



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

What is SIPAAA?

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

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Aliabadi	Habib	Classroom tchr.			
Cisneros	Edward	Classroom tchr.			
Contreras	Irma	Parent/guardian			
Diaz	Zabrina	LSC member			
Garcia	Manuela	LSC member			
Gonzalez	Patricia	Principal			
Low	Michael	Classroom tchr.			
Sauerpfez	Maria	LSC member			
Uzcan	Ebru	Classroom tchr.			
Vanna	Jeannie	Classroom tchr.			
Velasquez	Ana	Parent/guardian			

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.

 **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)

Rick Mills-CAO
 Marisa Velasquez-MSD
 Sabrina Walker- Instructional Team Lead

 **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.

As our key constituents, students, parents, and teachers are organized into teams to assess areas in need of school improvement and to define the role they will play in enacting these changes. Parents are involved through the Parent Advisory Council (PAC), students are involved through the Student Council and teachers are involved through the instructional leadership team (ILT) and teacher collaborative teams. Several initiatives have emerged as a result of the input provided by these teams: The establishment of the Instructional Leadership Team to support teachers in the implementation of the Area 26 strategic plan to address key metrics, weekly teacher collaborative team meetings to support teachers in data-driven curriculum alignment, differentiated instruction and supporting students' academic and social emotional needs. Monthly PAC and ALSC meetings are used to share the progress of the school and collect parent input and student surveys are conducted to collect input for school improvement. The work of each of the advisory councils is reported to the ALSC during our monthly meetings. These teams combined serve as the vehicle to provide us with input from all stakeholders throughout this year's SIPAAA process.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	6	8	1	3	1	2	

Summary of Meetings

Meeting Date	Meeting Type	Description
13-Apr-2011	Other	ALSC review of recommended activities
08-Apr-2011	SIPAAA Team	ILT review of recommended activities
04-Apr-2011	Other	PAC meeting to provide mission/vision input and recommend activities
28-Mar-2011	Working group	Content team meetings to revise goals and recommend activities
21-Mar-2011	Working group	Grade level team meetings to revise goals and recommend activities
18-Mar-2011	SIPAAA Team	ILT reviewed priorities and alignmnet to school goals; identified potential new priorities
14-Mar-2011	Other	Student Council mission/vision survey administered
11-Mar-2011	SIPAAA Team	Set SIPAAA timelines; survey on mission/vision administered
08-Mar-2011	Other	ALSC process overview; Survey on mission/vision administered
04-Mar-2011	SIPAAA Team	SIPAAA process overview with ILT
20-Apr-2010	Working group	Met with students on the SAC to review SIPAAA priorities and develop recommendations for activities
17-Apr-2010	Town hall/community mtg.	ALSC meeting to review tentative priorities, activities and parent compact
13-Apr-2010	Working group	Met with PAC to develop and approve NCLB Parent Compact
09-Apr-2010	Working group	The PM Team discussed SIPAAA priorities with departments and submitted recommendations for activities
25-Feb-2010	Town hall/community mtg.	PAC, SAC, PPLC and Enlace met to review school data and provide input for mission and vision
29-Jan-2010	Working group	The PM Team held its second session to review the principal's proposed instructional action plan. A rough draft of how to begin the alignmnet of the CRS to the results of interim assessments to support differentiated instruction was developed.
20-Jan-2010	Working group	Met with students on the SAC to discuss school improvement. Students identified three areas to improve: Unity within the school and across the campus, student motivation, and academic offerings.
16-Jan-2010	Town hall/community mtg.	ALSC meeting during which the bell schedule for the 2010-2011 school year was discussed. Members supported a full day of classes on Wednesdays.
15-Jan-2010	Working group	The Performance Management Team held its first meeting. The team is comprised of lead teachers from each of the core content areas. The team focused on reviewing the PM process to support our school improvement initiatives in the area of instruction.
14-Jan-2010	Town hall/community mtg.	At the request of our PAC, a parent-community forum was held to share information on our school's progress, gather parent input for school improvement, and survey parents on the bell schedule for the 2010-2011 school year.
06-Jan-2010	Small group discussion	Surveyed teachers on course recommendations for the 2010-2011 school year to improve academic rigor. Also surveyed teachers on the bell schedule for the 2010-2011 school year.
04-Jan-2010	Working group	Met with counseling department to review next year's course offerings.



