



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
Green	Earlean	LSC member	X	13-Dec-2007	
Adams	Edris	Counselor/case mgr.		13-Dec-2007	13-Jun-2008
Archibald	Leslie	Classroom tchr.		13-Dec-2007	
Bellamy	Ronald	Asst. Principal		13-Dec-2007	
Brathwaite	Javier	Classroom tchr.		13-Dec-2007	
Brown	Robin	Partner		13-Dec-2007	
Bryant	Tytrice	Support staff		13-Dec-2007	
Butler	Towanna	Asst. Principal		13-Mar-2008	
Dobbs	Gina	Partner		13-Dec-2007	
Dorrell	Jim	Classroom tchr.		13-Dec-2007	
Dua	Raminder	Classroom tchr.		13-Dec-2007	
Felters	Lonnie	Classroom tchr.		13-Dec-2007	13-Jun-2008
Gardner	Juan	Principal		13-Dec-2007	
Illedge	Les	Partner		13-Dec-2007	
Johnson	Micheal	LSC member		13-Dec-2007	
Jones	Jennifer	Classroom tchr.		07-Jul-2008	
King	Elijah	Student (HS)		13-Dec-2007	13-Jun-2008
Lewis	Rosalind	LSC member		13-Dec-2007	
Lewis	Tammy	Student (HS)		01-Sep-2008	
Lippman	Aaron	Classroom tchr.		13-Dec-2007	13-Jun-2008
Mason	Stella	Partner		13-Dec-2007	
Minor	Kimberly	Classroom tchr.		13-Dec-2007	
Olguin	Pamela	Classroom tchr.		13-Dec-2007	
Payne	Sandra	Classroom tchr.		13-Dec-2007	
Rhinehart	Celeste	Classroom tchr.		13-Dec-2007	
Robinson	Allena	Classroom tchr.		15-Jan-2009	
Smith	Donovan	Classroom tchr.		07-Jul-2008	
Smith	Felicia	LSC member		13-Dec-2007	
Walker	Shawn A.	Partner		02-Sep-2008	
Wear	John	Classroom tchr.		13-Dec-2007	
Whetstone	Mark	Classroom tchr.		13-Dec-2007	
Williams	Rosanna	Classroom tchr.		13-Dec-2007	
York	Rosemary	Counselor/case mgr.		07-Jul-2008	

Involvement



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- ✓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.

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 - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

- ✓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.



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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)

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.

A SIPAAA team was formed and met bi-weekly for four weeks to discuss updates to the school improvement plan. Department chairs surveyed members of their team to analyze and assess school data. The Beacon Team met and discussed reading and math literacy. The Local School Council discussed SIPAAA improvements during their monthly meetings.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	88	50	20	50	15	10

Summary of Meetings

Meeting Date	Meeting Type	Description
15-Apr-2009	Small group discussion	SIPAAA team met by groups to review the plan for the 2009-2010 school year.
27-Mar-2009	Other	Parent members met to review and discuss the SIPAAA in reference to the LSC and parent compact for changes to the plan for the 2009-2010 school year.
23-Jan-2009	Small group discussion	SIPAAA team met by groups to review and discuss the plan for changes for the 2009-2010 school year.
22-Aug-2008	SIPAAA Team	SIPAAA team met to discuss the implementation of the plan for the 2008-2009 school year.
07-Jul-2008	SIPAAA Team	SIPAAA team met to discuss the implementation of the plan for the 2008-2009 school year.
04-Apr-2008	SIPAAA Team	SIPAAA team met to discuss the final submission of the plan for the 2008-2009 school year
06-Mar-2008	Small group discussion	SIPAAA team met by groups to complete discussion of the internal review of the school for the SIPAAA.
19-Feb-2008	Other	LSC members met and discussed information to update SIPAAA.
25-Jan-2008	Working group	Professional development day: teacher's met by departments to discuss student outcomes and learning environment in reference to the SIPAAA
22-Jan-2008	Other	LSC Meetings included information concerning the SIPAAA process.
13-Dec-2007	SIPAAA Team	Discussion was centered on What's Working and Whats Not Working



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Five Fundamentals Surveys

Number of Family Survey Responses:	5
Number of Student Survey Responses:	50
Number of Teacher Survey Responses:	35
Number of Staff Survey Responses:	15

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:

John Marshall High School will ensure that students of diverse learning styles, as well as students with special needs, acquire competence in developing foundational expertise, effective communication capabilities, technological proficiency, and critical thinking skills. In addition, the school, with the aide of parents and the Marshall community, will instill personal qualities including responsibility and self respect, which are basic requirements for today's society and tomorrow's challenges.

