



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2010.

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.**



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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
Roach	Shirley	Principal	X		
Dineen	Bradley	Classroom tchr.			
Dowding	Cara	Counselor/case mgr.			
Garner	Mark	Other			
Haymon	Carol	Lead/resource tchr.			
Hicks	Pamela	LSC member			
Jenkins	Alicia	Lead/resource tchr.			
Klepper	Caycee	Lead/resource tchr.			
London	Andrea	Lead/resource tchr.			
McCormick	Kendra	Other			
Meeks	Etha	Classroom tchr.			
Miranda	Margarita	LSC member			
Orr	Derrick	Asst. Principal			
Orr	Derrick	Asst. Principal			
Patterson	Reginald	Asst. Principal			
Vaughn-Smith	Darnella	LSC member			
Walker	Tina	Classroom tchr.			
Walton	Mildred	Special ed. faculty			
Webb	Brenda	LSC member			
Williams	Betty	Support staff			

Involvement

- ✔ **TIP** Please note that the first four questions below are new additions to the 08-10 Year 2 SIPAAA.
- ✔ **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.



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SIPAAA board approval on August 26 2009, board report # 09-0826-EX14

✓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.

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. "AIO Directed AIO oversight over the local school's budgetary and curricular decisions, to strengthen or replace the instructional materials, practices and supports available to the school." Area Instruction Officers along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; Area Instruction Officers along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; Area Instruction Officers and School Improvement Coordinators will provide professional development and support to school based personnel on using data to improve instruction. School Improvement Coordinators will support schools in the development and implementation of the SIPAAA.

✓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)

James Cosme - Area Instruction Officer, Vivian Moritz - Management Support Director; Auyana Orr - School Improvement Coordinator; Literacy-Kelly Jeffers, Math -George Guterrez, Science- George Guterrez; Donna Harris - Special Education Coach; De Paul University, National Lewis University, Peggy Notebaert Museum, Working in the Schools (WITS), TOV, By The Hand, 4th Presbyterian Church

✓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.

✓TIP Please note that you can edit the information within the text box below.



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The entire faculty and staff is involved in the writing of the SIPAAA, including all support staff, engineering staff, lunchroom staff, the Local School Council, and the Office of Literacy support person. We met in October to form the team. We talked about the role of the team and how we were going to include all stakeholders. We felt that we needed to start with the positive. We created a questionnaire to give to teachers, support staff, and students. The questionnaire focused on everything positive about Manierre; we created a "Top Ten Good Things About Manierre" list. We celebrated the good things before we began to work on the SIPAAA plan. We had meetings with the team from 8:00am-9:00am. We met in large groups on staff development days and divided into grade level teams. Each small group was facilitated by the grade level chairperson. The surveys from the Toolkits were given to teachers, support staff, students, and parents. We used the information from the surveys as feedback to help the team with the SIPAAA plans.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	5	36	10	12	100	5	1

Summary of Meetings

Meeting Date	Meeting Type	Description
16-Apr-2008	Working group	Finalizing Tech plan
15-Apr-2008	Working group	Tech Plan
11-Apr-2008	Working group	Parent meeting to complete Parent Compact
08-Apr-2008	Working group	Tech team meeting
13-Mar-2008	Working group	Revising priorities
28-Feb-2008	Working group	Activities
27-Feb-2008	Working group	Activities
26-Feb-2008	Working group	Activities
25-Feb-2008	Working group	Activities
11-Feb-2008	Working group	Discuss and review outcome analysis data
25-Jan-2008	Small group discussion	Discussion of Outcome Analysis
11-Jan-2008	Working group	Working in small group on Vision and Mission
10-Jan-2008	SIPAAA Team	Came together to review small group data (vision/mission)
07-Dec-2007	Small group discussion	Worked in small group to brainstorm the development of Vision and Mission statement
20-Nov-2007	SIPAAA Team	Reviewed survey created by the team to create Manierre's Top Ten good things about Manierre
01-Nov-2007	Working group	Developed survey for teachers/students "What's good about Manierre"
25-Oct-2007	SIPAAA Team	Organizational meeting for the SIPAAA Team

Five Fundamentals Surveys

Number of Family Survey Responses: 12
 Number of Student Survey Responses: 100
 Number of Teacher Survey Responses: 36
 Number of Staff Survey Responses: 10

Mission/Vision



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- ✓ **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:

George Manierre School and Ferguson Child Parent Center strive to increase academic rigor by promoting a climate of high expectations. Teachers work collaboratively and participate in professional development to design effective learning experiences utilizing the Illinois State Standards, inquiry based learning and differentiated instruction for all students. Our students strive to meet the challenges they face in our global community with confidence as they enhance their critical thinking skills and demonstrate understanding of how academic excellence can be reached through literacy, math and the sciences.