Meeting Date	Meeting Type	Description
		Collaborated with counselors to develop an Freshman academic and social emotional support course for the 2010-2011 school year to improve our Freshman on Track.
10-Dec-2009	Working group	Met with the PAC to discuss the bell schedule for the 2010-2011 school year. Parents supported a full day of classes on Wednesdays and requested a community forum to formallt survey parents.
03-Dec-2009	Working group	PPLC met with the principal to submit their recommendations on how to improve teaching and learning at MAS. Teachers suggested the creation of content-area departments to support the vertical alignmnet of curriculum.

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: 4
 Number of Student Survey Responses: 10
 Number of Teacher Survey Responses: 6
 Number of Staff Survey Responses: 6

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:

The Little Village Lawndale Campus is the product of a community's demand for high quality education for its children. The Multicultural Academy of Scholarship is committed to answering that demand by inspiring scholars: internally motivated learners who strive to achieve personal, educational, and professional goals.

The Multicultural Academy of Scholarship high school is founded on the beliefs that:

Education offers power, opportunity, and personal fulfillment. Every student can become a highly skilled scholar; Technology is central to success; Exposure to the arts and an understanding of different cultures cultivate global awareness; A school excels only when students, parents, teachers, and community members work together.

Vision Statement:

These values are realized in the ideals that:

All scholars will complete their education and move on to the post-secondary career of their choice; Graduates will be respectful, responsible, considerate, creative and skilled enough to compete and succeed not only locally, but globally; The positive change in scholars' lives will be reflected in the positive changes they make in their community.

Strategy

To achieve our mission, uphold our values, and strive for our vision, the teachers, staff, parents and students of the Multicultural Academy of Scholarship will dedicate themselves to:

Providing a committed, caring, collaborative, highly skilled and hard-working staff that demands the best from students and helps them meet that expectation;

Developing a rigorous, innovative, and up-to-date curriculum that adapts to meet every scholar's academic needs;

Creating a safe, supportive, and respectful

environment in which scholars can succeed; Working together to encourage, aid, and challenge each other to excel.

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:

The one-year dropout rate decreased from 7.3% in 2007-2008 to 6.4% in 2008-2009. 56.70% of Freshman are graduating within five years

Need to strengthen structures to identify at-risk students and develop appropriate interventions to further reduce the drop-out rate. Systems to progress monitor students need to be further set in place to reduce the number of demoted students and drop outs.

Academic Progress

Academic Progress Strengths and Concerns

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

The Multicultural Academy of Scholarship began using Area 26 assessment protocol during the 2010-2011 school year. EPAS and WorkKeys are administered 3 times a year. Our growth reports indicate that juniors made a two point gain on the average ACT composite from 14.0 to 16.0 during the 2010-2011 school year.

- 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.

Beginning in the 2010-2011 school year, teachers meet twice a week in teacher collaborative teams to analyze and strategically plan around student assessment data. Currently staff is learning how to utilize these assessments to drive their instruction and create quarterly curriculum maps. Differentiating our instruction across grade levels and content areas is also an area we are working towards accelerating.

External factors may include socio-economic factors, such as the poverty rate and gang violence that can sometimes undermine student learning.

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

The district can support the students with the lowest achievement by providing teachers with quality professional development on how to differentiate instruction. Ensuring that the school continues to have access to consistent use of interim assessments will also provide teachers with a consistent tool to monitor and plan around the needs of students.

Conclusions about necessary next steps are to build the capacity of teachers in order to develop a data informed vertical and horizontal scope and sequence of skills grounded in the needs of students and aligned to the CRS. Once we develop a coherent set of skills, teachers will need more professional development on how to differentiate their instruction to meet the wide range of student mastery.

The district can also support students with the lowest achievement by providing schools with funds to develop youth intervention programs that target the social emotional needs of students.

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

The decrease in the FOT rate from 64.9% to 53% is a weakness. However, at the end of the 2010-2011 1st semester, students were at an 87% on-track rate.

Strengths include the moderate gains in student achievement on the Prairie State Achievement Exam (PSAE) in English, Science and Math. In 2009-2010 the number of students meeting in Math increased from 7.0% to 24.40%. The number of students meeting in Science increased from 7.0% to 13.00% The number of students meeting state standards on the PSAE composite increased from 9.9% in 2008-2009 to 16.0% The average ACT score increased from a 15.6 to 15.8. On the reading WorkKeys 59.30% of students scored a 4 and 31.50% scored a 5. In math, 35.20 scored a 4, 24.10% scored a 5 and 13.00% scored a 6. and 43% percent scored a 4 on the math workkeys.