Vision Statement:

John Marshall High School's vision for our students include a quality education for a quality life reflected by:

- * Preparing students to be productive citizens in a global society through character education
- * Increasing graduation and attendance rates
- * Emphasizing education based on the importance of critical thinking, discovery and joy of learning
- * An inclusion program integrating special education students into all aspects of the general educational environment
- * Empowering students for college, work and life
- * Building the necessary educational skills through the Transformation Project and the AVID program which encompass the use of college readiness skills and smaller learning communities.

- * Increasing academic, social, and community standing via new campus park, P.E. Multiplex, and Capital Improvement Procurement upgrades
- * Providing a safe learning environment with the involvement of the parents and community.

Student Outcomes

Student Outcomes Strengths and Concerns

Strengths:

Thirty-four percent of our graduating seniors enrolled in colleges. Education

Concerns:

Our graduation rate decreased by 15%. Sixty-six percent of the senior class did not



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to Careers exposed students to various career choices, internships and job placement. Forty-five percent of our students are presently employed. The extra-curricular activities such as chess, decathlon, debate, poetry, sports and After School Matters programs have provided hands-on experiences to ensure confidence and competence that allow growth in enrichment. Student participation in class activities has increased resulting in less disciplinary incidents. Last year, additional support for 9th and 10th graders was put in place, including the High School Transformation Project and AVID Program, which provide Instructional Delivery Services. Freshmen and sophomore honor classes continue to challenge students to meet their maximum potential. ACT Prep classes were established for the 2008-2009 school year in order to enhance performance on standardized tests.

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?

The majority of our data is derived from 5th week and 10th week common assessments that mirror the ACT format. As part of the High School Transformation Project, freshmen and sophomores are given quarterly formative assessments. Juniors take several practice ACT tests to identify areas of strengths and weaknesses. Teachers also use failure reduction strategies. Strengths include improvement in literacy skills. Weaknesses include limited word knowledge which adversely affects test scores.

- 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.

Inconsistent attendance by students and faculty members negatively impacts student achievement. Literacy skills are not adequately reinforced outside the school setting. Social and financial problems also lead to lower achievement. With respect to how Marshall can begin to combat these challenges and create an environment of achievement for its black, disabled, and economically disadvantaged students, monitoring of systemic processes is square one. Processes must be created and staff put on notice. When the procedure is made public and everyone is aware of the expectations, change takes place. Students should be engaged in reading and writing in every class. The end of the year awards assemblies may need to be split into halves. Marshall could possibly have January and June recognition ceremonies.

- 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?



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The district could hold parents and teachers more accountable for student achievement as well as offer incentives for strong performances. The district may want to consider conducting a round table discussion with multiple community and social entities to brainstorm methods of making education attractive to the young mind of the 21st century. Also, releasing additional funds for widespread, state of the art technology in the classroom.

- 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 include more students being enrolled in honors classes, improvement in science on the PSAE, and more students scoring 20 or above on the ACT tests.

Weaknesses include failure to meet AYP.

- 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>

Deficiencies include failure to make AYP in the categories of reading, math, and graduation. The school has developed procedures to improve attendance and move towards meeting AYP.

Strengths:

Our students average score for the ACT is 13.9 percent. Juniors are required to take ACT Prep classes in all subject areas. The junior classes participate in computer-based Work Keys and Choices Planning activities to increase their knowledge for the PSAE. Students participate with the Post-Secondary coach by attending college tours and fairs.

The 21st Century Grant offers classes in social studies, science, reading and math to prepare for the PSAE.

Concerns:

Attendance is a major concern that affects overall school performance.

Student Connection

- ✔ **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:

There are many programs in place designed to ensure that incoming freshmen are present on the first day of school and ready to transition into high school. These include orientation, articulation breakfast, Step-Up to High School, student mentors, new student attendance policies, and peer jury. Through these programs students are more informed and actively involved in creating and maintaining a safe environment. Additionally, the vast majority of our students are engaged in extra-curricular activities.

Concerns:

Our attendance rate continues to be a problem. Students average forty-nine days of absence.

While the safety team has made progress in improving our school climate, we still have much to improve.

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.

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Negative influences from outside the building, like socioeconomic issues and gang and drug activity, often result in problems within the building.