Vision Statement:

We at George Manierre School and Ferguson Child Parent Center strive to motivate, inspire and challenge all of our students in a safe and secure learning environment. We envision a diverse community of responsible life long learners who become critical thinkers through academic rigor and effective best practices. Our school community will prepare our students to become productive self-sufficient, well rounded members of a global society by uncovering an enriched curriculum integrated with technology, literacy, math and the sciences.

Student Outcomes

Student Outcomes Strengths and Concerns

Strengths:

The % of students meeting or exceeding state standards for the highest grade enrolled (8th grade) increased 20.5% from 2005-2006 to 2006-2007. This could be due to the strong collaboration between classroom teachers and curriculum support team.

The % of students promoted from 3rd grade increased from 82% in 2005-2006 to 84% in 2006-2007. Small class sizes and collaboration between teachers and the support of a primary grade literacy coach could have been a factor in this increase.

Concerns:

The % of students on-track to graduate went from 51.4% in 2004-2005 to 47.10% in 2005-2006. This makes us think that our 8th grade graduates are not prepared for the responsibilities and rigor of high school. Students are going from self-contained classrooms with little or no freedoms to an environment where they are expected to be independent.



Academic Progress

Academic Progress Strengths and Concerns

 **TIP** Please note that the first five questions below are new additions to the 08-10 Year 2 SIPAAA.

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

Manierre Team use unit assessments, Benchmark Assessments and ISAT Scores to help assess progress for grades 3-8. We use dibels and unit assesments for assessing progress for grades K-2. Reading assessments indicate deficits in the areas of inferential comprehension skills. Measurement was an area of concern indicated in assessments.

- 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 need to do a better job of leveling the students so as to differentiate the instruction. Fidelity of Implementatio re: professional development and district-wide initiatives need improvement as well. External factors: 98.4 of our schools come from low-income families. Most live in public housing and are confronted with daily living challenges. Our school has a high mobility rate: 24.3%. Only 75.7% of our students stay with us the entire school year. Neighborhood gentrification has uprooted many of our families.

- 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 provide: (1) professional development resources for staff, (2) additional instructional support staff (literacy coach, science coach, sped. staff).

- 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: (1) Upward trend in reading over past 2 years (23%), 7.5% in last year. (2) Substantial gains in 6th (42%) and 8th (35%). (3) Upward trend in math (2 years) 29.3%, 10% in last year. Substantials gains in 6th (30.4%) and 8th (13.10%) Weaknesses: Grades 4, 5, 7 are not making the same kind of gains.

- 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>

Reading is identified as an area of concern in our most recent AYP report. School scored 1.7 % below AYP target for Reading.

Strengths:

The % of students meeting or exceeding state standards in mathematics

Concerns:

Concerns: The school did not may AYP in overall reading performance.The



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increased by 29.3% from 2004-2005 school year to 2006-2007. Manierre School also met AYP in 2006-2007 in mathematics. This could be due to the fact that Manierre has consistency in curriculum (students have been using 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.

The ISAT Reading Trend Analysis of 8th grade students went from a 54.5% in 2005-2006 to a 80.4% in 2006-2007. This dramatic increase could be due to on-going professional development provided by the area and office of literacy. Teachers were also provided with professional resources (ie books on comprehension, vocabulary studies and writing). Teachers collaborated with the upper grade literacy coordinator and their colleagues to support the literacy program.

The ISAT Reading Trend Analysis of 3rd grade students went from an 11.3% in 2004-2005 to a 34.6% in 2006-2007. This increase in reading scores could be reflected in the implementation and consistency of DIBELS assessment. The assessment is instructional driven data that allows for early detection of deficit areas for students.

The ISAT Reading Trend analysis for 6th grade went from a 53.5% in 2005-2006 to a 77.10% in 2006-2007. This dramatic increase could be due to on-going professional development provided by the area and office of literacy. Teachers were also provided with professional resources (ie books on comprehension, vocabulary studies and writing). Teachers collaborated with the upper grade literacy coordinator and their colleagues to support the literacy program.

The ISAT Math Trend Analysis for 6th grade went from a 56.3% in 2005-2006 to an 81.3% in 2006-2007. This dramatic increase could be due to teacher collaboration between colleagues and math coordinator.

ISAT Reading Trend Analysis for 3rd - 5th grade are low (around 33%). This implies that our phonics and comprehension curriculum in the primary grades are not meeting the needs of the majority of our students. This trend prompted a change in our schools reading curriculum. The % of students meeting and exceeding in Science dropped 12% from 2005-2006 to 2006-2007 in both 4th and 7th grade combined. This could be a reflection of district focus being on math and literacy only. 11.6% of our Special Education students met or exceeded in Reading, 23.9% of our Special Education students met or exceeded in Math and 25% of our Special Education students met or exceeded in Science. These scores are a reflection of the fact that Special Education students are expected to take ISAT tests above their IEP instructional level.



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- ✔ **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.

Student Connection Strengths and Concerns

Strengths:

The number of suspensions has decreased by 100 students from 2005-2006 to 2006-2007. This could be the result of more professional development on classroom management.

