



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

### **What is SIPAAA?**

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,  
Go to [www.stratplan.cps.k12.il.us/sipaaa\\_process.shtml](http://www.stratplan.cps.k12.il.us/sipaaa_process.shtml).

## SIPAAA Team

-  **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
-  **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Turner	Angel	Asst. Principal	X		
Bonds	Joyner	Classroom tchr.			
Brown	Tamika	LSC member			
Little	Terrance	Principal			
Melendez	Ketesha	Asst. Principal			
Patterson	Barbara	Support staff			
Sanford	Jarvis	CAO delegate			
Smith	Talisha	Support staff			
Stokes	Shatara	Classroom tchr.			
White	Nykila	LSC member			

## Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received

training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

 **TIP** You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is it's own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

 **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.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	2	3	2	0	0	

### Summary of Meetings

Meeting Date	Meeting Type	Description
08-Apr-2010	SIPAAA Team	SIPAAA team met to continue discussion around the analysis of school data.
06-Apr-2010	SIPAAA Team	SIPAAA team will meet to focus on priority setting, specifically identifying

Meeting Date	Meeting Type	Description
		key findings from the outcome data, key findings from the process data and we will identify any other additional considerations
05-Apr-2010	SIPAAA Team	SIPAAAA team will meet to focus on category setting that will include identifying the SIPAAA categories, category description, indicators of success (SMART goals), and specify what the monitoring process will look like (i.e. who, what, when, etc.)
02-Apr-2010	SIPAAA Team	SIPAAA team met to continue discussion around the analysis of school data.
01-Apr-2010	SIPAAA Team	SIPAAAA team met to focus on analysis of the Five Fundamentals (CCSR Report).
26-Mar-2010	Small group discussion	Principal and assistant principal met with staff to revisit the mission, craft the vision, and analyze school data as well identify categories and areas of the focus for the upcoming school year.
16-Mar-2010	Town hall/community mtg.	Administration met with all faculty, staff and parents to inform them of the SIPAAA process.

### Five Fundamentals Surveys

 **TIP** Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of Staff Survey Responses:

### Mission/Vision

 **TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").

 **TIP** Enter the mission and vision in the spaces below.

#### Mission Statement:

Our mission is to provide a safe and respectful environment that promotes positive learning driven by student experience. By building a sense of community, we will establish trust between students, families, and staff. The Morton School of Excellence is dedicated to preparing students for success in our increasingly global society.

#### Vision Statement:

We envision Morton School of Excellence as a unified community, staff, and student body where superior teaching engages all students. At Morton School of Excellence we:

Deliver a rigorous and standards-based curriculum that prepares students to take ownership of their education and develop a life-long passion for learning

Expect Morton students to be contributing members of society by demonstrating integrity, commitment, reflection and compassion

Maintain an environment that is safe, supportive, respectful, and inviting where its members feel valued

## Student Outcomes

### Student Outcomes Strengths and Concerns

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

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

Concerns:

Strengths:

Based on the NWEA data, most grades had significant growth from fall (09) to winter (09). Morton as a whole is on track to meet or exceed our 42% goal based on Winter 09 NWEA data. This indicates that we will be on track to meet our AYP safe harbor target.

Based on the CEO's report, grade 5 reading doubled 08 to 09, grade 4 math increased 6%, and grade 5 math increased 18%. The 2008 3rd graders, and the 2009 4th graders made a huge increase in Reading (5pts) and Math (15pts).

Overall, ISAT composite score dropped from 41.2% to 32.9% as a result, Morton School of Excellence did not meet AYP during the 08-09 school year.

Based on the CEO's report, there was a drop in science from 08 to 09 and the ISAT Composite Exceeds group dropped from 2.8% to 1.3%. Overall, the ISAT composite Science scores plummeted from 39.8% to 19.2%; in addition, to grade 7 math dropped from 41% to 14%.

Based on the school report card, 50% or more of the overall levels for all grades Reading and Math were at Level 2 (which is below standards). The only exception was 4th grade Math.

## Academic Progress

### Academic Progress Strengths and Concerns

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

Academic progress is monitored and assessed quantitatively and qualitatively such as reading and math NWEA, CEO's report, school report card, ISAT, CDAS, class and grade level observations and trends in academic and non-academic performance.

- 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.

Morton School became a turnaround school during 2008-2009 and one of the major concerns were culture and climate. Based on the survey results from the CCSR report it was evident that teaching and learning experienced challenges when teachers spent a bulk of time on managing student behaviors within the classroom. Upon entering year 2 of the turnaround, we have improved the culture and climate dramatically and now we are transitioning our focus to being more intentional about instruction because it varies from classroom to classroom and subject to subject.

- 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 school district should continue to provide professional development to staff in the area of analysis of student data. Provide additional personnel support such as literacy coaches, mathematics and science specialists to assist with providing instructional strategies to staff to improve student achievement. An emphasis on differentiation of instruction needs to occur to meet the unique needs of all students (meets, exceeds, does not meets).

- 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?

Students meeting or exceeding state standards decreased from 41.0% to 33.2% from school years 2007-2009. The students meeting and exceeding state standards decreased in both reading and mathematics during the same period. In addition, the trend for students meeting and exceeding state standards for science have decreased in the last year from 39.3% to 19.1%. Economically disadvantaged sub group does not meet AYP. Current scores are 31.7% in Reading and 38.7% in Math. The "All" group in both reading and math also does not meet AYP. The black subgroup scored 29.2% in reading and 38.7% in math. Students with disabilities sub group does not meet AYP at 10.3% in reading and 14.8% in mathematics. Morton School's goal was to increase to at least 10% each year as the AYP target for reading and mathematics assessments in 77.5%.

- 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>

The AYP report indicated that Morton met standards for attendance. However, did not meet or exceed state standards for reading, mathematics, and science. The school population minus the special education population did not meet or exceed state standards in reading, and the overall student population did not meet or exceed state standards in mathematics. The economically disadvantaged subgroup does not meet AYP. Current scores are 31.7% in reading, 38.7% in math. The "All" group in both reading and math also does not meet or exceed AYP. The black subgroup scored 29.2% in reading and 39.3% in math. Morton School's goal was to increase to at least 10% each year as the AYP target for reading and mathematics assessments in 77.5%.