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

These activities lead to lower attendance and mobility rates in addition to increasing disciplinary incidents.

Strengths:

In 2008-2009, John Marshall High School received a grade of B from the state of Illinois for its building maintenance. The Engineering department has overseen major interior improvements for 2008-2009 and is scheduled for major exterior improvements for 2010.

The students and the staff are satisfied with the ongoing improvements in our building.

The Lunchroom is clean and orderly and houses two monitoring screens for student viewing.

Concerns:

Teachers have expressed a need for more peer collaboration and administrative support.



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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

- ✔ **TIP** FOR ELEMENTARY GRADES ONLY: 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.

Partner Name	Partner Description	# of Students
Youth Guidance/Avenues to Success	Student Mentorship	300
Arts of Living	Family Focus	55
Life Directions	Student Mentorship	50
Korean Merchants	Provide Student Scholarship	5
After School Matters	Provide an Extra-Curricular Atmosphere for Students After School.	75
IDS Transformation	Academic Partnership	600
AVID	Academic Partnership	60
Chicago Communities in School	Provide Students with opportunities for academic success	100
High Schools That Work	State partnership to provide ETC programs the necessary tools to successful implement an ETC program	350
Family Focus	Truancy program designed to assist families with attendance issues.	350
21st Century	Program is designed to assist students in extra-curricular activities.	350
Black Men on Campus	Program is designed to assist male students to attend college	100
GRIP	Program is designed to give students a vehicle to express and relate to the world around them.	50
Darryl Stingley Foundation Endowment	Provide scholarship for students	2
Barbara Bates Scholarship	Provide scholarship for students	2
Building with Books	Student mentoring program providing students an opportunity to read for knowledge and fun	75
Maurice Moore Football Scholarship	Provide a athlete with college scholarships	1
Youth Outreach Workers	Provide assistance to the school in the areas of attendance and security.	1200



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Partner Name	Partner Description	# of Students
Marshall Alumni	Provide assistance to the school in the areas of community service and scholarship	1200

- 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).

Before and after school tutoring programs are available for students. Teachers have common planning periods and utilize common assessments. Professional development is offered consistently throughout the calendar year. Students with severe literacy deficiencies are targeted by teachers and provided with additional services and support. School days are restructured on a quarterly basis for testing purposes.

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

- Next Steps for Instruction:
 - *Character development lessons and programs implemented into the curriculum
 - *Scaffolding as a strategy for lesson planning
 - *Standardized test preparation integrated into the regular education curriculum
 - *Colleague and administrative observation
 - *Vision-based rubric evaluations
 - *Transformation Project
 - *AVID Program
 - *Increase number of honors classes
 - *More rigorous research-based curriculum

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:

- * Increase classroom observation/monitoring by administration
- * Shared responsibilities of department chairs to monitor and observe
- * Increase shared responsibility with the Beacon team
- * Increase teacher professional development for research-based strategies leading to rigor in the classrooms

Five Fundamentals: Professional Capacity

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



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✓ **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 overall school environment has been enhanced and positively contributes to student performance results. Socioeconomic factors and attendance issues negatively contribute to student performance results.

✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program

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 whom 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:
 - * Provide shared decision making among staff and administration
 - * Offer professional development activities that encompass all staff members
 - * Create common planning time for all departments
 - * Foster a shadowing program between new and veteran teachers
 - * Include the instructional leadership team in the interviewing process
 - * Teach innovative strategies and approaches
 - * Incorporate off campus professional development days

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:



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- * Continue and increase the level of Honors class offerings
- * Increase the level of parent participation in LSC/NCLB meetings
- * Provide additional academic extra curricular activities, separate from the athletic arena, to afford other students the opportunity to participate
- * Develop student portfolios, work related and personal, for incoming freshmen
- * Increase student awareness of the importance of getting to school and to class on time and how tardiness negatively affects students' daily attendance
- * Initiate Open House and Parent Nights quarterly to address the importance of parental involvement that will eliminate the need for attendance adjudication
- * Continue to emphasize the importance of attendance and promptness for all students
- * Organize quarterly awards recognition assemblies or receptions inviting parents and students
- * Continue student and staff character building
- * Continue to encourage students to show positive behavior
- * Continue to in-service staff in sensitivity training toward peers and students
- * Establish a character development curriculum
- * Support and continue to grow the Young Black Men of Marshall
- * Continue to develop the personal connection with the administration and staff

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?

