
- (2) There has been good progress made by grade-level cohorts from 2006-2008. (2006-2007 All cohorts improved, 2007-2008 four of five cohorts improved)

The slow upward movement in reading could be attributed to continued professional development for teachers and collaboration within grade levels.

*Math:

- (1) There has been a 29.2% increase in the number of students meeting or exceeding state math standards during that last 6 years; 4.6% last year.
- (2) Last year, 4 of 5 grade cohorts increased the number of students meeting or exceeding state math standards.

(3) Only 48% of the girls entering 8th grade last year, met or exceeded the 7th grade math standards. During the spring of their 8th grade year, 64.6% of the girls met or exceeded the eighth grade math standards.

This could be due to the fact that Manierre has consistency in curriculum (students have been using the same math program for multiple years). Teachers have participated in on-going professional development. Teachers collaborated with the math coordinator and their colleagues to support the math program.

*Science:

- (1) There is an overall upward trend in Science over the past 3 years (+9.2%).
- (2) The 4th grade has seen a 17% increase in the number of students meeting or exceeding state standards over the past 3 years.
- (3) 54% of 4th graders meet or exceed state standards in Science Inquiry.

This growth could be attributed to funding for more science materials, the creation of a science lab and our partnership with Peggy Notebaert Nature Museum.

- 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>

Weaknesses:

*Manierre did not make AYP in Reading (50.8%). The school scored 19.2% below the AYP target.

*Manierre did not make AYP in Math (64.3%). The school scored 5.7% below the AYP target.
Students with disabilities did not make AYP in Reading or Math.

Strengths:

*Manierre made AYP for attendance (92.2%).

*The subgroups: Black (64.7) and Economically Disadvantaged (64.3) made Safe Harbor in Math.

Concerns:

Weaknesses:

*The overall composite for students meeting or exceeding state standards has increased 1% over the past 2 years.

*Reading:

- (1) School-wide reading achievement is 18.7% below the citywide average.
- (2) Only 2 of 5 cohorts improved during 2008-2009.
- (3) Approximately 8% more girls than boys meet or exceed State Reading Standards.
- (4) Only 13.8% of SwD are meeting or exceeding state reading standards (10.2% lower than the citywide average for SwD.)
- (5) Only 47% of students passed the vocabulary subtest. 4 of 6 grade levels scored lowest on vocabulary development.

Our low reading scores could be attributed to lack of rigor in the classroom. A lack of communication between grade levels could cause gaps in reading instruction. Our weakness in vocabulary has prompted a school wide focus on vocabulary instruction. Teachers have been attending professional development to learn how to teach vocab across content areas.

*Mathematics:

- (1) School-wide math achievement (63.1%) is 10.5% below the CPS average

- (73.6%).
 (2) Measurement remains considerably lower than other math subtests (45.7%). It is lower in the upper grades (7th: 35.8%, 8th: 29.4%).
 (3) Females tend to meet or exceed state math standards more than males in grades 3-5 and males more than females in grades 6-7.

Our weaknesses in math could be attributed to a lack of communication between grade levels. We need to supplement our measurement curriculum to help our students master this standard.

***Science**

- (1) Only 42.7% of students passed Earth Science.
 (2) Only 43.6% of students passed Physical Science.
 (3) There is an achievement gap between boys and girls at target grade levels. 19.5% more girls meet or exceed science standards in 4th grade than boys. 24.7% more boys meet or exceed science standards in 7th grade than girls.

Our weakness in science could be attributed to a lack of science instruction in the grade levels that are not tested on ISAT.

Student Connection

Student Connection Strengths and Concerns

Strengths:

*78% of students participate in extracurricular sports (up 13% from previous year.) This data supports our efforts to provide safe and fun after-school opportunities as alternatives to activities on the street.

*79% of students report that Manierre has a safe and respectful climate (up 6% from previous year.) This data supports our continuous efforts to make Manierre a safe haven and second home for our students.

*80% of students report that Manierre provides academic rigor. This data indicates that our students are aware of our continuing rising expectations.

*97% of students report that Manierre has supportive teachers and staff. We believe this data confirms that our children know that "we're all in this together."

Concerns:

*How can we reduce the number of student suspensions thereby increasing instructional time and raising achievement for students with behavioral issues?

*How can we provide more rigor to raise academic achievement? What would it look like?

*Suspensions went down 31% from the previous year (2008/09: 86, 2007/08: 126). This is reflective of the increasing awareness of the Student Code of Conduct.