**Strengths:**

Based on the NWEA data, most grades had significant growth from fall (09) to winter (09). Morton as a whole is on track to meet or exceed our 42% goal based on Winter 09 NWEA data. Overall, the culture climate has improved dramatically at Morton and more time on task is being allotted for instruction and teaching and learning to occur in this school. This indicates that we will be on track to meet our AYP safe harbor target.

**Concerns:**

Unfortunately, reading, mathematics and science scores decreased at Morton School of Excellence. Based on the data, classroom observations, and grade level meetings with teachers instruction, teaching and learning looks different from classroom to classroom and subject to subject. Our reading programs vary from classroom to classroom. Our middle school students were not departmental during the 2008-2009 school year and looking at the data it is evident that student performance declined in at least one subject area throughout 6th, 7th, and 8th grade. Students with disabilities are not making the same gains in reading and math as the rest of the school. More needs to be provided to keep our high achievers challenged and engaged-the percentage of students exceeding state standards is a 0% average.

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

Overall, attendance increased by 2.3% during the 08-09 school year. While Morton's 2009-2010 attendance YTD is below last year's attendance through March, it is above 2007-2008 (the last year pre-turnaround) levels. Truancy rate declined 47.4% (07-08) to 13.5% in (08-09). In addition, year 2, Morton's truancy rate has dropped by 3% from year 1 of the turnaround (9.41% to 6.41%; this represents a 31.9% decrease). In year 2, Morton's tardy rate has dropped from 4.26% to 3.27%; almost a full percentage point (this represents a 23.2% decrease). The grades with the lowest number of absences per student are 3rd and 7th grades (each with an average of 5.8 absences per student). Mobility rate decreased from 67.5% (07-08) to 56.3% (08-09). Last but not least, 89% of the students feel we have a supportive and rigorous climate. by teachers and staff at the school, which is on an upward trend from 82% reported during the 2007-2008 school year.

**Concerns:**

Our absence rate at grades 6th and 8th are high averaging 11 absences per student at each grade level. YTD (09-10) 6th and 8th grade-highest absences (average 11 per student). YTD (09-10) there are 47 students with 10 or more absences. Morton is a small school so the after-school programs are being utilized by many of the same students and we offer many programs such as football, basketball, volleyball, track and field, SES tutoring, cheerleading, etc. some simultaneously, which makes it difficult for students to be committed to one program. More students need to report that they are being challenged through academic rigor because it decreased from 81.0% (07-08) to 50.0% (08-09). In addition, more students need to feel safe and respected at school because the number of level 4-6 infractions increased from 114 (07-08) to 224 (08-09).

## School Characteristics

**Student Characteristics Strengths and Concerns**

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

Our school has improved in the number of parent volunteers we have at the school, however, we still need to do a better job of improving family and community involvement. We have a highly qualified and educated staff that is leading to improve student academic performance. Through our partnership with AUSL teachers receive intense coaching at the primary, intermediate and upper grades and is supported by administration to build teacher capacity. We are a part of the community schools initiative and we have the pleasure of partnering with the YMCA who offers before and after-school programs for our students. The challenges are keeping student attendance above 92% , maintaining and increasing school-wide enrollment, and providing support to our as well as academic rigor to the students at Morton School of Excellence.

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

In analyzing the data, the students who perform at the the second quartile appear to be those who are at least two to three grade levels behind and are lacking basic skills in literacy and mathematics. In addition, many of these students come from a variety of backgrounds and home environments which also contribute to lower test scores.

**Strengths:**

Our school now has 96% of the parents reporting satisfaction with the school. We are implementing more inclusion programs for our Special Education students and are working to address their needs. Our mobility rate has declined from 67.5% during the 07-08 school year to 56.3% during the 08-09 school year.

**Concerns:**

The school cleanliness grade went from a B (07-8) to a C (08-09). Also, there aren't any teachers who are pursuing National Board Certification.

**Process Analysis**

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

**Five Fundamentals: Instruction**

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Pearson Scott Foresman	Reading Street			X	X	X	X	X	X			
Reading	Prentice Hall (Pearson)										X	X	X
Reading	Fountas & Pinnell	Guided Reading	X										
Math	Connected Mathematics Project	CMSI Math									X	X	X
Math	Everyday Math	CMSI Math			X	X	X	X	X	X			
Reading	Teacher created	SES after-school tutoring program						X	X	X	X	X	X
Reading	Study Island	Computer-based reading, writing, math, and science program	X										
Math	Math Thematics	CMSI Math									X	X	X
Math	Creative Curriculum	SES after-school tutoring program						X	X	X	X	X	X
Math	Buckle Down	ISAT math preparation and skill building program						X	X	X	X	X	X
Reading	Buckle Down	ISAT reading preparation and skill building program						X	X	X	X	X	X
Science	FOSS Kits	CMSI Science			X	X	X	X	X	X	X		
Science	SEPUP	CMSI Science										X	X
Science	Pearson	Life Science, Earth Science and Physical Science									X	X	X
Science	Triumph Learning	ISAT Science preparation and skill building program							X			X	
Social Studies	Teacher-created	Social Studies Alive Curriculum			X	X	X	X	X	X	X	X	X
Writing	Writers' Workshop	Being a Writer			X	X	X	X	X	X			
Writing	Writers' Workshop	Lucy Caulkins Writing	X										
Reading	Creative Curriculum	SES after-school tutoring program	X										
Reading	Other	Classroom sets of novels and non-fiction						X	X	X	X	X	X
Writing	Other	Step up to writing curriculum									X	X	X

Partner Name	Partner Description	# of Students
YMCA	After-school program that offers services to students and parents through fitness, cooking, etc.	200
SES of IL	Offers after-school tutoring in reading and math to students.	70
Academy for Urban School Leadership	Teacher training program that supports teacher development in classroom environment and instruction.	320
AUSL Athletics and Fine and Performing Arts	After-school intramural athletics and fine and performing arts programs.	125
City Year of Chicago	In-school tutoring, after-school homework support and character education provider	115
Junior Achievement of Chicago	Provides students with an awareness and understanding of how businesses work.	320

- 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 have before and after-school programs (i.e. City Year program that provides tutoring for students in grades 1-4 and after-school starfish character education program for students in grades 3-5), common planning periods as well as grade level cluster meetings (i.e. K-1, 2-3, 4-5, 6-6, and 7-8), bi-weekly professional development for all teaching staff, and the YMCA before/after-school programs that support the social emotional development of the child such as the hip-hop aerobics club, tumbling, cooking, etc. We also have in-house AUSL coaches to support implementation of best practices in literacy, mathematics, and science as well as data collection to assist us in better serving at-risk students.