These partners build character, develop team building, leadership, and coping skills, and have an overall positive effect on student achievement. They also have mandatory attendance policies that result in increased student performance. Finally, many of these partners prepare students for post-secondary education.

- ✔ **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 school issues monthly newsletters to inform students and parents about the current academic status and available activities. Additionally, materials are consistently available to parents and students that advertise academic and extra curricular opportunities. Parents can access student grades and attendance via Parent Portal on IMPACT. The NCLB and LSC provide notification about meetings and relay information regarding the status of the school.

Next Steps for Family & Community Involvement:



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- * Implement parent education programs that promote healthy relationships
- * Provide avenues to involve parents in school activities and events through NCLB and the LSC
- * Provide technological resources for parents to increase their knowledge base
- * Provide and link parents to resources and services that are available in the community
- * Ensure that parents feel comfortable and respected in the school
- * Increase parent involvement through workshops, parent activities, LSC meetings & parent mentorship program
- * Continue articulation agreement with partners yearly and list partners in school brochure.

The school issues monthly newsletters to inform students and parents about the current academic status and available activities. Additionally, materials are consistently available to parents and students that advertise academic and extra curricular opportunities. Parents can access student grades and attendance via Parent Portal on IMPACT. The NCLB and LSC provide notification about meetings and relay information regarding the status of the school.

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.

Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Postsecondary Prep	Increase the graduation rate and percentage of black, disabled, and economically disadvantaged students attending colleges and universities by increasing performance on the PSAE, PLAN, and EXPLORE	An increase in black, disabled, and economically disadvantaged students achievement on the PSAE, PLAN, and EXPLORE	Progress is monitored by counselors and the administrative team.
2	On Track to Graduation	Leverage the High School Transformation Project curricula to increase literacy, mathematics, science, and language arts levels of black, disabled, and economically disadvantaged students	One hundred percent of IDS teachers attending team meetings and using the prescribed IDS curricula; targeted student groups completing quarterly assessments	Progress is monitored by the administrative team and department chairs through IMPACT CIM.



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
3	Academic Supports	Newly created freshmen and sophomore honors classes will enhance black, disabled, and economically disadvantaged students' achievement	Proficiency or better on IDS quarterly assessments for the targeted student groups who are enrolled in honors classes	Progress is monitored by teachers, department chairs, and the administrative team.
4	Student Connection	Conflict resolution skills and coping mechanisms training for black, disabled, and economically disadvantaged students	A decrease in misconduct and incident reports of disciplinary infractions	Monitoring progress will be conducted by the deans and administrative team.

Activities

- ✔ **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



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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	Purchase of clerk to assist in the daily duties for the operations of the school.		X			\$59,049.97	\$59,415.79	INPROGRESS	152390	47041.225.52100.241006.000703.2010
N	Purchase of clerk assistant to assist in the daily duties for the operations of the school.		X			\$50,391.67	\$48,006.09	INPROGRESS	355166	47041.332.52100.119015.430083.2010
N	Purchase of security staff for safety and security of the building to help increase graduation rate.		X			\$261,653.07	\$318,754.15	INPROGRESS	390239,390238, 150553,151272, 162316,147812, 147861,158342	47041.225.52100.254612.000703.2010, 47041.225.52100.254612.000703.2010
N	Purchase of training activities for parents.			X		\$3,133.25	\$3,133.25	INPROGRESS		47041.332.54505.390030.430092.2010
N	Purchase of supplemental activities for parents.			X		\$3,133.00	\$3,133.00	INPROGRESS		47041.332.53405.390030.430092.2010
N	(Default) Continue to fund existing SGSA and NCLB positions.		X			\$61,383.31	\$75,230.43	INPROGRESS	385452,156371, 385453	47041.332.52100.119045.430083.2010, 47041.225.52130.254612.000703.2010
N	Purchase of publicity information for Open House, High School Fair and High School Investigation				Counselors			INPROGRESS		



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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						
	Day.									
N	Fund Tech XL Network Support Fee using SGSA funds	<p>Strategy: Marshall's strategy is to train teachers to use IMPACT CIM, an electronic application, to access real-time data on black, disabled, and economically disadvantaged students using its scanning solution component.</p> <p>Explanation: CIM will provide teachers with IDS quarterly assessment results, allowing teachers to identify standards/skills where students have strengths or challenges. Ultimately, CIM training will result in students and teachers being better prepared for imminent online assessments and the PSAE.</p> <p>Person(s) responsible: All faculty members will be trained on</p>		X		\$10,032.00	\$10,032.00	INPROGRESS		47041.225.54105.266408.000703.2010