78% of our students participate in extracurricular activities. This data shows that students want to be involved with the school and could be a reason to offer more after school activities.

75.9% of our students reported supportive teachers and staff in 2006-2007. Availability of teachers to students before and after school may contribute to this statistic.

Concerns:

The average days absent per student increased from 12.6 in 2005-2006 to 13.3 in 2006-2007. There is a high mobility rate in the neighborhood due to gentrification. This also contributes to a high tardy rate that continues to be a problem throughout the school.

66.7% of our students reported a safe and respectful school climate. Students struggle with conflict resolution and anger management which makes it difficult to get along with their peers.

School Characteristics

Student Characteristics Strengths and Concerns

- ✔ **TIP** Please note that the first two questions below are new additions to the 08-10 Year 2 SIPAAA.



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Reading	Pearson Scott Foresman	Guided reading, differentiated instruction, flexible grouping literacy curriculum.			X	X	X	X	X	X			
Reading	Other	Striving Readers									X	X	X
Reading	Other	McDougal Litell - Literacy curriculum.										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	Other	IEY-SALI-IES Science curriculum supported by CMSI									X	X	X
Reading	Other	Houghton Mifflin									X		

Partner Name	Partner Description	# of Students
DePaul University	Crossroads - Anger Management	25
DePaul University	Basic Mental Health	25
WITS	Working in the Schools - Tutoring	150
WITS	Working in the Schools - Swiss Bank	25
By the Hand	After School Tutoring	100
Fourth Presbyterian Church - Chicago Lights	Accelerated Reader	200
Fourth Presbyterian Church - Chicago Lights	Fine Arts	20
Fourth Presbyterian Church - Chicago Lights	After School Tutoring	50
Quarasan	Funding - Music Teacher, School Supplies, Gift Cards	515
GREAT Program	4th Grade Gang Prevention program	70
DARE Program	5th Grade Drug intervention program	60
Sit Stay Read	Reading and writing enhancement using canine companions	40
Price Waterhouse Cooper	Funding for social activities	515
Junior Achievement	Economic and Business Education	515
Trader Joes	Donations	515
Get Fit - Walgreens	Physical Fitness and Nutrition Education	60
TOV	Volunteer tutoring program	150
Reading is Fundamental	Donated books	515

TIP The Instruction self-assessment tool can help you identify next steps toward excellence for Instruction.

TIP Please note that the policies and practices question below is an addition to the 08-10 Year 2 SIPAAA.

- 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 (grades-1-8),
- (2) Saturday enrichment academy for reading, math, science (grades 3-8),
- (3) Common planning time for teachers (K-8),
- (4) Weekly grade level meetings-instructional focus,
- (5) targeted professional development (differentiated instruction,



higher order thinking skills, science through museum partner) on restructured PD days.

✔ **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 mathematics and science. Increase support for science instruction for all grade levels through collaboration and professional development provided by CMSI and lead teachers. Research and purchase a new reading curriculum for sixth through eighth grade to bring cohesiveness to the middle grades. This curriculum will be in line with the Striving Readers grant. 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 Learning First, Benchmark and DIBELS 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 Instruction Leadership.

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

Next Steps for Instructional Leadership:

Create a literacy team consisting of the Principal, Assistant Principal, Literacy Coach, Literacy Interventionist, one teacher from each grade level (K-8) and the librarian. This team will lead curricular alignment efforts in literacy instruction across all content areas, including math and the sciences, by developing thematic units that utilize novel studies. These thematic units will also address cultural awareness and connection to the global community. The literacy team would also implement a word study curriculum for grades 4-8.

Create a data team that would analyze Math Benchmark, DIBELS/Reading 3D, Learning First and ISAT figures to drive standards based instruction and flexible grouping of students. The data team will also use the given assessments to review, analyze and assign to after school partnerships and programs.

Five Fundamentals: Professional Capacity

✔ **TIP** The [Professional Capacity self-assessment tool](#) can help you identify next steps toward excellence for Professional Capacity.

✔ **TIP** Please note that the two questions below are additions to the 08-10 Year 2 SIPAAA

- 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 DIBELS 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



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Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago. GOLDEN Teachers Program: The GOLDEN Teachers program supports newly hired CPS teachers by hosting new teacher orientation, coordinating mentoring for first-year new teachers, providing targeted workshops on content and pedagogy, and managing school and system-wide efforts to bring new teachers into the system. The GOLDEN Teachers staff and liaisons support first-year teachers, second-year teachers, and mentors. The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful Web site for student teachers are some services of this innovative program.

✔ **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.

- **Next Steps for Learning Climate:**

Increase academic activities, which include math, science, and literacy, outside of the classroom before and after school to reinforce classroom instruction and student's interests and achievement in academics. These activities will also include parents and community members. Implement Book Clubs for students and parents offered before and after school. Require all athletic participants to attend before school and after school academic activities to reinforce high school requirements of maintaining a required GPA. Offer a parent tutoring program in reading and math for those in GED programs and those who desire to increase their abilities in reading and math.