- 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>

According to the 2009-2010 Annual Yearly Progress (AYP) report, our school is not making AYP in reading or math.

Strengths:

The current Freshman On-Track rate for the 2010-2011 school year is 82%, compared to last year's 53%. Our 9th grade team meets weekly to discuss D/F data and attendance to make informed decisions regarding goals,

Concerns:

Although our current assessment data indicates an upward trend, we still need to increase the number of students meeting and exceeding state standards. All students in all classrooms must receive differentiated instruction in order to

strategies and progress monitoring structures to keep our Freshman On-Track. The 9th grade team has also begun holding school-based FOT PM sessions.

Attendance for 2009-2010 school year had a four point increase at 86%. Currently our Freshman attendance goal is 90% and our year to date (YTD) freshman attendance is at 90%

Our sophomore-senior attendance goal is 88% and our attendance rate YTD is 89%

Our junior attendance goal is 88% and our YTD attendance rate is 90%

The tentative 2011-2012 course offerings aim to provide students with more honors and AP opportunities.

Our instructional leadership team and teacher collaborative teams continue to meet weekly to provide each other with on-going support in the implementation of the Area strategic plan to ensure that we are making progress towards meeting our school-wide goals.

assure the varying instructional levels are being addressed. Individual student needs can only be addressed by a thorough understanding of student assessment data and making informed decisions in regards to curriculum planning and delivery of instruction.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Suspensions declined from 210 in 2008-2009 to 114 in 2009-2010. Currently we have 53 suspensions for the 2010-2011 school year. This indicates a decrease in suspension over the past three years.

During the 2009-2010 school year the average days absent per student decreased from 32.9% to 24.1%

The truancy rate has also decreased from 34.20% to 22.20%

To cultivate a safe and respectful school climate campus principals have collaborated on a campus-wide safety and security strategy. At this point in time, being proactive has prevented any major fights within the campus or after school.

Funding was secured for the 2010-2011 school year to provide students with a daily social skills curriculum, therapy groups and mentoring services. Teachers have also received extensive training around effective classroom management strategies and creating safe classroom environments conducive to learning.

Schoolwide, staff collaborates to create a safe and nurturing environment for students. Expanding after school clubs and extra-curricular activities has also provided students with a

Concerns:

More student led groups to foster a safe and family-like school culture are needed. A peer jury and team of student ambassadors will be established for the 2011-2012 school year.

Students could also benefit from a full-time, school-based therapist to support individual students in addressing social emotional factors that can undermine student achievement.

safe place after school. The student council provides students with a voice regarding school improvement matters.

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?

97% of our students come from low-income households. Many of our parents are limited English proficient.

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

Community attributes can present variables that impede student attendance. Truncated data results indicate a strong correlation among attendance, grades and student performance on the PSAE.

Strengths:

School enrollment numbers increased in 2009-2010 from 323 to 353 and we have a 93% stability rate. The average days absent per teacher is also on the decline from previous years.

Concerns:

Projected enrollment trends for the 2011-2012 school year have neither increased or decreased. Our school has made tremendous gains this year and the school must be more proactive in marketing the improvements taking place. A recruitment team has been organized to develop a cohesive strategy to promote our school throughout the community and recruit a more diverse student body.

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
English (HS)	Other	Teacher created	X										
Reading	Creative Curriculum												
Math	Teacher created												
Science	Scott Foresman (Pearson)												

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

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

The ILT meets weekly to determine structures and supports to reach our school-wide goals. Teacher collaborative teams meet twice a week (grade level and content area) to review goals, develop strategies and monitor the effectiveness of those strategies through review of data. Currently the 9th and 10th grade team provides students with daily after school homework support and instructional recovery. At-risk Freshman students come in bi-weekly on Saturdays for our "Save Your Grade" program. The Freshman mentoring program also pairs each student with an adult mentor who develops an individual behavior, academic or attendance plan with the student.

The 9th grade team meets weekly for Freshman On-Track sessions to identify struggling students and develop academic interventions for at-risk 9th graders.

The 11th/12th grade team provides students with daily after school instructional recovery and monitors the attendance of students with poor grades bi-weekly.