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

We will continue to pilot and support teacher implementation of reading and writing CDAS assessment. In addition, we will monitor teacher progress and bi-weekly administration of the math CDAS assessment. We will continue to administer the NWEA MAP assessment and will assist teachers in using the data to drive instruction. We will continue to support the "Power of 5" tutor in collaborating with the teachers to make sure effective instruction is being given to students in reading and mathematics.

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

- Next Steps for Instruction:

Align the reading curriculum across all grade levels to create a cohesive, school-wide literacy program. Initiate committee to conduct vertical alignment across grades K-8 using curriculum maps, pacing guides, and other instructional materials. Implement a state-of-the art science lab for the middle school grades with a middle school endorsed and certified instructor. Develop a shared understanding of quality science instruction among teachers in grades K-8. Develop supports for differentiated instruction in every classroom-with an emphasis on inclusion with the special education/regular education teacher using a team teaching approach. Expand "specials" classes to include art, music, and P.E., with a specific block of time allocated to reading instruction where the "specials" teachers push into regular education classes to support balance literacy.

### ***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:

We will continue to support balanced literacy, fund bi-weekly professional development, and provide technology that enhances instruction. In addition, we will arrange ESP and "specials" schedules to support instruction and the learning climate. The instructional leadership team that currently compose of the coaches and the administration will now expand to include the lead teachers in order to lead curriculum alignment efforts in reading, mathematics, science and writing.

### ***Five Fundamentals: Professional Capacity***

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

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?

The hiring of highly qualified staff, ongoing professional development and peer observations all contribute to student performance results. Formal observations by administration and post conference discussions also lead to quality instruction.

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

- Describe your teacher mentoring program
- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

We will ensure that all teachers provide "access to the general education curriculum" to the maximum extent possible through joint professional development in the core content area of curriculums. We will develop the capacity of general and special education teachers to share responsibility for scheduling, lesson co-planning, assessment, discipline, instructional delivery, and communication at every grade level through weekly common planning time and professional development on team building.

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

- Next Steps for Professional Capacity:

Implement a high-quality bi-weekly PD series focused on meeting the needs of EVERY student as well as the delivery of instruction, especially with regard to the inclusion of Special Education students into the general education classroom. Continue to develop and encourage teachers to differentiate their instruction to meet the needs of all students. Identify a weekly common planning time for each grade-level team of classroom teachers and Special Education teachers, dedicated to sharing instructional strategies and ensuring all students' needs are being met.

## ***Five Fundamentals: Learning Climate***

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

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

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

We will purchase materials and provide professional development to teachers to support them working with students with disabilities and diverse learners in all content area with an emphasis on differentiated instruction. We will provide on-going professional development, observation, and feedback to teachers to support staff for the implementation of best practices in differentiation, accommodations/modifications/adaptations, peer tutoring, and cooperative learning for all via videos, seminars, webinars, CPS University, conferences, memberships, etc.

- Next Steps for Learning Climate:

We will work on continuing to build relationships between school, staff, students, and their families; continue the community partnership with the YMCA, which offers before and after-school offerings for students and adults, hold more events that invite families into the school building such as family reading night, literacy night, open house, and continue to enhance our middle school program by expanding and developing a state-of-the-art science lab for our upper grade students. Ensure that teachers have the resources they need to teach to all learning styles and that students are appropriately connected to academic supports.

### ***Five Fundamentals: Family & Involvement***

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

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

An increase in the number parent volunteers within the school has contributed to an increase in student achievement. We have had an abundance of parents come into the school to assist us in attendance, recruitment, enrollment, and safety and security. In addition, communication between home and school has contributed to increased student achievement. We send home a flyers and information home weekly to parents. We welcome parents and community members to come and visit our school and we form community partnerships. Our school partnered with City Year to host the first Family Reading Night on November 24, 2009. Many of our parents volunteer to coach or assist with coaching athletic programs within our school.

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

We held a special parent meeting for all parents of students in grades 3, 6, and 8 to inform them of CPS promotion policy. We also send home 5 week progress reports and quarterly report cards to inform parents of their child's progress. Progress reports and report cards are sent in the home language of the students. The first and third quarter report cards are "Report Card Pickup", so that also gives the teachers an opportunity to meet with the parent in person.

#### Next Steps for Family & Community Involvement:

Create family volunteer opportunities in the middle school grades and continue to build upon existing programs in the lower grades as well work toward building a sense of confidence in parents to work in classrooms as parent volunteers. Develop a university partnership to include before, during and after-school tutoring programs for our struggling students as well as for parents who can not read. Improve our parent participation in our monthly LSAC and PAC meetings by offering parent workshops on how to help your child with their homework at home, building communication skills within the home, and offering workshops geared to helping parents such as a GED course or other post secondary opportunities. We will ensure that all parents have access to "Gradebook Parent Portal" so that they can manage their child's grades and work along side the school to make sure their children are successful.