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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						
		<p>CIM. Teachers using an IDS curriculum (the core teachers for 9, 10, and 11 grades) will be specifically trained on CIM's scanning component, the ASSESS module to create their own assessments to be administered electronically, and the ACCOUNT module, so they can access IDS assessment reports and utilize the data to drive instruction in the classroom. Monitored: The activity will be monitored via the principal's Wednesday afternoon core team meetings, through CIM training, and through team collaboration of best practices for teaching the IDS curricula for black, disabled, and economically disadvantaged student achievement.</p>								
N	Fund Tech XL	Strategy:		X				INPROGRESS		



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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						
		grades) will be specifically trained on CIM's scanning component, the ASSESS module to create their own assessments to be administered electronically, and the ACCOUNT module, so they can access IDS assessment reports and utilize the data to drive instruction in the classroom. Monitored: The activity will be monitored via the principal's Wednesday afternoon core team meetings, through CIM training, and through team collaboration of best practices for teaching the IDS curricula for black, disabled, and economically disadvantaged student achievement.								
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School		X		Principal			INPROGRESS		



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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						
	Improvement Design Template for fund usage detail.									
N	FY09 Parent Involvement funds reload. Funds to be used for parent involvement by Aug 31, 2009.			X		\$4,439.69	\$4,439.69	INCOMPLETE		47041.332.57940.390030.430081.2010 + 47041.332.53405.390030.430081.2010 + 47041.332.54205.390030.430081.2010
N	To provide for BSC Premium Services to assist principal with financial, budgetary, & HR matters.			X	Principal			INCOMPLETE		47041.225.54105.241017.000703.2010

3 - Academic Supports

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 for building teacher capacity through the Instructional Leadership Team meetings.			X	Principal Gardner	\$7,000.00	\$7,000.00	INPROGRESS		47041.225.54505.221241.000703.2010
N	Textbooks for all departments			X	Department Chairpersons	\$21,714.00	\$5,015.00	INPROGRESS		47041.225.53305.119015.000703.2010
N	Purchase of an Assistant Principal to assist in the increase of the		X			\$162,781.20	\$149,693.43	INPROGRESS	112934	47041.225.51100.241016.000703.2010



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3 - Academic Supports										
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 scores and increase of the graduation rate.									
N	Purchase of School Operations Manager to assist in the daily operations of the school.		X			\$117,728.22	\$121,219.26	INPROGRESS	155388	47041.225.52100.241006.000703.2010
N	Purchase of teacher assistants to assist teachers in the academic process to help students achieve.		X			\$139,261.70	\$114,377.65	INPROGRESS	355182,355183,156328	47041.332.52100.119010.430083.2010, 47041.332.52100.119010.430083.2010
N	Purchase of guidance counselor aide to assist in student development.		X					INPROGRESS		
N	Professional Development Retreats for literacy, math, science, language arts				Professional Development Team			INPROGRESS		
N	Principal conference for literacy, math, and science				Principal			INPROGRESS		
N	Purchase of textbooks, workbooks, for subject areas			X	Administration	\$15,000.00	\$12,000.00	INPROGRESS		47041.332.53305.119015.430083.2010
N	Purchase of software and hardware, furniture for labs, cameras, mobile wireless system	Strategy: Marshall's strategy is to train teachers to use IMPACT CIM, an electronic	X		Min Guo			INPROGRESS		



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3 - Academic Supports										
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 create their own assessments to be administered electronically, and the ACCOUNT module, so they can access IDS assessment reports and utilize the data to drive instruction in the classroom. Monitored: The activity will be monitored via the principal's Wednesday afternoon core team meetings, through CIM training, and through team collaboration of best practices for teaching the IDS curricula for black, disabled, and economically disadvantaged student achievement.								
N	Purchase publicity tools, such as brochures, banners , etc.				Administration			INPROGRESS		
N	Materials for student orientation				Administration			INPROGRESS		
N	Workbooks and materials for PSAE/ACT/Work				Administration			INPROGRESS		