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?
 - * Manierre has 3 National Board certified teachers.
 - * Teacher absences decreased by .3 days.
 - * The school is clean and received a "B" rating for cleanliness.
 - * The overall mobility rate at Manierre is 20.8%.
 - * The poverty rate at Manierre is 98.4%

- In what ways, if any, have these attributes and challenges contributed to student performance results?
 - * Reducing teacher absences allows students to have their highly qualified and vested teacher in front of them more.
 - * A clean environment reflects the school community's belief that "learning" is an important business and that there is a collective responsibility in maintaining it.
 - * Parent satisfaction with the school will mirror the amount of support they will be willing to give the school and the learning process.
 - * Undoubtedly, the 20.8% mobility rate continues to be a great concern. This means that we only have 79.2% of our students with us the entire school year. This translates into interrupted learning and missed opportunities.
 - * Poverty is a huge challenge. Many literacy activities that some children are able to do daily and taken for granted, often are not a reality to children of poverty. As educators we must be aware of the many opportunities we have to influence some of the non-financial resources that make such a huge difference in a child's life (ex. it costs nothing to be an appropriate role model).

Strengths:

All teachers at Manierre school are highly qualified according to NCLB requirements. Nearly 80% of Manierre teachers have or are currently pursuing an advanced degree. Manierre teacher attendance has improved. Manierre also has three National Board Certified Teachers.

Concerns:

Manierre School's enrollment has dropped from 755 in 2004-05 to 507 in 2008-09. We are currently below 500. The enrollment drop is a reflection of the gentrification of the Near North neighborhood. Many school families are being displaced and therefore pulling out of Manierre.

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	McDougal Littell (Houghton Mifflin Harcourt)	Literature based reading series									X	X	X
Math	Everyday Math	Comprehensive math curriculum supported by CMSI			X	X	X	X	X	X			
Math	Math Thematics	Investigative math curriculum supported by CMSI									X	X	X
Math (HS)	EDC	CME-Algebra I supported by CMSI											X
Reading	Pearson Scott Foresman	Guided reading, differentiated instruction, flexible grouping literacy curriculum.			X	X	X	X	X	X			
Reading	Striving Readers	Middle school reading intervention program									X	X	X
Science	FOSS Kits	Science curriculum supported by CMSI.			X	X	X	X	X	X			
Science	STC	Science curriculum supported by CMSI.			X	X	X	X	X	X			
Science	Peggy Notebaert	Science on the Go						X			X		
Science	IES	Hands on science curriculum supported by CMSI.									X		
Science	SALI	Hands on science curriculum supported by CMSI										X	
Science	Other	IEY - Science curriculum supported by CMSI											X

Partner Name	Partner Description	# of Students
Sit Stay Read	Reading and writing enhancement using canine companions: 2nd, 3rd, 4th	40
Price Waterhouse Cooper	Funding for social activities	515
Junior Achievement	Economic and Business Education	515
Trader Joes	Donations	515
TOV	Volunteer tutoring program	150

Partner Name	Partner Description	# of Students
Reading is Fundamental	Donated books	515
DePaul University	Basic mental health	25
WITS	Working in the Schools - Tutoring	150
By the Hand	After School Tutoring	100
Fourth Presbyterian Church - Chicago Lights	Accelerated Reader	200
Fourth Presbyterian Church - Chicago Lights	Fine Arts Program	20
Fourth Presbyterian Church - Chicago Lights	After School Tutoring	50
Quarasan	Funding - Music Teacher, School Supplies, Gift Cards	515
DePaul University	Anger Management	25
WITS	Working in the Schools- Credit Suisse Program	20
WITS	Working in the Schools - Power Lunch 3rd and KG	55
Cabrini Green Tutoring	After School Tutoring	20
Open Books	Reading	30

 **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).

We implement the following practices to address our deficiency in core academic subject areas: (1) After-school programs for reading and math for grades 1st - 8th. (2) Saturday selective high school exam preparation for eligible 8th grade students. (3) Saturday Selective Prep. tutoring for promising 7th grade students. (4) Common planning time for teachers (K-8). (5) Targeted professional development (differentiated instruction, higher order thinking skills, science through museum partners, and vocabulary development) on restructured PD days.

- 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...).

We differentiate instruction to meet the needs of all of our students. We facilitate collaboration between special ed teachers, general ed teachers, and the resource team to create lessons and reflect on our teaching practices. We use data to access our students needs and target interventions based on that data.