**Priorities / Categories**

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ **TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✔ **TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Attendance	To increase student attendance which will ultimately lead to gains in student achievement.	Morton student attendance will increase by 1% with the ultimate goal of reaching 93.5% or greater attendance.	*Weekly attendance charts posted outside each classroom *Schoolwide celebrations for students with perfect attendance, classrooms with weekly perfect attendance, and staff members with perfect attendance for the month *Attendance clerk will implement attendance plan which will include daily phone calls, home visits and written notification to parents to combat truancy.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Literacy	Improve literacy achievement with a focus on vertical aligning the curriculum across grade levels. We will have an increased focus on students in the third quartile as well as the students with special needs to help them meet AYP. This is a priority area of focus for our school.	<p>100% of the teachers use a school-wide reading curriculum (i.e. Reading Street K-5 and Prentice Hall 6-8) along with curriculum maps, pacing guides, STEP assessments, Fountas and Pinnell benchmark assessments, CDAS, and reading and writing benchmark assessments</p> <p>Students predicted to Meeting and Exceeding ISAT reading based on NWEA benchmarks administered during the Winter and Spring assessment will reflect 46% by May 2010</p> <p>10% increase in Meeting and Exceeding ISAT reading by April 2011</p>	Teachers will have common planning time with grade level cluster teams (i.e. K-1, 2-3, 4-5, 6-6, 7-8) administration, and/or coaches to align lesson plans, participate in PD with neighboring grade levels that focus on differentiated teacher needs, and engage in data analysis dialogues to discuss reading and writing benchmark scores, reteaching plans and reassessment.	Yes
3	Mathematics	We will increase student achievement and motivation through more student-centered and family-centered activities and instruction.	Student performance will increase in the meets/exceeds on the ISAT from approximately 10% per academic year.	NWEA data, ISAT data, CDAS data, STEP data and, classroom teacher generated assessments.	Yes
4	Science	Improve science achievement by increasing staff knowledge and professional development of best practices for science, thorough professional development of the implementation of the science curricula for grades K-5 (i.e. Scotts Foresman Diamond Series) and 6-8 (i.e. Prentice Hall-Life Science, Physical Science, and Earth Science), incorporation of a state-of-the-art science lab for middle school and upper grades, as well add on additional supplemental materials and resources that are needed.	<p>100% staff attendance at vendors professional development on effective implementation and usage.</p> <p>New Science curriculum for K-5 and 6-8 effective implementation August 2010. ISAT Science scores will increase from 19.2% to 29.2% (Note: This will reflect a 10% increase) by June 2011.</p>	School will develop a science committee that will meet monthly to review effective implementation of science material, vertical align science curriculum across all grade levels K-5 and 6-8, hold ongoing discussion around what is/is not working with science curriculum and conduct professional development to support teacher usage of science materials and resources.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Core Classroom Instruction	<p>We will provide all students with high quality instruction that is effective and differentiated to meet the individual needs of all students.</p> <p>All teachers will be responsible for the core classroom instruction in reading, mathematics, science, and social science in grades K-8</p>	<p>Student performance will increase based on the fact that the classroom environment, instruction, planning and preparation and professional responsibilities of all teachers will improve everyday through intense coaching and support from administration.</p> <p>Students predicted to Meeting and Exceeding ISAT reading and mathematics based on NWEA benchmarks administered during the Winter and Spring assessment will reflect 46% by May 2010.</p> <p>10% increase in Meeting and Exceeding ISAT reading and mathematics by April 2011</p>	<p>We will monitor classroom instruction through direct classroom formal and informal observations and walkthroughs using the Danielson tool and by analysis of student assessment data (i.e. NWEA, STEP, ISAT, CDAS).</p>	
6	Family/Community Involve.	<p>Build and maintain a strong partnership with parents that will foster effective communication, and assist parents in the understanding of child and adolescent development, and build their knowledge around providing educational support.</p>	<p>An increase of of our parents reinforcing academic strategies at home, attending school events, and participating in development workshops by 20%.</p>	<p>90% parent satisfaction rating on parent survey, 20% of parents attending school events as measured by number on sign in sheets, and an increase of 40% in signed homework logs.</p>	
7	Learning Climate / Safety	<p>To enhance the school culture by maintaining a safe, supportive, and secure environment by implementing effective social-emotional interventions, as well as implementing effective school-wide non-negotiables.</p>	<p>Reduction in negative behaviors (suspensions, referrals, etc.) by 1/2 that impact the learning climate. On-going professional development will be provided to all staff to continue to build a culture and climate that supports the whole school community and improve student conduct. Students will be provided with leadership opportunities and activities such as student council that reinforce the Morton culture and climate.</p>	<p>Progress will be evaluated by use of the CPS Dashboard, and informal (quarterly) teacher and student interviews. Number of students involved in leadership opportunities/activities will also be tracked.</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
8	Special Education	Regular Education teachers will engage in a more inclusive approach team teaching with the special education teacher to meet the needs of students with disabilities in the regular education setting. Students with disabilities will be included in more general education classrooms with greater acceptance and understanding from the general education students as well as the teachers. All will be involved in this process including paraprofessionals and teacher's aides.	Students identified with disabilities will be included in more subjects with their general education peers than they are currently at the middle school/upper grades. The students will report greater levels of satisfaction and acceptance in the classes in which they are included.	We will review placement decisions every 3-4 months and chart our progress toward greater inclusion for students with disabilities. Student interviews will be given and discussed to gauge student feelings of acceptance. These interviews will be discussed at ongoing professional development and grade level cluster team meetings.	
9	Enrichment Instruction	We will also have teacher aides that assist our core classroom faculty in the areas of literacy, mathematics and science. In addition, students will be offered after-school academic offerings that will focus on deficits to improve student achievement. We will provide students with opportunities within and outside of the school day to increase their knowledge and skill sets around state standards in order to improve ISAT scores and prepare students for academic success. We also strive to provide students with opportunities for exposure to cultural and creative experiences as well as activities that will foster responsibility, leadership, and confidence.	5% decrease in the gap between SPED and non-SPED students predicted to meeting and exceeding ISAT reading and mathematics based on the NWEA assessment by April 2011  10% increase in Meeting and Exceeding ISAT reading and mathematics by April 2011. In addition, children in after-school programs must show upward trend gains on the NWEA assessment. Children will engage in STEP, Fountas and Pinnell, CDAS, NWEA and reading and writing benchmark assessment. We will see Morton School of Excellence become more than a community school. It will become a learning environment that extends beyond the school day and the scope of the required curriculum. Students and organizations will be present in the building providing high-quality and engaging learning experiences for our students.	Teachers will have common planning time with grade level cluster teams (i.e. K-1, 2-3, 4-5, 6-6, 7-8) that will review student achievement and plan and monitor one-on-one interventions. Outcomes for monitoring and measurement -attendance -responsibility/decision-making -literacy, math, science, and writing scores (NWEA and ISAT) -performances for arts/community services	

### Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
  
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
  
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
  
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
  
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
  
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
  
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst			INCOMPLETE		
N	Travel reimbursement for students and parents.			X				INCOMPLETE		
N	Unexpected programs that may arise to enhance	Innovation	X		Angel Turner	\$45,858.00	\$44,653.45	INCOMPLETE	427526	



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

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						
	instruction									
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner			INCOMPLETE		

6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire Clerk that will serve and support our parents, community members, and visitors	Clerks will greet all guest and support parents and community members in several capacities.		X	Angel Turner			INCOMPLETE		
N	Homework Log	Give teachers the resources needed to distribute and collect homework logs signed by parent each .....		X	Angel Turner			INCOMPLETE		
N	Newsletters	Create and Distribute monthly newsletters to families that will establish and maintain effective forms of school-to-home communications.		X	Ketasha Melendez			INCOMPLETE		
N	Learning	Teachers will		X	Angel Turner			INCOMPLETE		