Implement a consistent discipline system. Create a community volunteer hall monitoring program to increase security and community involvement.

Five Fundamentals: Family & Community 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.

✔ **TIP** Please note that the two questions below are additions to the 08-10 Year 2 SIPAAA.

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



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The following are Family Support Activities that have impacted student performance/ family involvement(1) Open House- Teachers met with parents and signed up students for math and reading tutoring.
(2) Family Reading Night- Parents read with their children, and socialized with other parents (refreshments, door prizes)
(3) Parents/Family Activities: Parent Room (Workshops/Parent-Teacher activities: resume-writing, job search, family nutrition, Fathers Reading Day, crafts

TIP Please note that this question is a new addition to the SY 09-10 SIPAAA.

- 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.

The principal held a public forum inviting all parents and had a meeting with the PAC telling them of the school's academic status. Parents were also notified at an Open House when they could sign their child up for tutoring.

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.

The principal held a public forum inviting all parents and had a meeting with the PAC telling them of the school's academic status. Parents were also notified at an Open House when they could sign their child up for tutoring.

Priorities

- TIP** Use the findings from the outcome and process analyses to identify up to four priorities, the primary areas of focus for the school's improvement efforts. Establish an indicator of success for each priority, which is a quantifiable goal that the school is striving to achieve.
- TIP** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.
- TIP** To change Priority Type please remove the priority and add it again.
- TIP** Within the Monitoring process column, indicate how you will monitor the effectiveness of the strategies and activities for achieving your Indicators of Success.
- TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
- TIP** Note that deleting a priority will delete all related activities.



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Literacy	Improve reading and writing skills school-wide with an increased focus on SwD as well as our African American students, this group did not make AYP.	ISAT composite in Reading for all students will increase to 58.4% in 2009 and 63% in 2010.	Principal will meet with each teacher quarterly to discuss the academic achievement of the students by reviewing unit and benchmark tests, and teacher evaluation checklist .
2	Mathematics	Continue implementing Everyday Math and Math Thematics in order to increase mathematic knowledge and skills.	ISAT composite in Math will increase from 58.5% in 2008 to 64% in 2010.	Principal will meet with each teacher quarterly to discuss the academic achievement of the students by reviewing unit and benchmark tests, and teacher evaluation checklist .
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.	ISAT composite in Science for 4th and 7th grade students will increase from 42.2% in 2008 to 45% in 2010.	Principal will meet with each teacher quarterly to discuss the academic achievement of the students by reviewing unit and benchmark tests, and teacher evaluation checklist .
4	Learning Climate	Implement a school-wide program that addresses life skills, character education, service-learning and developing positive social behavior.	Decrease in number of office referrals by 2.5% in each quarter by 2010.	Assistant Principal will meet with students in the beginning of the year and review CW and Manierre codes of conduct. AP will maintain a daily log.

Activities



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- ✔ **TIP** Take one priority at a time and brainstorm all activities that the school will undertake to improve in the priority 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) click on the pencil to select ISO items and budget for them.

 - ✔ **TIP** Go to the [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
 - ✔ **TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
 - ✔ **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** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.

 - ✔ **TIP** Check the box labeled "Completed" as your school finishes an activity. For an activity that is ongoing, check "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** Charter and contract schools must complete the [School Program Design](#) to meet the state and federal funding requirements.
- Please complete this form, save to your computer and return to Aaron Hull via email at ahull@cps.k12.il.us fax the approved signature page to 773-553-1559 attn: Aaron Hull.
- ✔ **TIP** To learn more about the requirement for the Support Description text box, [click here](#). 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.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund ESP extended-day Bucket - School Office Services		X		Principal			INCOMPLETE	394219	24311.225.52130.241006.000703.2010
N	Fund Teacher Extended-day Bucket for		X		Principal			INCOMPLETE	394220	24311.225.51130.221234.000703.2010



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Professional/Curriculum Planning.									
N	To fund Pupil Transportation			X	Principal			INCOMPLETE		
N	To Fund Substitute Teacher Bucket		X		Principal			INCOMPLETE		
N	To Fund Consultant Services for Other Enrichment Programs			X	Principal			INCOMPLETE		24311.225.54125.119045.000703.2010
N	PAC Refreshments Budget Line.	Strategy: To support and enhance parent workshops.		X	Principal			INCOMPLETE		
N	PAC Consultant Services	Strategy: To fund Consultant Services for Parent Workshops.		X	Principal			INCOMPLETE		24311.332.54125.390030.430092.2010
N	PAC Admissions/Registration Fee.	Strategy: To enhance and support parent partnerships with the school, students, and community.		X	Principal			INCOMPLETE		24311.332.54505.390030.430092.2010
N	PAC Subscriptions	Strategy - To support development for parents to enhance partnerships with the school, students, and community.		X	Principal			INCOMPLETE		
N	PAC Transportation	Strategy: To Support and enhance parent		X	Principal			INCOMPLETE		24311.332.54210.390030.430092.2010