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

- Next Steps for Instruction:

Through continued grade level meetings and professional development teachers will work on using formative assessment data as a tool to direct instruction in all subjects. Increase support for science instruction for all grade levels through collaboration and professional development provided by CMSI and lead teachers. Develop support for creating effective lesson plans that include differentiated instruction and technology integration. Through collaboration and professional development all instruction will be data driven using Scantron and ISEL assessments. Progress monitoring will be used across the board to drive instruction through assessment.

Five Fundamentals: Instructional Leadership

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

Next Steps for Instructional Leadership:

Data team will hold performance management (PM) sessions to analyze Math Benchmark, ISEL Learning First and ISAT figures to drive standards based instruction and flexible grouping of students. The data team will also give assessments to review, analyze and assign to after school partnerships and programs.

Instructional Leadership Team (ILT) will continue to meet bi-weekly to discuss school wide initiatives (i.e. LRE, current data trends, school wide instructional focus, etc.)

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?

The professional capacity factors that have contributed positively toward improved student performance are: (1) science PD provided by CMSI and lead teacher, (2) grade level meetings that promote collaboration and data driven instruction (Benchmark and ISEL assessments) (3) consultants providing professional development on differentiating instruction and higher order thinking skills, and (4) staff members presenting workshops on writing, science, and math.

- ✓ **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...)

General education teachers and special ed teachers have common planning time where they can collaborate on lesson plans and differentiate instruction. Teachers record all interactions on collaboration logs.

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

- Next Steps for Professional Capacity:

Implement a professional development series focused on reading instruction across curriculums, including math and science. The professional development will discuss the creation of thematic units which incorporate projects using multiple intelligences and varied learning styles. The professional development will enhance the use of non-fiction texts and resources within the thematic unit. A professional development series will also be developed to focus on external teacher resources. Grade level groups will travel to museums, libraries, and community centers to explore resources available for educators. Professional development will also be presented on how to integrate technology into lesson plans. Professional development provided by CMSI for Everyday Math (K-5), Math Thematics (6-8), CMSI Science Curriculum (K-8).

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).

Students with and without disabilities have lunch and prep periods (art, gym, and library) together to foster social integration. Materials are differentiated within grade level text series.

- Next Steps for Learning Climate:

Continue with LRE activities and facilitating more collaboration between special ed and general ed teachers.

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?

Parents and Guardians reported that they felt comfortable coming to their child's teacher with concerns. Parents stressed the importance of constant communication between home and school.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a

format and, to the extent practicable, in language the parents can understand.

Benchmark results are sent home with each student. These results compare each individual student to students in the school and students in the district. A letter from Chicago Public Schools was sent home to each parent stating the academic status and performance rating of our school.

Next Steps for Family & Community Involvement:

Continue to foster our relationships with our current partners. Create a series of parent information nights when parents are invited to the school to find out information about GED, health, parenting skills, ISAT, homework help, etc. Family reading and math/science nights will be organized for academic and social activities. A community night will be organized for neighborhood vendors to share their resources with our families.