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6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Showcases	host two culminating activities to provide students with the opportunities to showcase their learning for their families. This will strengthen the home school connection. Provide teachers with the resources needed to support the events.								
N	Parent Workshops	Provide five parent education and other courses or training for parents to assist with health, nutrition, discipline, and education. Provide educational resources to parents who complete surveys to strengthen family involvement. In addition, parental involvement support, clerical support, office training and support, and workshops.		X	Angel Turner	\$2,301.00	\$2,301.00	INCOMPLETE		26091.332.53205.390030.430128.2012_\$451.00 + 26091.332.53405.390030.430128.2012_\$1,400.00 + 26091.332.54505.390030.430115.2012_\$0.00 + 26091.332.53205.390030.430115.2012_\$21.80 + 26091.332.53405.390030.430115.2012_\$1.63 + 26091.332.54505.390030.430128.2012_\$450.00
N	Parent Surveys	Create and		X	Angel Turner			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

6 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		distribute parent surveys three times a year. (Open House and two report card pick-ups).								
N	Parent Surveys	Create and distribute parent surveys three times a year. (Open house, and two report card pick ups)		X	Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Fees, workshops, services, trainings and other supports.	Parental Involvement		X	Angel Turner			INCOMPLETE		
N	Hire clerk that will serve and support our parents, community members, and visitors.	Clerks will greet all guest and support parents and community members in several capacities.	X		Angel Turner	\$66,731.00	\$65,525.52	INCOMPLETE	296408	



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

2 - 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	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE	452654	26091.115.51320.290001.000575.2012_\$0.00 + 26091.115.55005.119045.000575.2012_\$4,690.92 + 26091.115.54105.119015.000575.2012_\$5,001.00
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner	\$9,087.00	\$13,325.00	INCOMPLETE		26091.225.53405.119015.000703.2012_\$9,087.00 + 26091.115.55005.119045.000575.2012_\$4,690.92
N	Study Island & Kids College	Technology will be used to support student learning and academic achievement outcomes.		X	Administrative Team	\$5,000.00	\$5,000.00	INCOMPLETE		26091.225.53306.119010.000703.2012_\$4,065.02
N	Study Island & Kids College	Technology will be used to support student learning and academic achievement outcomes.	X		Administrative Team			INCOMPLETE		
N	City Year	City Year elementary and middle school program will target students in grades 1-8 in academic growth through small group and one on one instruction.		X	Keteshia Melendez	\$35,000.00	\$35,000.00	INCOMPLETE		26091.225.54125.320020.000703.2012_\$35,000.00
N	Bookroom & Classroom Library Expansion	The purchase of additional leveled readers will increase Guided Reading time as well as teacher and student access to trade books		X	Administrative Team	\$2,000.00	\$2,000.00	INCOMPLETE		26091.332.53305.119015.430106.2012_\$0.00 + 26091.332.53305.119015.430119.2012_\$2,000.00



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

2 - 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						
		from Fountas and Pinnell levels A-Z. We also want to increase the amount of text students have available to read during independent reading and to support reading at home.								
N	Lucy Caulkins Writing Curriculum	Writing curriculum that provides support in writing to teachers and students to prepare for ISAT Writing Assessment. A Language Arts curriculum as well as instruction in Grammar will increase student's proficiency in academic english.		X	Administrative Team			INCOMPLETE		
N	Family Literacy Night	A year-long schedule for monthly Family Literacy Nights will provide relevant literacy education and activities for parents to promote student's reading growth at home.		X	Angel Turner			INCOMPLETE		
N	Family Literacy	A year-long	X		Angel Turner			INCOMPLETE		



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

2 - 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						
	Night	schedule for monthly Family Literacy Nights will provide relevant literacy education and activities for parents to promote student's reading growth at home.								
N	Professional Development	A year-long professional development plan will be created that is relevant and cohesive amongst grade levels to increase teacher proficiency in best practices.	X		Angel Turner/Ketesha Melendez			INCOMPLETE		
N	Professional Development	A year-long professional development plan will be created that is relevant and cohesive amongst grade levels to increase teacher proficiency in best practices.		X	Angel Turner/Ketesha Melendez			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

3 - 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	Math and Art Projects	Teachers will work with Art Teacher to co-teach lessons revolving around geometry to enhance students understanding.	X		Jon Hearon			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner	\$8,248.00	\$8,248.00	INCOMPLETE		26091.332.53306.119016.430106.2012_\$0.00 + 26091.332.53305.119016.430106.2012_\$0.00 + 26091.332.53306.119016.430119.2012_\$308.35 + 26091.332.53305.119016.430119.2012_\$1,492.70
N	Family Mathematics Literacy Night	Grade Level Clusters will plan an entire math day, with a focus on real-world applications of math. Students will rotate between grade level teachers, completing and exploring various mathematical concepts. Activities will focus on identified areas/strands of weakness according to grade level clusters. Teachers will	X		Keteshia Melendez			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

3 - 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						
		plan math activities to share with students and parents. Activities will be designed to help parental support in math.								
N	Family Mathematics Literacy Night	Grade Level Clusters will plan an entire math day, with a focus on real-world applications of math. Students will rotate between grade level teachers, completing and exploring various mathematical concepts. Activities will focus on identified areas/strands of weakness according to grade level clusters. Teachers will plan math activities to share with students and parents. Activities will be designed to help parental support in math.		X	Keteshia Melendez			INCOMPLETE		
N	Academic Knowledge Bowl	Students will compete in an academic knowledge bowl competition based on	X		Rosalind Ali			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

<b>3 - Mathematics</b>										
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>topics/concepts submitted by grade level teachers. Students will independently form groups and prepare for competition. Teachers will supply students with Sample Questions to aid students in their studying. Competitions will be held in school and there will be winners at every grade level team cluster.</p>								
N	Academic Knowledge Bowl	<p>Students will compete in an academic knowledge bowl competition based on topics/concepts submitted by grade level teachers. Students will independently form groups and prepare for competition. Teachers will supply students with Sample Questions to aid students in their studying. Competitions will be held in school and there will be winners at every</p>		X	Rosalind Ali			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