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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						
		involvement in the school.								
N	Purchase office ESP.		X		Principal	\$42,373.68	\$40,677.83	INCOMPLETE	327994	24311.225.52100.241006.000703.2010
N	NCLB PAC			X	PAC Chair	\$3,172.00	\$284.00	INCOMPLETE		24311.332.53405.390030.430092.2010
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		Principal			INPROGRESS		
N	FY09 Parent Involvement funds reload. Funds to be used for parent involvement by Aug 31, 2009.			X		\$2,869.22	\$2,869.22	INCOMPLETE		24311.332.55005.390030.430081.2010 + 24311.332.53205.390030.430081.2010 + 24311.332.54125.390030.430081.2010
N	Homeless Education program (during school)			X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		24311.332.53405.111069.430083.2010
N	PAC funds (during school)			X	PAC			INCOMPLETE		
N	Pupil transportation (during school)			X	Principal			INCOMPLETE		
N	High School Day 8th grade students to select possible high school for 9th grade (during				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						
	school)									
N	Provide an opportunity for the 8th grade students to participate in High School Shadow Day. (during school)				Principal			INCOMPLETE		
N	Purchase Commodities & Supplies (during school)			X	Principal			INCOMPLETE		
N	Postage (during school)			X	Principal			INCOMPLETE		
N	ESP Bucket - School Office Services (during school)		X		Principal			INCOMPLETE		
N	Consultant Services - Professional & Technical (during school)			X	Principal			INCOMPLETE		
N	Fund bucket for ASAS After School Enrichment Program (during school)		X		Principal			INCOMPLETE		
N	Fund Tech XL Network Support Fee using NCLB funds (during school)			X				INCOMPLETE		
N	Fund Tech XL Network Support Fee using SGSA funds (during school)			X	Principal	\$2,328.00	\$2,328.00	INCOMPLETE		24311.225.54105.266408.000703.2010
N	Fund Tech XL			X				INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Leasing using NCLB funds (during school)									
N	Fund Tech XL Leasing using SGSA funds (during school)			X	Principal	\$1,359.00	\$1,359.00	INCOMPLETE		24311.225.54105.266411.000703.2010 + 24311.332.54105.266411.430083.2010
N	(Default) Continue to fund existing SGSA and NCLB positions. (during school)		X		Principal	\$53,661.47	\$51,337.62	INCOMPLETE	114332	24311.225.51100.119045.000703.2010
N	Field Trips (during school)			X	Principal			INCOMPLETE		
N	Fund Field Trip Activities (during school)			X	Principal			INCOMPLETE		
N	To fund Technology Equipment purchase for the Classroom. (during school)			X	Principal			INCOMPLETE		
N	To fund a school sign for the school community at Large. (during school)			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	Purchase supplies for	Strategy: To purchase		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						
	reading instructional program (during school)	<p>SCREMA materials for our literacy program. Explanation: These materials include: baseline tests, workbooks, unit tests. Responsibility: The LC is in charge of ordering all materials. Responsibility: LC will monitor how materials are distributed, and used.</p>								
N	Teacher Extended Day Bucket for Curriculum Planning (after school)	<p>Strategy: Our overall strategy is to have teachers engage in deep discussion and analysis of curriculum and instruction that will carry over into their teaching. (2) The LC and teachers will meet after school and create action plans, write SIPAAA, and plan after school programs. Responsibility: AP, LC, and LIT organized activities. Monitoring: Principal will</p>	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						
		monitor work of teams.								
N	6-8 Striving Readers (during school)	XXX			Principal			INCOMPLETE		
N	Writers Workshop maybe necessary to fully implement the Lucy Calkins Program (after school)	XXX			Principal, Assistant Principal			INCOMPLETE		
N	Continue weekly grade level meetings with Literacy Coach. (during school)	<p>Strategy: The overall strategy is to keep communication open regarding literacy instruction and provide support if needed.</p> <p>Explanation: The LC meets with each grade level to plan for writing prompts, group dynamics for testing, analyze student work, and literacy topics to discuss and study.</p> <p>Responsibility: The LC facilitates the meeting and organizes topics and activities, writes and submits minutes of meetings to principal.</p> <p>Monitoring:</p>			Principal, Assistant Principal, Math Coach			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						
		Principals attends or reads minutes of meetings.								
N	Continue Striving Readers Literacy Team (Grades 6-8) four hours per month. (after school)	Strategy: To continue our literacy team in grades 6-8. Explanation: The current Gr. 6-8 Literacy Team has been very successful. The coach from the Office of Literacy, LIT, and teachers in grades 6-8 discuss curriculum, and student development. Responsibility: The LIT and 6-8 teachers. Monitoring: The principal and LIT will meet periodically to monitor progress of teams.			Principal, LIT, Office of Literacy			INCOMPLETE		
N	Continue attending Striving Readers professional development over the summer, on Saturdays and in school sessions. (during school and Saturdays)	Strategy: To engage classroom teachers, and teachers of SwD in grades 6-8, librarian, and school technology coordinator in professional development activities for teaching literacy. Explanation:			Principal, Office of Literacy			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						
		Saturdays and summer times are ideal because teachers are not being pulled away from their students and their is more time for indepth study. Responsibility: The Office of Literacy Monitoring: The Office of Literacy								
N	Teachers will continue to use Lucy Calkins units of study for writing workshop. (during and after school)	Strategy: To implement the city-wide writing program (Lucy Calkins) in a successful and spiraled way. Explanation: Provide a standard, and consistent approach to writing throughout the school (across the curriculum and across grade levels). So when students move from grade to grade, they will encounter a uniformed approach to writing. Responsibility: LC and teachers will be responsible for			Principal, Assistant Principal, Teachers			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						
		implementing the Lucy Calkins method and sending submitting writing samples to the LC and principal. Monitoring: The principal will read student writing samples monthly.								
N	Continue professional development for reading and writing strategies for all teachers. (during and after school)	Strategy: To provide ongoing support for teachers on reading and writing instruction. Explanation: Professional development will be based on input from teachers and information from grade level meetings. Responsibility: LC and grade level teams will assess needs. Monitoring: Principal and Leadership Team will monitor needs of staff and effectiveness of PD activities.			Principal, Assistant Principal			INCOMPLETE		
N	Continue using DIBELS and Learning First data to drive instruction.	Strategy: To ensure that all teachers are on track meeting grade level			Principal, Teachers			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						
		students.								
N	Fund .5 position for Striving Readers Literacy Intervention Teacher. (during school)	<p>Strategy: Our overall strategy is to provide additional reading instruction for Tier 3 students by providing an additional Striving Readers' Teacher in the grades 6,7, and 8.</p> <p>Explanation: The Striving Readers' teacher team teaches with classroom teacher and works with the Tier 3 students with a guided reading approach.</p> <p>Responsibility: The LIT and classroom teacher collaboratively plan lessons and monitor progress.</p> <p>Responsibility: The principal will monitor lesson plans, and visit the reading lessons periodically.</p>	X		Principal	\$48,319.81	\$46,326.43	INCOMPLETE	327992	24311.332.51100.119015.430083.2010
N	Continue coaching and modeling of	Strategy: LC will model reading and writing			Principal, Assistant 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						