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	All students and subgroups did not make AYP or Safe Harbor in Reading. Improve reading and writing skills school-wide with an increased focus on vocabulary and our students with disabilities.	ISAT composite in Reading for all students will increase from 49.1% in 2009 to 53.1% in 2010 to 57.1% in 2011 and 61.1% in 2012. If we achieve these scores we will meet Safe Harbor targets.	Principal/ILT will meet with each teacher quarterly for a PM session to discuss the academic achievement of the students by reviewing unit, 5-week assessments and Scantron tests to develop SMART goals and Action plans for the teacher.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Mathematics	All students and subgroups did not make AYP or Safe Harbor in Math. Continue implementing Everyday Math and Math Thematics in order to increase mathematical knowledge and skills.	<p>ISAT composite in Math will increase from 63.1% in 2009 to 67.1% in 2010 to 71.1% in 2011 and 75.1% in 2012.</p> <p>If we achieve these scores we will meet Safe Harbor targets.</p>	Principal/ILT will meet with each teacher quarterly for a PM session to discuss the academic achievement of the students by reviewing unit, 5-week assessments and Scantron tests to develop SMART goals and Action plans for the teacher.	Yes
3	Science	Continue implementing CMSI science curriculum by utilizing IEY, SALI, IES, FOSS and STC in order to increase science knowledge and comprehension skills in the content area.	<p>ISAT composite in Science for 4th and 7th grade students will increase from 50.7% in 2009 to 54.7% in 2010 to 58.7% in 2011 and 62.7% in 2012.</p> <p>If we achieve these scores we will meet Safe Harbor targets.</p>	Principal/ILT will meet with each teacher quarterly for a PM session to discuss the academic achievement of the students by reviewing unit, 5-week assessments and Scantron tests to develop SMART goals and Action plans for the teacher.	Yes
4	Learning Climate / Safety	Implement a school-wide program that addresses life skills, health, character education, service-learning and developing positive social behavior.	<p>Decrease the amount of suspensions from 86 in 2009 to 77 in 2010 to 68 in 2011 and 59 in 2012.</p> <p>Increase student attendance from 92.6% in 2009 to 94% in 2010 to 94.5% in 2011 and 95% in 2012.</p>	Assistant Principal and Discipline Team will meet with students in the beginning of the year and review code of conduct. AP will maintain a daily log of student behavior occurrences. We will monitor daily attendance for each classroom. Incentives will be given for perfect monthly attendance for students and 94% attendance for classrooms.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Core Classroom Instruction	Teachers will use data from Scantron and ISAT to drive their instruction. Reading strategies will be used across content areas. ILT will align curriculum with standards and across grade levels in collaboration with grade level and vertical teams.	<p>ISAT Composite (Meet or Exceed) will increase from 55.5% in 2009 to 59.9% in 2010 to 63.9% in 2011 and 67.9% in 2012.</p> <p>ISAT Composite Exceeds will increase from 5.2% in 2009 to 7.2% in 2010 to 9.2% in 2011 and 11.2% in 2012.</p> <p>ISAT Composite for 8th Grade will increase from 63.3% in 2009 to 67.3% in 2010 to 71.3% in 2011 and 75.3% in 2012.</p> <p>ISAT Composite Exceeds for 8th grade will increase from 8.3% in 2009 to 9.8% in 2010 to 11.3% in 2011 and 12.8% in 2012.</p>	Principal/ILT will meet with each teacher quarterly for a PM session to discuss the academic achievement of the students by reviewing unit, 5-week assessments and Scantron tests to develop SMART goals and Action plans for the teacher.	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



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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	\$263,939.00	\$250,584.06	INCOMPLETE	449689,430548, 449689,447264	
N	Continue to fund ESP School Assistant Bilingual Position - School Office Services		X		Principal			INCOMPLETE		
N	Regular P.E. Position		X		Principal	\$41,022.00	\$40,455.52	INCOMPLETE	449570	
N	Continue to fund .5 Art Teacher		X		Principal			INCOMPLETE		
N	ESP Extended Day Bucket		X		Principal			INCOMPLETE	449851	
N	Consultant Services Professional and Technical			X	Principal	\$8,000.00	\$8,000.00	INCOMPLETE		24311.225.54125.119065.000703.2012_\$8,000.00
N	Services Contractual			X	Principal	\$2,700.00	\$2,700.00	INCOMPLETE		24311.225.54105.241006.000703.2012_\$2,700.00
N	Pupil Transportation			X	Principal			INCOMPLETE		
N	Commodities and Supplies - Homeless Requirement			X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		24311.225.53405.111069.000703.2012_\$3,000.00
N	Contractual Repair/Maintena			X	Principal			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	nce of Exterior LED Message Board.									
N	Services Equipment Rental			X	Principal	\$6,220.00	\$6,220.00	INCOMPLETE		24311.225.54510.241006.000703.2012_\$6,220.00
N	PAC - Parent Training Supplies.			X	Principal			INCOMPLETE		
N	Bus Monitor, Engineer positions		X		Principal	\$50,086.00	\$48,068.94	INCOMPLETE	163246,159600	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		
N	PAC Commodities and Supplies			X	Principal	\$3,406.00	\$3,406.00	INCOMPLETE		24311.332.53405.390030.430115.2012_\$0.00 + 24311.332.53405.390030.430128.2012_\$3,406.00
N	PAC Training and Workshops			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	Commodities Text Books			X	Principal	\$13,000.00	\$13,000.00	INCOMPLETE		24311.225.53305.119015.000703.2012_\$13,000.00
N	Seminars, Fees, Subscriptions;			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		24311.332.54505.119015.430106.2012_\$0.00 +