3 - 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						
		grade level team cluster.								
N	Professional Development	A year-long professional development plan will be created that is relevant and cohesive amongst grade levels to increase teacher proficiency in best practices.	X		Ketesh Melendez			INCOMPLETE		
N	Professional Development	A year-long professional development plan will be created that is relevant and cohesive amongst grade levels to increase teacher proficiency in best practices.		X	Ketesh Melendez			INCOMPLETE		
N	Math Buddies	Teachers will be paired for the entire school year and plan instructional opportunities for the students to interact and meet weekly to explore math concepts. (ex. 8th and 4th, 7th and 3rd, etc.) Teachers will pair students based on learning style/skill level	X		Ketesh Melendez			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

3 - 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						
		for peer tutoring and support based on concepts identified by primary grade level teacher.								
N	Math and Art Projects	Teachers will work with Art Teacher to co-teach lessons revolving around geometry to enhance students understanding.		X	Jon Hearon			INCOMPLETE		
N	Research Based Projects	Students in grades 5th - 8th will complete research projects based on concepts discussed in class to enhance student understanding and mastery.		X	Keteshia Melendez			INCOMPLETE		

4 - 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	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to	Innovation		X	Angel Turner	\$6,000.00	\$6,000.00	INCOMPLETE		26091.332.53305.119017.430119.2012_\$ 3,695.40 + 26091.332.53305.119017.430106.2012_\$



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

4 - 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						
	enhance instruction									0.00
N	Professional Development	Professional development to support the implementation of CMSI.		X	Ketesh Melendez			INCOMPLETE		
N	Field Trips	Brookfield Zoo, Lincoln Park Zoo, Peggy Notebaert Nature Museum, Mortem Arboretum, Field Museum, Museum of Science and Industry, Adler Planetarium: Students in grades K - 8th must visit at least two of these places during the school year and the field trips will be closely aligned to the science curriculum in the perspective classrooms.		X	Lead Teachers			INCOMPLETE		
N	Research Based projects	Students in grades 5th - 8th will complete research based aligned with the learning standards for their particular grade.		X	Melissa Hernandez/Kendra Mallory			INCOMPLETE		
N	Forensic Science	Students in grades 4th - 8th grade will get		X	Melissa Hernandez/Kendra Mallory			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

4 - 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						
		extended enagement over several weeks that builds confidence, character and competency in a variety of subject areas with an emphasis on fun. Students will do community learning topics work to ignite curiosity and stimulate authentic learning in contexts ranging from art to criminal investigation.								
N	School Garden/Greenho use	Students in grades K - 8th. The curriculua are designed to spark enthusiam for science. The content ares encompass all of the sciences, including botany, zoology, geology, physics, climate, chemistry and electricity. All science themes have been developed to meet the Illinois Learning Standards for science.		X	Melissa Hernandez/Kendra Mallory			INCOMPLETE		



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

4 - 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	School Garden/Greenho use	Students in grades 6th - 8th will create a school garden to beautify the community.		X	Kendra Mallory			INCOMPLETE		
N	Recycling - E.P.A.	Students in grades 5th - 8th will gain knowledge about why it is important to practice recycling within the entire school community. Students will know and apply concepts that describe the features and processes of the Earth and its resources.		X	Melissa Herdandez/Kendra Mallory			INCOMPLETE		
N	Health Education: Nutrition & Fitness	Students in grade K - 8th will gain knowledge about nutrition and fitness through the use of themed units of study.		X	Faye Stevens-Jett			INCOMPLETE		
N	Chemistry Camp	Students in grades K - 3rd will learn about science by becoming exposed to chemistry through experiments.	X		Joyner Bonds			INCOMPLETE		
N	Science Fair	Students in grades 4th - 8th will understand the processes of		X	Melissa Hernandez			INCOMPLETE		



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

4 - 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						
		scientific inquiry and technological design to investigate questions, conduct research experiments and solve problems.								
N	Science	Students in grades 6th - 8th will create a school garden to beautify the community.	X		Kendra Mallory			INCOMPLETE		

8 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner			INCOMPLETE		
N	Classroom Instruction	To provide special education students with quality teaching and learning per their IEP by certified teachers and TA.	X		Delores Jones/Chrissy Giraud	\$240,321.00	\$231,569.24	INCOMPLETE	298899,423439, 422654	



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

<b>8 - Special Education</b>										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Activities and professional development targeting increased understanding and acceptance of inclusion for students with disabilities will be given throughout the school year.	Inclusion team will research and compile a list of activities and plan with administration to implement during professional development days.	X		Delores Jones/Chrissy Giraud			INCOMPLETE		
N	Students with disabilities will be interviewed by their teachers (privately) to discuss their feelings about being in a general education classroom. The findings will be shared with the staff and will facilitate discussions during professional development. Student names will be confidential.	Monthly (a different student will be interviewed each month and findings will be shared with entire staff during professional development	X		Delores Jones/Chrissy Giraud			INCOMPLETE		
N	End of year questionnaire will be given to teachers to compare their beliefs and understanding of inclusion with the beginning of the school year. Teachers will be	Questionnaire developed by inclusion team.	X		Delores Jones/Chrissy Giraud			INCOMPLETE		



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## 26091 - Morton School of Excellence : 2010-2012 Year 2

8 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	asked how their beliefs have changed due to the targeted activities they participated in throughout the year.									
N	Pre-year questionnaire to be given to all staff to gauge current understanding and find trends on what needs to be addressed to ensure greater understanding of including students with disabilities. Questionnaire will be developed by a team of special education teachers with general education teachers collaborating.	Questionnaire developed in spring/summer 2010. Teachers will complete questionnaire September 2010.		X	Delores Jones/Chrissy Giraud			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.		X					INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire School principal and assistant principal	School administrators will maintain a positive school culture, sustain action against adversity, share school accountability, and enforce a guranteed and viable curriculum.	X		Angel Turner	\$283,795.00	\$282,556.10	INCOMPLETE	296375,419954	
N	Hire School principal and assistant principal	School administrators will maintain a positive school culture, sustain action against adversity, share school accountability, and enforce a guranteed and viable curriculum.		X	Angel Turner			INCOMPLETE		
N	Providing students with enriching learning experiences in PE, ART, and Writing.	Classroom teachers will provide quality instruction within their areas of specialization.		X	Angel Turner			INCOMPLETE		
N	Providing effective instruction for students within the middle school.	Classroom teachers will provide students with instruction in the four content areas.		X	Angel Turner			INCOMPLETE		
N	Providing effective instruction for students in Pre-K through 5th. grade	Classroom teachers will provide quality instruction within the core content areas.		X	Angel Turner			INCOMPLETE		