	reading and writing strategies by SCRMA Literacy Coach. (during school)	strategies in the classroom. Explanations: Some teachers are still unfamiliar or uncomfortable in using the strategies and need to see them in practice. Responsibility: LC will set up schedule with teachers. Monitoring: The principal and LC will meet weekly to discuss progress.								
N	Purchase a new reading curriculum for 6th grade. (during school)	Strategy: To purchase McGraw Hill sixth grade reading series. Explanation: Currently the series is used in the 7th and 8th grade classrooms. We want to align the 6th grade reading program to the new middle school specialization initiative. Responsibility: LC Monitoring: Principal will meet with 6th grade teachers to monitor usage; monitor			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						
		lesson plans, etc.								
N	Continue progress monitoring students to drive instruction. (during school)	<p>Strategy: To ensure that all teachers are on track when using adopted reading materials.</p> <p>Explanation: This process is done quarterly. Teachers meet with principal individually to discuss the progress of each student. A data-monitoring chart of all students and assessments serve as the focus of the discussion. Discussions and plans are developed for those students who are not meeting the standards/goals.</p> <p>Responsibility: Each teacher is responsible for completing chart and meeting with principal.</p> <p>Monitoring: Principal and LC keep track of progress of each classroom and individual students.</p>			Principal, Math Coach, Assitant 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						
N	Continue Sit Stay Read Program in the primary grades (during school)	<p>Strategy: To implement the Sit, Stay, and Read Program in grades 2-3.</p> <p>Explanation: Children read to reading dogs (furnished by UIC program) to build fluency, and confidence in a non-threatening situation. Students will create their own books on dogs that they will ultimately take home.</p> <p>Responsibility: UIC partnership coach, volunteers, and teachers.</p> <p>Monitoring: AP will monitor program.</p>			Principal			INCOMPLETE		
N	Continue Accelerated Reader program. (during school)	<p>Strategy: To provide our SwD and African American students additional time and materials to work on literacy skills taught in class.</p> <p>Explanation: Students will work with Accelerated Reader materials in the classroom, in the computer lab and at home.</p>			Principal, Technologist			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						
		An on-site and off-site license is purchased so this access is possible. Responsibility: The technology coordinator and clerk will order the license. Responsibility: The classroom teacher will monitor the progress of her/his students while the principal monitors school-wide progress.								
N	Create a literacy teams. One in grades K-5 and continue with the literacy team meeting for grades 6-8 (after school)	Strategy: To create a literacy team in grades K-5. Explanation: The current Gr. 6-8 Literacy Team has been very successful and we would like to extend it to the entire school. Responsibility: The LC and lead teachers. Monitoring: The principal and LC will meet periodically to monitor progress of teams.			Principal Office of Literacy			INCOMPLETE		
N	Implement a word study curriculum for grades 4-8.	Strategy: To extend the word study curriculum currently used in			Principal, LIT			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						
	(during school)	grades 6 and 8 to grades 4-8. Explanation: Students at each grade level will study a determined set of words for that grade level and become proficient at analyzing the root words, and affixes of those words. Responsibility: LC, Literacy team Monitoring: LC will meet with principal to monitor classroom and school-wide progress.								
N	Implement a professional development series on reading instruction across the curriculum using thematic units. (during school)	Strategy: To provide professional development to teachers on how to create thematic units. Explanation: Ultimately, grade level teams will create thematic reading units of study that would be used to differentiate instruction. Responsibility: LC will arrange PD. Monitoring: Principal will			Principal, Assistant 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						
		meet with LC regularly to monitor progress.								
N	Implement book clubs for students and parents. (after school)	Strategy: To form books clubs for boys after school. Explanation: We want to decrease the achievement gap between boys and girls. Responsibility: LC would be responsible for forming groups and getting books. Monitoring: Principal would meet with LC and monitor progress.			Principal, LIT			INCOMPLETE		
N	Continue subscriptions to support student literacy. (during school)	Strategy: To provide all students K-8 Scholastic Magazines to be used in school and taken home to be shared with family members. Explanation: Many of our families lack reading materials and shared reading experiences. We hope that families will share and enjoy the Scholastic Reading materials.		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						
		Responsible: Classroom teachers are responsible for distributing and using magazines. The LC orders the magazines. Monitoring: The LC and the classroom teachers monitor use of magazines.								
N	Purchase instructional materials to support Reading instruction. (during school)	Strategy: To purchase resource materials to implement SCRMA program. Explanation: All resource materials that are available through SCRMA		X	Principal			INCOMPLETE		
N	Purchase reading software to support Reading Instruction. (during school)	Strategy: To provide our SwD and African American students additional time and materials to work on literacy skills taught in class. Explanation: Students will work with Accelerated Reader materials in the classroom, in the computer lab and at home. An on-site and		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						
		off-site license is purchased so this access is possible. Responsibility: The technology coordinator and clerk will order the license. Responsibility: The classroom teacher will monitor the progress of her/his students while the principal monitors school-wide progress.								
N	Fund bucket for Literacy Coach (during school)	Strategy: To extend the hours of our Literacy Coordinator so she can plan professional development for staff and the coaching of teachers. Explanation: The extended hours permits the literacy coordinator to be in classrooms during the day while students are present and work on planning, paper work, and the one-on-one coaching with teachers after school when	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						
		students are not present and focused discussions can take place. Person: Clerk and Principal will open bucket. Monitoring: Principal will meet with literacy coordinator regularly to monitor reading program and the clerk will monitor funds.								
N	Continue Family Reading Night. (after school)	Strategy: Our strategy is to increase the knowledge of the parents of SwD and African American students of the importance of literacy, and their participation in literacy activities at home with their children. Explanation: The school will sponsor Family Reading Nights. Parents will be encouraged to come with their children and participate together in several literacy activities. Person: Ancillary staff, area			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						
		reading coach will share responsibility. Monitoring: Principal and AP will monitor activity and survey parents for input.								
N	Substitute Bucket for Teachers Attendance Conferences (during day)	Strategy: To provide coverage for teachers to attend SREMA professional development. Explanation: Teachers will be trained by SREMA to use strategies that will help SwD and African American students to improve their reading skills. Explanation:	X		Principal			INCOMPLETE		
N	To fund Literacy Software Purchase for computer lab. (during school)	Strategy: To provide our SwD and African American students with additional time and materials to work on literacy skills already taught in the classroom in reading. Explanation: Students will work with the Study Island program materials in the		X	Principal	\$3,976.00	\$3,976.00	INCOMPLETE		24311.225.53306.119015.000703.2010