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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						
	Memberships									24311.332.54505.119015.430119.2012_\$6,000.00
N	Teacher Extended Day Bucket for extended day instruction.		X		Principal			INCOMPLETE	450546	
N	TechXL Computer Leasing	Our Strategy is to utilize technology to supplement instruction for students not achieving at expected grade levels.		X	Principal			INCOMPLETE		
N	All Quota Positions		X		Principal	\$2,245,206.00	\$2,228,960.83	INCOMPLETE	422591,122213,140745,118769,140505,164058,255092,130043,129652,255093,258810,126421,298824,118598,130573,250046,118403,114332,250047,127192,122521,422690,124036,251857,142257	
N	Consultant Services Professional and Technical			X	Principal			INCOMPLETE		
N	Commodities and Supplies			X	Principal	\$13,119.00	\$13,119.00	INCOMPLETE		24311.225.53405.119015.000703.2012_\$6,908.00 + 24311.225.53405.119017.000703.2012_\$2,006.00 + 24311.332.53405.119015.430119.2012_\$4,205.00 + 24311.332.53405.119015.430106.2012_\$0.00
N	SCRMA Reading Materials	Our strategy is to continue to use		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						
		our adopted instructional materials for grades k-5. We will ask that we recieve additional support from a reading coach. The coach will help the teachers use the material more effectively in the areas of "Word Work" and comprehension instruction thus incorporating higher order thinking skills in our everyday instruction. This instruction will be monitored by the Principal								
N	Pupil Transportation	Provide transportation for students to cultural events to increase their background knowledge. They will have the opportunity to see literary materials come to life by visiting the theater, attending Open Book for Poetry Slam and visiting museums. This will be monitored by the Principal and the grade		X	Principal	\$1,500.00	\$1,500.00	INCOMPLETE		24311.332.54210.119015.430119.2012_\$1,000.00 + 24311.332.54210.119017.430106.2012_\$0.00 + 24311.332.54210.119015.430106.2012_\$0.00 + 24311.332.54210.119017.430119.2012_\$500.00



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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						
		level chair to ensure that the pre/post activities are followed to increase vocabulary and comprehension skills.								
N	Teacher Curriculum Planning Bucket	Grade level teams will meet with the Principal, ILT and Area Coaches to develop curriculum during the months of June, July and August. The teams will create Curriculum Planning Guides for all grades and all subjects for school year 2010-11. The Mapping Guide will give an increased focus on areas of concern in Literacy (comprehension, vocabulary and Higher Order Thinking Skills).	X		Principal			INCOMPLETE	449853	
N	Reading Software for Computers in Lab			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		24311.225.53306.119015.000703.2012_\$6,000.00
N	Furniture & Equipment			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		24311.225.55005.119015.000703.2012_\$6,000.00



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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	Continue Funding reduced class-size position.	Our strategy is to reduce class size to provide more instructional time to students who are performing below expected grade level. This additional time will enable students to achieve AYP or Safe Harbor in Reading and Math. The Principal /ILT will monitor the teacher in the quarterly PM Sessions.	X		Principal			INCOMPLETE		
N	Admissions, Seminar Fees, and Subscriptions			X	Principal			INCOMPLETE		
N	Reading and language Arts Program Initiative			X	Principal			INCOMPLETE		
N	Reading materials for Saturday Enrichment Academy.			X	Principal			INCOMPLETE		
N	.5 Kindergarten Position		X		Principal	\$94,804.00	\$93,711.71	INCOMPLETE	422653	
N	ESP Teacher Assistant Position		X		Principal	\$46,313.00	\$45,107.96	INCOMPLETE	408582	



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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						
N	Middle School Grade Math Teacher	Our strategy to improve math instruction is by departmentalizing our middle school. Math will be taught by an endorsed, highly qualified teacher.	X		Principal	\$83,067.00	\$84,416.75	INCOMPLETE	130572	
N	Commodities and Suppies - math.			X	Principal			INCOMPLETE		
N	Math Commodities - Workbooks	Our strategy to improve math instruction is to provide our students with all necessary materials. The materials will enhance our research based curriculum Everyday Math (k-5) and Math Thematics (6-8). These materials will be monitored by the Principal/ILT for its effectiveness by reviewing ISAT, Scantron and 5-Week Assessments.		X	Principal			INCOMPLETE		
N	Consultant Services for Math Professional Development.			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		24311.225.54125.119016.000703.2012_\$6,000.00