# CPS SIPAAA Planning Report

## 26091 - Morton School of Excellence : 2010-2012 Year 2

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner	\$20,000.00	\$20,000.00	INCOMPLETE		26091.115.54105.119015.000575.2012_\$5,001.00 + 26091.115.54210.119010.000575.2012_\$9,630.00
N	Hire teachers	Delivery of quality core classroom instructional programs	X		Angel Turner	\$1,488,567.00	\$1,424,452.51	INCOMPLETE	296377,441772, 296380,427166, 295882,296381, 296383,422622, 409533,441769, 296378,422622, 296409,407899, 298327,296386, 296382,296379	
N	Purchasing supplemental instructional supplies for the classroom.	To enhance the instructional program there is a need to purchase supplemental instructional supplies for the classroom.		X	Angel Turner			INCOMPLETE		
N	Purchasing supplemental instructional supplies for the classroom.	To enhance the instructional program there is a need to purchase supplemental instructional supplies for the classroom.	X		Angel Turner			INCOMPLETE		
N	Providing classroom libraries/leveled readers	Guided Reading materials	X		Angel Turner			INCOMPLETE		
N	Providing classroom libraries/leveled readers	Guided Reading materials		X	Angel Turner	\$5,000.00	\$5,000.00	INCOMPLETE		26091.332.53405.119010.430119.2012_\$4,951.47 + 26091.332.53405.119010.430106.2012_\$0.00



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9 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Student Council	Formation of Student Council and/or committees to release responsibility /ownership for assemblies, dances, rewards, celebrations, and activities to students		X	Chrissy Giraud			INCOMPLETE		
N	Saturday Academy	Bi-weekly Saturday Academy for identified bubble students and/or those who want to increase their skill sets in the areas assessed on ISAT for each grade level	X		Ketesh Melendez			INCOMPLETE		
N	Community Service Projects	Community service projects for grade levels 3 and 8 to include improvement projects around the school for intermediate grades and partnerships with community organizations for upper grade students	X		Chrissy Giraud			INCOMPLETE		
N	Academic Extra-Curricular Activities	Academic clubs after-school such as chess, math club, newspaper,	X		Ketesh Melendez			INCOMPLETE		



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9 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		etc.								
N	Fine and Performing Arts	After school or Saturday Fine and Performing Arts programs for students including dance, music, drama, art, computers, and fitness	X		Keteshia Melendez			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner	\$17,000.00	\$17,000.00	INCOMPLETE		26091.332.55005.119045.430119.2012_\$17,000.00 + 26091.332.55005.119045.430106.2012_\$0.00
N	Providing classroom libraries/leveled readers	Guided Reading materials	X		Angel Turner			INCOMPLETE		
N	Providing classroom libraries/leveled readers	Guided Reading materials		X	Angel Turner			INCOMPLETE		

1 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase postage	Clerk and school assistant will need to send letters to		X	Barbara Patterson	\$2,000.00	\$2,000.00	INCOMPLETE		26091.115.53510.210001.000575.2012_\$2,000.00



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1 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		students who have amassed 5 or more absences throughout the school year.								
N	Purchase school assistant position	School assistant position will assist with the managing of attendance responsibilities.	X		Barbara Patterson	\$34,923.00	\$34,675.86	INCOMPLETE	407895	
N	Provide incentives to reward students with perfect attendance.	Purchase prizes to give students who achieve perfect attendance for the month, quarter, and year.		X	Barbara Patterson	\$10,000.00	\$10,000.00	INCOMPLETE		26091.115.53405.119010.000575.2012_\$2,695.00
N	Implement attendance plan to improve attendance from the current 91.5% to 93.5%.	Hire school assistant to implement and monitor attendance plan.	X		Barbara Patterson			INCOMPLETE		
N	Purchase school assistant position	School assistant position will assist with the managing of attendance responsibilities.		X	Barbara Patterson			INCOMPLETE		
N	Purchase postage	Clerk and school assistant will need to send letters to students who have amassed 5 or more absences throughout the school year.	X		Barbara Patterson			INCOMPLETE		
N	Unexpected programs that may arise to	Innovation		X	Angel Turner			INCOMPLETE		



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1 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	enhance instruction									
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Implement attendance plan to improve attendance from the current 91.5% to 93.5%.	Hire school assistant to implement and monitor attendance plan.		X	Barbara Patterson			INCOMPLETE		
N	Provide incentives to reward students with perfect attendance.	Purchase prizes to give students who achieve perfect attendance for the month, quarter, and year.	X		Barbara Patterson			INCOMPLETE		