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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						
		computer lab for 80 minutes per week. Responsibility: The classroom teacher and the technology specialist will plan program. Monitoring: Principal will monitor lesson plans.								
N	Teacher Extended Day Bucket for Teachers Teaching Reading in the (Saturday Enrichment) Academy	Strategy: Our overall strategy is to increase the number of hours students in the subgroups: SwD and African American students) spend on literacy instruction. Explanation: Saturday Academy will be offered for our SwD and African American students for 8 weeks (4 hours per Saturday). The extra instructional time will allow for student instruction, student practice, and vocabulary development. Responsibility: The principal will be responsible for planning the Saturday	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						
		Academy. Monitoring: The A.P. will be on-site on Saturdays to monitor the classes and periodically observe instruction.								
N	Selective High School Test Preparation	Strategy: To fund consultant services for instruction in selective test preparation. Explanation: Test preparation will help prepare students for selective examination.		X	Principal			INCOMPLETE		24311.225.54125.119015.000703.2010
N	To fund Pupil Transportation	Strategy: To fund student travel as part of culminating activities in reading. Explanation: Funds for student travel will help to promote independent growth for students not achieving at expected grade levels in Reading.		X	Principal			INCOMPLETE		24311.225.54210.119015.000703.2010
N	To Fund Supplies purchase to promote progress in	Strategy: To fund purchase of commodities and supplies to promote		X	Principal			INCOMPLETE		24311.225.53405.119015.000703.2010