Professional development is targeted at supporting teachers to use assessment data to set clear objectives for students and to develop curriculum maps aligned to the CRS strands that our students are most in need of. PD also aims to support teachers in using assessment data to differentiate our instruction to meet the needs of all learners. PD, such as Boys Town Well Managed Classroom also provides teachers with research-based strategies to establish a classroom climate conducive to learning.

- 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...).

The special education/ESL team has been integrated into content area teams and grade level teams to facilitate the development of our inclusion program. They meet with their respective content area teams weekly to conduct curriculum map read throughs and implement the Area 26 assessment protocol. During weekly grade level meetings SpEd teachers address the needs of SpEd students with attendance issues and on the D/F list. The SpEd case manager is in the process of researching best-practices so as to develop an inclusion model for the 2011-2012 school year that includes effective models of co-teaching. As of the 2010-2011 school year, the SpEd team modifies the general education teachers' lesson plans based on student IEPs and language needs. Case providers have also been identified for students, yet the role they play with students on their case load needs to be further developed.

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

- **Next Steps for Instruction:**

The next steps for instruction is to solidify the framework and implementation of the Area assessment protocol with the ILT to ensure that it is reaching TCTs and ultimately having an impact on the quality of instruction in every classroom. Teachers will continue to work within their content teams to develop a vertically aligned scope and sequence of skills based on student needs as indicated by EPAS and WorkKeys assessment results. Administration and teachers will continue to support each other in differentiating the instruction of those skills to address the wide range of instructional levels within their classrooms. Administration will collaborate with the ILT and Rtl coordinator to finalize a new lesson plan template that supports tiered lesson planning. Teachers will conduct team walk throughs to note school-wide trends in the areas of student engagement, rigor and the classroom environment. PD for the 2011-2012 school year will be informed by teacher and principal data collected during walk throughs.

Five Fundamentals: Instructional Leadership

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

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

Next Steps for Instructional Leadership:

The ILT will continue to collaborate weekly to review goals and monitor the implementation of activities in the Area strategic plan. In June, the ILT will draft our school strategic plan in alignment with the Area plan. ILT members will continue to build their capacity by participating in professional development opportunities that focus on using assessment data, unpacking the CRS standards and differentiating instruction.

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?

School attributes and challenges that contributed to 2009-2010 levels of student performance was the lack of structures to support data-driven decision making in the areas of our the Illinois School Performance Card, such as Freshman on Track, PSAE and ACT scores, and drop-out rates. Structures were also needed to assess the effectiveness of school initiatives on student learning outcomes. The 2010-2011 school year has firmly established structures

and protocols to facilitate shared accountability in setting goals and collaborating in teams to reach those goals. This has contributed to the current gains we have in our FOT, SOT and attendance data.

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

- Describe your teacher mentoring program

New teachers are paired with an experienced teacher and meet once a week for mentoring. New teachers also participate in weekly TCT meetings to support new teachers in classroom management and curriculum development.

- 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...)

Teachers will continue to work within their content area teams to develop a vertically aligned scope and sequence of skills based on student needs as indicated by EPAS assessment results. Administration and teachers will continue to support each other in differentiating the instruction of those skills to address the wide range of mastery within their classrooms. Special education and ELL teachers have been integrated into the content-areas to further develop inclusive practices for SpEd and ELL students. The SpEd and ESL team will collaborate over the summer to develop an inclusion model that supports co-teaching and modified lesson planning in the general education classroom. Administration will collaborate with the ILT to develop a new lesson plan format that supports tiered lesson planning so as to include the needs of SpEd and ELL students.

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

- Next Steps for Professional Capacity:

Professional development will focus on the use of student assessment data to differentiate instruction. Teachers on the ILT will meet bi-weekly with administration to discuss progress in this area. Teachers will receive support through peer collaboration during content area and grade level team meetings during which teachers will use data to make strategic decisions on how to raise student achievement. Administration will continue to conduct formal and informal classroom observations and meet with teachers to discuss ways to further improve teaching and learning in their classrooms. Teacher walk throughs will also become more routine in order for teachers to receive peer reviews and support. Walk through data will also be reviewed by the ILT to make informed decisions regarding best practices and professional development opportunities.

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).