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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	Middle School Grade Science Teacher	Our strategy to improve science instruction is by departmentalizing our middle school. Science will be taught by an endorsed, highly qualified teacher.	X		Principal	\$97,866.00	\$94,630.71	INCOMPLETE	145760	
N	Science Commodities and Supplies			X	Principal			INCOMPLETE		
N	Consultant Services - Peggy Notebaert	Our strategy to improve science instruction is to collaborate with Peggy Notebaert to provide science support for grades 3-7. This will help us meet AYP/ Safe Harbor in science. This will be monitored by the Principal/ILT for its effectiveness by reviewing ISAT and 5-Week assessments.		X	Principal	\$6,500.00	\$6,500.00	INCOMPLETE		24311.225.54125.119017.000703.2012_\$6,500.00
N	Pupil Transportation	Provide transportation for students to cultural events to increase their background knowledge. They will have the opportunity to see mathematical concepts come		X	Principal			INCOMPLETE		



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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						
		to life by visiting museums and attending Chamber Theatre productions. This will be monitored by the Principal and the grade level chair to ensure that the pre/post activities are followed to increase math knowledge.								

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	Principal and AP positions		X		Principal			INCOMPLETE		

4 - Learning Climate / Safety

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Postage			X	Principal	\$1,500.00	\$1,500.00	INCOMPLETE		24311.225.53510.119015.000703.2012_\$1,500.00
N	Substitute Teacher		X		Principal			INCOMPLETE	449854	



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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	SPED transportation			X	Principal			INPROGRESS		24311.115.54210.255004.376712.2012_\$0.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		24311.332.54105.266411.430106.2012_\$0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		24311.312.53210.256009.000000.2012_\$0.00 + 24311.312.53205.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		24311.230.54105.254002.000000.2012_\$1,094.22 + 24311.230.54105.254022.000000.2012_\$0.00 + 24311.230.54105.254027.000000.2012_\$4,000.00 + 24311.230.54105.254021.000000.2012_\$0.00 + 24311.230.54105.254020.000000.2012_\$3,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		24311.230.56105.254002.000000.2012_\$38,793.55
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		24311.230.53405.254002.000000.2012_\$6,202.66
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		24311.230.53115.254002.000000.2012_\$0.00 + 24311.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		24311.230.53125.254002.000000.2012_\$0.00 + 24311.230.53120.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support			X	OMB Budget			INCOMPLETE		24311.230.54125.266410.000000.2012_\$



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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						
	Services				Analyst					0.00 + 24311.230.56105.266414.000000.2012_\$ 0.00 + 24311.230.54125.009574.000000.2012_\$ 0.00 + 24311.230.54125.266402.000000.2012_\$ 0.00 + 24311.230.54125.266407.000000.2012_\$ 0.00 + 24311.230.54125.254901.000000.2012_\$ 0.00 + 24311.230.53306.254901.000000.2012_\$ 0.00 + 24311.230.53306.009573.000000.2012_\$ 0.00 + 24311.230.53306.266407.000000.2012_\$ 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		24311.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24311.225.54105.266408.000703.2012_\$ 2,856.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		24311.225.54105.266411.000703.2012_\$ 4,308.00



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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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		24311.115.55005.254403.000000.2012_\$2,296.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		24311.115.53405.119035.000000.2012_\$3,131.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		24311.115.53305.119035.000000.2012_\$18,994.00
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		
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		24311.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	331/430100) 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			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst	\$110,005.00	\$108,667.56	INCOMPLETE	153175	
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		24311.115.56105.119035.000000.2012_\$775.00 +



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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						
										24311.115.55005.119035.000000.2012_\$4,622.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$229,456.00	\$221,063.96	INCOMPLETE	162060,162485,167101,163443,153465,154723,150348,162428	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		



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



CPS SIPAAA Planning Report

24311 - George Manierre School : 2010-2012 Year 2

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			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		24311.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$95,092.00	\$93,636.30	INCOMPLETE	157096,253740	
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			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						
	by SGSA									
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		24311.332.57940.390030.430115.2012_\$179.90 + 24311.225.57940.119020.000703.2012_\$0.00 + 24311.332.57940.119031.430106.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		24311.332.57940.390030.430115.2012_\$179.90 + 24311.331.54505.390030.430103.2012_\$500.00 + 24311.332.54105.390030.430115.2012_\$840.00 + 24311.332.54125.390030.430115.2012_\$871.00 + 24311.331.54105.390030.430103.2012_\$105.00 + 24311.331.53405.390030.430103.2012_\$750.00 + 24311.331.54125.390030.430103.2012_\$900.00 + 24311.331.54205.390030.430103.2012_\$62.40 + 24311.331.54565.390030.430103.2012_\$500.00