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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.	progress in reading. Explanation: Funding for commodities and supplies will help to promote independent growth for students not achieving at expected grade levels in reading.								
N	Purchase intermediate reduced class size teacher(s). (during school)	Strategy: To purchase reduce class size teacher to avoid a split grade in the intermediate grades. Explanation: A reduced class-size teacher allows two different grade teachers to teach only for grade level curriculum, and give more focused instruction for the subgroups: SwD and African American students. Responsibility: The principal will plan what is necessary to implement the reduced class-size classroom. Monitoring: The principal will monitor class	X		Principal	\$88,836.19	\$88,124.54	INCOMPLETE	128481	24311.332.51100.111051.430083.2010



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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						
		size (IMPACT) and observe guided reading groups.								
N	Purchase primary reduced class size teacher(s). (during school)	<p>Strategy: To purchase reduced class size teachers to reduced the student:teacher ratio and reduced the number of split classes in the primary grades.</p> <p>Explanation: Lower class size will enable teachers to work with smaller guided reading groups, and give more focused differentiated instruction for the subgroups: SwD and African American students.</p> <p>Responsibility: Principal will plan what is necessary to implement the class size classrooms.</p> <p>Monitoring: The principal will monitor class size (IMPACT) and observe guided reading groups.</p>	X		Principal	\$258,700.29	\$253,968.12	INCOMPLETE	216322,213682, 126683	24311.332.51100.111050.430083.2010, 24311.225.51100.111050.000703.2010



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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	Purchase supplies for mathematics instructional program. (during school)			X	Principal			INCOMPLETE		
N	Continue grade level meetings with Math and Science MCLT. (during school)				Principal, Math Coach			INCOMPLETE		
N	Continue to participate in math professional development related to curriculum and instructional strategies. (during and after school)				Principal, Math Coach			INCOMPLETE		
N	Continue with Math Family Night. Family will participate with students on math activities (after school)				Principal, Math Coach			INCOMPLETE		
N	Continue with Math Club including students in grades 4-8 (during school)				Principal, Math Coach			INCOMPLETE		
N	Create Data Teams that would analyze Math Benchmark and ISAT Learning first assessments to drive instruction. (during school)				Principal			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase of instructional materials to support Math Instruction (during school)			X	Principal			INCOMPLETE		
N	Purchase supplies for Math/Algebra Program (during school)			X	Principal	\$4,259.00	\$4,259.00	INCOMPLETE		24311.332.53405.119016.430083.2010
N	Purchase supplies for Math/Algebra Program (during school)			X	Principal			INCOMPLETE		
N	Teacher Extended Day Bucket For Teachers Teaching Math in the Saturday Enrichment Academy (Saturday)		X		Principal			INCOMPLETE		
N	Math Resource teacher to support teacher in math instruction. (during school)		X		Principal	\$91,435.74	\$89,145.36	INCOMPLETE	328006	24311.225.51100.119016.000703.2010

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	Increase professional development as it relates to				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						
	science curriculum. (during school)									
N	Continue school wide weekly science challenge. (during school)				Principal			INCOMPLETE		
N	Continue grade level meetings to support science instruction. (during school)				Principal			INCOMPLETE		
N	Continue Science Fair participation in grades 3-8. (during school)				Principal			INCOMPLETE		
N	To fund Pupil Transportation	Strategy: To fund student travel as part of culminating activities in Science. Explanation: Funds for student travel will help to promote independent growth for students not achieving at expected grade levels in Science.		X	Principal			INCOMPLETE		24311.225.54210.119017.000703.2010

4 - Learning Climate										
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/	Non-Sal						



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			Position	Line					
N	Continue partnership with DePaul for anger management and basic mental health. (during school)				Principal, Counselor			INCOMPLETE	
N	Continue partnership with GREAT Program - Police District 18. (during school)				Principal, AP			INCOMPLETE	
N	Continue partnership with DARE Program - Police District 18. (during school)				Principal, AP			INCOMPLETE	
N	Include community members and parents with academic and social after school inservices. (during and after school)				Principal, AP			INCOMPLETE	
N	Implement a consistent discipline system. (during school)				Principal, Assistant Principal			INCOMPLETE	
N	Create a community volunteer hall monitoring program to increase security and community involvement. (during school)				Principal, Assistant Principal			INCOMPLETE	
N	To Fund Substitute Teacher Bucket (during school)		X		Principal			INCOMPLETE	394125 24311.225.51500.221234.000703.2010