Special education and ELL teachers have been integrated into the content-areas to further develop inclusive practices for SpEd and ELL students. The SpEd and ELL team will collaborate over the summer to develop an inclusion model that supports co-teaching and modified lesson planning in the general education classroom. ELL teachers will also develop professional development sessions to support general education teachers with planning for accommodations and modifications for special needs students.

- **Next Steps for Learning Climate:**

The ILT will collaborate with administration and teachers in their respective content area teams to define rigor, academic expectations and solidify mechanisms for shared accountability.

Grade level leads will continue to lead weekly meetings to develop grade level initiatives to support and motivate students academically and social emotionally through the implementation of the Kid Talk protocol and other initiatives, such as Freshman Nights.

The counselor will collaborate with a 9th and 12th grade English teacher to incorporate advisory/seminar component that will support Freshman On Track and post-secondary activities.

The student council will continue to collaborate with the principal to improve student motivation, academics, and campus unity.

Students, parents and staff will collaborate to develop a comprehensive school wide discipline plan that targets common classroom expectations, incentives and consequences for acts 1-3 of misconduct in the CPS student code of conduct.

Five Fundamentals: Family & Involvement

✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.

✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.

✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.

✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

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

The Little Village Lawndale campus is partnered with Enlace and After School Matters to offer after school activities and internships to students. Gear Up also supports students with post-secondary activities, such as FAFSA completion workshops and college tours.

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

The school mailed out a notice to parents in both English and Spanish. Grade level nights have been hosted to inform parents of the school's current progress and to gather input from parents and community members on how to involve parents in our school improvement efforts. Our PAC and ALSC also meets once a month and receives reports on the schools progress.

Next Steps for Family & Community Involvement:

Our parent coordinator will continue to lead parent and community involvement initiatives to develop the capacity of parents in supporting students academically and social emotionally. Grade levels nights to share the school's progress and provide students and parents with academic supports will take place once a semester; Content area parent nights (family literacy nights) will commence in the 2011-2012 school year. A student recruitment team will develop a plan to begin early recruitment from feeder schools.

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	Advanced Placement	During 2011-2012, 10% of students will be enrolled in AP courses to further prepare students for post-secondary success	10% of students enrolled in AP classes will score a 3+ on AP exams in English, Math, Science, Art, and World Language; Vertical alignment of curriculum to prepare students for AP courses	5-week progress reports; interim assessments results; AP practice exams; quarterly grades	
10	Technology	Technology course programming will be offered to incoming Freshman to prepare them with technological skills to support their academic achievement; 100% of classrooms will be equipped to support technology integration in the classroom	80% of Freshman enrolled in technology class will receive C or higher; 50% of Freshman teachers will collaborate with technology course instructor to support skills and concepts in the core academic areas through technology.	Weekly lesson plans will reflect technology integration; technology course quarterly grades	
11	Learning Climate / Safety	During the 2011-2012 school year, acts 1-3 of misconduct will decrease by 50%; Acts 4-6 of Misconduct will decrease by 60%	FOT performance management sessions including data on discipline infractions; teacher implementation of strategies learned in classroom management professional development; 9th grade advisory teacher collaboration with 9th grade mentors; 80% Acts 1-3 of misconduct will be addressed through restorative justice consequences	Misconduct data PM sessions; number of referrals per grade level, per teacher	