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3 - Academic Supports										
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						
	keys									
N	Funds for Parent Breakfast and Parent Night activities				Administration			INPROGRESS		
N	Professional library for teachers on literacy strategies				Rosanna Williams			INPROGRESS		
N	Fund student extra-curricular activities Literacy Showcase Poetry Club, Student Newspaper, AR, Academic Decathlon, and Debate Team	Strategy: Marshall's strategy in funding intellectual, extra-curricular activities is grounded in the philosophy of positive reinforcement and exposure for black, disabled, and economically disadvantaged students. Explanation: Spotlighting black, disabled, and economically disadvantaged students who are on track and on pace will send the message that excelling in school is still valued in our society. Thus, more students will strive to be			Administration			INPROGRESS		



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3 - Academic Supports										
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						
		<p>recognized and to excel as well. Person(s) responsible: Marshall's counselors and faculty will identify coaches for respective activities, as well as the students to be acknowledged. Monitored: The extra-curricular activities (poetry, newspaper, debate, etc.) will be monitored by the respective coaches. Additionally, students will engage in poetry slams, debate tournaments, publishing newspapers, etc. The administrative team will assist in ensuring these events take place.</p>								
N	Classroom Libraries				Administration			INPROGRESS		
N	Student recognition award assemblies Student of the Month, Half Cap, NHS, Athletic Awards, School	<p>Strategy: Marshall's strategy with rewarding black, disabled, and economically disadvantaged students relies</p>			Administration			INPROGRESS		



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3 - Academic Supports

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						
		efforts. The school year will culminate with an awards assembly for academics and athletics; a faculty member will sponsor a chapter of NHS at Marshall, and the department chairs will develop criteria for Student of the Month.								
N	Athletic Supports			X	Administration	\$10,000.00	\$10,000.00	INPROGRESS		47041.332.54210.140070.430083.2010
N	Purchase supplemental laboratory resources				Administrator			INPROGRESS		
N	Provide funds for teacher to attend professional conference			X	Administration	\$5,698.00	\$5,698.00	INPROGRESS		47041.332.54505.119016.430083.2010
N	Purchase additional office and school supplies				Tytrice Bryant			INPROGRESS		
N	Renew the copier maintenance agreement				Tytrice Bryant			INPROGRESS		
N	Elective supplies (Art, Media Equipment)				Department Chairperson			INPROGRESS		
N	Yearly conference for administrators			X	Administration	\$1,500.00	\$1,500.00	INPROGRESS		47041.225.54505.221234.000703.2010
N	Substitute teachers		X		Administration			INPROGRESS	389398	47041.225.51500.221234.000703.2010



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3 - Academic Supports										
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	Funding for after school teachers		X		Administration			INPROGRESS		
N	Funding for after school ESP staffing		X		Administration			INPROGRESS		
N	Provide opportunities for staff to receive professional defelopment opportunities			X	Administration	\$10,000.00	\$3,000.00	INPROGRESS		47041.332.54505.119015.430083.2010
N	Provide funding for overtime opportunities for staff		X		Administration			INPROGRESS	388471	47041.225.51130.221234.000703.2010

1 - Postsecondary Prep										
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	Post Secondary Coach	Strategy: A post-secondary coach will be a constant reminder of the world beyond high school. Our students need a constant liason to fill the gap between what teachers have to offer in the classroom and what awaits them beyond the school door. Explanation:	X		Administration	\$19,563.32	\$21,430.10	INPROGRESS	355177	47041.225.52100.140070.000703.2010



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1 - Postsecondary Prep										
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 often not directly engaged in their own futures. Having a post-secondary coach will be students' opportunity to take their futures into their own hands, along with the guidance they need to make informed decisions. Person(s) responsible: Lemuel Rowans Monitored: A student log of names, dates, and reasons for visits will be maintained by Mr. Rowans and the assistant principal, Ms. Glass.								
N	Post Secondary Workshops Financial Aid/Careers				Lemuel Rowans			INPROGRESS		
N	Increase awareness of the importance of extra curricular activities for college admission				Lemuel Rowans			INPROGRESS		
N	Expand college exposure to freshmen and sophomores(gue				Lemuel Rowans			INPROGRESS		



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1 - Postsecondary Prep										
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						
	st speakers, panels, & Marshall alumni).									

2 - On Track to Graduation										
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 security staff for safety and security of the building to help increase the graduation rate.		X		Administration			INPROGRESS		
N	Purchase of incentives increase attendance to assist in student development for staying on track for graduation.		X					INPROGRESS		

4 - Student Connection										
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	Monthly training of teachers and students to continue to develop deescalation and conflict				Administration			INPROGRESS		