7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire Security	Hire Security to assist in maintaining a safe culture and learning climate.	X		Angel Turner	\$34,849.00	\$34,872.55	INCOMPLETE	385449	
N	Hire Security	Hire Security to assist in maintaining a safe culture and learning climate.		X	Angel Turner			INCOMPLETE		
N	Student Leadership	Builds student confidence and		X	Angel Turner			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Opportunities, which may include: Conflict Resolution/Peer Mediation, Student Council/Government, and Student Ambassadors.	feeling of community and ownership and accountability to each other. Ambassadors will provide a warm welcome to visitors. Student leaders will be "the face of the school." Provides student leadership opportunities within the school. Peers learn best from each other. Applications and special uniforms may be built in to the referral process for student leadership positions.								
N	Assemblies will be provided for all students to incorporate and promote learning from Resource Classes (i.e. art, physical education, etc.). For example, a Performing Arts Night.	Reinforces learning from resource classes, promotes the arts, and can involve families.		X	Angel Turner			INCOMPLETE		
N	Weekly staff meetings to increase staff support system and promote team-building.	Adults need to connect with one another and maintain/build collegial support systems. Will	X		Angel Turner			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		assist in streamlining school-wide procedures, in keeping with the positive school culture and climate. Students learn by teacher example.								
N	Incentives/rewards for behavior: add more no-cost alternatives. Include more upper grade incentives. Includes Shout-Out system	Keeps students motivated, encouraged. Builds self-esteem and buy-in to Morton community. Positive reinforcement: encourages positive, safe behavior.		X	Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation	X		Angel Turner			INCOMPLETE		
N	Unexpected programs that may arise to enhance instruction	Innovation		X	Angel Turner			INCOMPLETE		
N	Have quarterly awards assemblies for academic achievement, behavior, and attendance incentives to increase and celebrate attendance and student morale.		X		Angel Turner			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase incentives for student of the month program and attendance incentive program			X	Angel Turner	\$8,476.00	\$4,238.00	INCOMPLETE		26091.115.53405.119045.000575.2012_\$4,238.00
N	Professional Development	Ongoing PD will be provided to support staff members in meeting the needs of All students socially/emotion ally and academically. The continuous growth and improvement will add to the overall success of our learning community.	X		Angel Turner			INCOMPLETE		
N	Provide transportation for sporting events, field trips, and classroom incentives	A culture of celebration and school pride will consistently be recognized in our extension learning opportunities through participation in sports and enrichment learning opportunities. These experiences will allow students to grow and develop socially and emotionally		X	Angel Turner			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and add to the overall school culture and climate.								
N	Teacher Assistants, Dean of Students, ESP, Social Worker, Counselor (social-emotional support staff)	More adults available, more attention given to students. Student/teacher ratio increased. Allows us to better implement other tiered supports. Provides safer learning environment.		X	Lorenzo Thompson			INCOMPLETE		
N	Welcome Back BBQ and other school/community events (i.e. end of year Carnival, Community Walk, etc.)	Promotes positive connection with school, families, students, and community members. Builds relationships within the community.		X	Angel Turner			INCOMPLETE		
N	Service Learning	Connects students to their community. Provides students ownership and responsibility for their community.		X	Chrissy Giraud			INCOMPLETE		
N	After-school detention	Students need consequences. Provides place for focused learning and reflection regarding behavior.	X		Lorenzo Thompson			INCOMPLETE		
N	Purchase	When basic		X	Angel Turner			INCOMPLETE		



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7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	uniforms for homeless/needly students. Also, hygiene kits & school supplies.	needs are met, students can focus on learning.								
N	Hire teacher assistants that will support the instructional capacity of teachers in the classroom.	Teacher assistants will support the learning climate under the leadership and guidance of the teachers in the classroom.	X		Angel Turner			INCOMPLETE		
N	Hire teacher assistants that will support the instructional capacity of teachers in the classroom.	Teacher assistants will support the learning climate under the leadership and guidance of the teachers in the classroom.		X	Angel Turner			INCOMPLETE		
N	Hire school assistants to assist in a variety of non-instructional capacities within the school.	School assistants will support the learning climate throughout the school in a variety of ways.	X		Angel Turner	\$33,686.00	\$33,418.23	INCOMPLETE	412588	
N	Hire school assistants to assist in a variety of non-instructional capacities within the school.	School assistants will support the learning climate throughout the school in a variety of ways.		X	Angel Turner			INCOMPLETE		
N	Hire engineer and other custodial staff to maintain the cleanliness of the school building.	Engineer and other custodial staff will maintain a clean, safe and hazard free learning climate.	X		Angel Turner	\$161,762.00	\$159,987.11	INCOMPLETE	299304,299303, 299302	
N	Hire engineer	Engineer and		X	Angel Turner			INCOMPLETE		



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### 7 - Learning Climate / Safety

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and other custodial staff to maintain the cleanliness of the school building.	other custodial staff will maintain a clean, safe and hazard free learning climate.								

### Operations - Operations O&M

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		26091.230.53120.254002.000000.2012_\$0.00 + 26091.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		26091.230.54125.266410.000000.2012_\$0.00 + 26091.230.54125.254901.000000.2012_\$0.00 + 26091.230.53306.266407.000000.2012_\$0.00 + 26091.230.54125.266402.000000.2012_\$0.00 + 26091.230.54125.266407.000000.2012_\$0.00 + 26091.230.56105.266414.000000.2012_\$0.00 + 26091.230.53306.254901.000000.2012_\$0.00 + 26091.230.54125.009574.000000.2012_\$0.00 + 26091.230.53306.009573.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		26091.230.54405.254501.000000.2012_\$0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		26091.312.53210.256009.000000.2012_\$0.00 + 26091.312.53205.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		26091.230.54105.254027.000000.2012_\$3,000.00 + 26091.230.54105.254021.000000.2012_\$0.00 + 26091.230.54105.254002.000000.2012_\$2,405.00 + 26091.230.54105.254020.000000.2012_\$3,000.00 + 26091.230.54105.254011.000000.2012_\$0.00 + 26091.230.54105.254022.000000.2012_\$0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		26091.230.56105.254002.000000.2012_\$28,136.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		26091.230.53405.254002.000000.2012_\$2,985.22
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		26091.230.53115.254002.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		26091.225.54105.266408.000703.2012_\$2,904.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst	\$125,296.00	\$120,284.26	INCOMPLETE	304314,304316	
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$125,268.00	\$120,565.95	INCOMPLETE	299851,299852,299854,299853	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent			X	OMB Budget			INCOMPLETE		



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



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded out of school special income fund				Analyst					
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		26091.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$98,580.00	\$96,169.96	INCOMPLETE	299301,299300	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Technology									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		26091.115.57940.119035.000575.2012_\$ 0.00 + 26091.332.57940.119031.430106.2012_\$ 0.00 + 26091.225.57940.119020.000703.2012_\$ 0.00 + 26091.332.57940.390030.430115.2012_\$ 100.80
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		26091.332.53405.390030.430115.2012_\$ 1.63 + 26091.332.53205.390030.430115.2012_\$ 21.80 + 26091.332.57940.390030.430115.2012_\$ 100.80 + 26091.332.54125.390030.430115.2012_\$ 450.00
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		26091.324.54125.297920.499967.2012_\$0.00 + 26091.324.54125.119035.499967.2012_\$0.00 + 26091.324.54125.390011.499967.2012_\$0.00 + 26091.324.53405.119035.499967.2012_\$1,900.00 + 26091.324.54210.119035.499967.2012_\$2,360.00
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		26091.324.57405.119035.499967.2012_\$8.62 + 26091.324.52130.119035.499967.2012_\$594.00
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start Activities			X	Principal			INPROGRESS		26091.362.53405.111066.510217.2012_\$200.00 + 26091.362.53405.256213.510217.2012_\$75.00