CPS SIPAAA Planning Report

55181 - Multicultural Arts High School (at Little Village) : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Attendance	Increase Freshman attendance from 90% to 91%; increase school-wide attendance from 89% to 90%	90% daily Freshman attendance rate; 90% school-wide attendance rate; Students in the red increasing their attendance by 5% weekly	Weekly tracking of attendance by grade level; daily tracking of cuts and tardies; after school instructional recovery logs; bi-weekly red, yellow, green attendance reports; Home Visits; parent portal usage	
3	Core Classroom Instruction	On-going weekly professional development to utilize interim assessment data to curriculum map a scope and sequence of skills in the core content areas; professional development on differentiating instruction; using reading data to develop school-wide literacy plan;	Vertically and horizontally aligned scope and sequence of literacy, math and science skills aligned to CRS and WorkKeys; 80% of teachers will differentiate their instruction by the end of the school year	Weekly lesson plans; teacher attendance during professional development; bi-weekly ILT meetings; department and grade level meeting minutes; classroom observations; Classroom walk through tool	
4	Family/Community Involve.	By June 2011-2012, quarterly opportunities for parental and community involvement will be hosted by grade level and content area teams;	40% parent attendance during quarterly parent nights; 75% of parents attending parent-teacher conferences; 30% attendance during workshops	Attendance sign-in sheets; quarterly parent surveys; teacher phone call logs;	
5	Literacy	Use of reading interim and formative assessment data to curriculum map a vertical and horizontal scope and sequence of skills based on student needs; reading assessment data utilized to develop schoolwide literacy plan; differentiated literacy instruction across the content areas	For the 2011-2012 school year, 25% of juniors will meet PSAE reading standards; 40% of juniors will achieve a level 5 or higher on the reading WorkKeys; 20% of juniors will achieve a 20+ on the ACT	EPAS results; PACT results; practice WorkKeys results; Literacy classroom walk through tool; 5 week ACT/WorkKeys like classroom assessments; curriculum maps	
6	Mathematics	Use of math interim and formative assessment data to curriculum map a vertical and horizontal scope and sequence of skills based on student needs; differentiated math instruction	For the 2011-2012 school year, 30% of juniors will meet PSAE math standards; 40% of juniors will achieve a level 5 or higher on the reading WorkKeys; 20% of juniors will achieve a 20+ on the ACT	EPAS results; PACT results; practice WorkKeys results; math quarterly grades; 5 week ACT/WorkKeys like classroom assessments; differentiated instruction classroom walk through tool; WorkKeys	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				bellringers; curriculum maps	
7	Science	Use of science interim and formative assessment data to curriculum map a vertical and horizontal scope and sequence of skills based on student needs; differentiated science instruction	For the 2011-2012 school year, 25% of juniors will meet PSAE science standards; 20% juniors will achieve a 20+ on the ACT	EPAS results; PACT results; Practice ISBE science results; science quarterly grades; 5 week ACT/WorkKeys lite classroom assessments; differentiated instruction classroom walk through tool; curriculum maps	
8	On Track to Graduation	Freshman on track and sophomore on pace rates will improve to contribute to a 75% graduation rate by 2012. FOT rate will increase from 87% to 89%	By June 2012, 89% of Freshman will be on track to graduate; 90% of off-pace sophomores will recover at least one credit through night school, Saturday, or summer school opportunities; 75% graduation rate by 2012	Freshman On-Track and Sophomore On Pace performance management sessions; semester transcript evaluations; summer recovery classes; attendance PM sessions; Bi-Weekly D/F student analysis and individual teacher plans	
9	Postsecondary Prep	Counselors, teachers and administration will collaborate on post-secondary education activities	By June 2012, 90% of seniors will have participated in college tours; 90% will attend a college fair; 100% FAFSA completion rate; 100% application to four colleges/universities; 80% accepted into first school of choice; 75% graduation rate	Transcript evaluations; weekly counselor meetings; 5-week progress reports; weekly tracking of attendance; Senior in Good Standing student completion rate	

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	Summer planning meetings/yearly data assessment analysis	Summer planning meetings/yearly data assessment analysis	X		Administration			INCOMPLETE		
N	Extended pay for a minimum of 2 data analysts for data team through out school year	Extended pay for a minimum of 2 data analysts for data team through out school year	X		Administration			INCOMPLETE		
N	Extended pay for each leadership team member chair through out the school year	Extended pay for each leadership team member chair through out the school year	X		Administration			INCOMPLETE		
N	Advanced Placement - Professional development for Advanced Placement teachers	Professional development for Advanced placement teachers.	X		Administration			INCOMPLETE		
N	Extended Pay for	Extended Pay	X		Administration			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	curriculum mapping teams - summer curriculum mapping for core and non-core contents	for curriculum mapping teams - summer curriculum mapping for core and non-core contents								
N	Bucket for teachers for freshmen homework lab/tutoring	Bucket for teachers for freshmen homework lab/tutoring	X		Administration			INCOMPLETE		
N	Credit recovery summer/after school	Credit recovery summer/after school	X		Administration			INCOMPLETE		
N	Strategic planning offsite with ILT	Strategic planning offsite with ILT	X		Administration			INCOMPLETE		
N	PSAE Prep Plan	Kaplan/Workkeys/ 1/2 Credit Course, etc		X	Counselor	\$5,650.00	\$5,650.00	INCOMPLETE		55181.225.54125.223013.000703.2012_5,650.00
N	College Campus Visits (freshmen included)	College Campus Vists (freshmen included)		X	Counselor			INCOMPLETE		
N	Attendance Incentive Program for students/faculty	Attendance Incentive Program for students/faculty		X	Administration			INCOMPLETE		
N	RTI Implementation (progress monitoring, tier II, and III interventions)	RTI Implementation (progress monitoring, tier II, and III interventions)		X	Administration			INCOMPLETE		
N	TECH/XL - Network Support Fees	TECH/XL - Network Support Fees		X	Administration			INCOMPLETE		
N	Homeless Education	Homeless Education		X	Administration			INCOMPLETE		
N	School Funded Summer	School Funded Summer	X		Administration			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Program	Program								
N	Summer work by data teams to conduct detailed analysis of quarterly assessments/scatron/PSAE	Summer work by data teams to conduct detailed analysis of quarterly assessments/scatron/PSAE	X		Administration			INCOMPLETE		
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$233,675.00	\$350,720.95	INCOMPLETE	445474,445477,426416,445485,445472,444067,426416,444059,394355,445483,426416,443845,426311,445544,426416,445491,443849,426416,444076,426416	55181.115.57305.111046.000000.2012_\$65.44 + 55181.115.57305.113104.000000.2012_\$130.87
N	School clerk will take care of all the business aspects of the school, purchasing, payroll, internal accounts and budget.	School Clerk	X		Administration	\$66,732.00	\$64,268.82	INCOMPLETE	154220	
N	Principal will oversee all of the operations of the school and teachers to ensure students are receiving a great education.	Principal	X		Administration	\$153,154.00	\$152,680.24	INCOMPLETE	126432	
N	Purchase office supplies and equipment			X				INCOMPLETE		
N	Security extended day bucket for after school events			X				INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Summer bucket for clerk			X				INCOMPLETE		
N	To purchase office supplies to assist in the general operation of the school office.	Purchase office supplies as needed.		X	Business Clerk	\$5,000.00	\$5,000.00	INCOMPLETE		55181.225.53405.241006.000703.2012_\$5,000.00
N	ESP bucket for additional hour a day to collect and analyze attendance data	improve annual attendance	X		Administration			INCOMPLETE		
N	Sub bucket for fieldtrips and/or professional development	Limit per department	X		Administration			INCOMPLETE		
N	School security aide to provide safety to students and maintain a culture of calm	Open security aide position	X		Admin			INCOMPLETE		
N	Classroom furniture and equipment to enhance the learning environment for students	Classroom library shelves, cabinets to file student work portfolios,		X	Admin			INCOMPLETE		
N	Copier maintenance and repair contracts/leases	Support when copiers are in need of repair		X	Clerk	\$3,000.00	\$3,000.00	INCOMPLETE		55181.225.56105.241006.000703.2012_\$386.40
N	Postage for mailings to keep parents informed	Monthly mailings		X	Clerk	\$2,000.00	\$2,000.00	INCOMPLETE		55181.225.53510.241006.000703.2012_\$2,000.00
N	Department supplies to support SIPAAA instructional priorities	Department supplies will support data-driven and differentiated instruction		X	Admin	\$11,000.00	\$11,000.00	INCOMPLETE		55181.225.53405.119016.000703.2012_\$2,000.00 + 55181.225.53405.119062.000703.2012_\$1,000.00 + 55181.225.53405.119065.000703.2012_\$1,000.00 +



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										55181.225.53405.119066.000703.2012_\$ 1,000.00 + 55181.225.53405.119064.000703.2012_\$ 1,000.00 + 55181.225.53405.119061.000703.2012_\$ 1,000.00 + 55181.225.53405.119015.000703.2012_\$ 2,000.00 + 55181.225.53405.119017.000703.2012_\$ 2,000.00
N	Student transportation for educational fieldtrips aligned with curriculum	Four fieldtrips per department		X	Admin			INCOMPLETE		
N	Homeless education funds to support educational needs of homeless students	school supplies		X	Clerk	\$1,000.00	\$1,000.00	INCOMPLETE		55181.225.53405.111069.000703.2012_\$ 1,000.00
N	To hire an employee that will assist the principal with the operations of the school. Will make sure the priorities in the SIPAAA are met.	To hire a fulltime employee.	X		Administration	\$49,800.00	\$48,218.15	INCOMPLETE	412869	
N	To fund a technology coordinator. Technology coordinator will assist students and teachers with all technology requests.	Technology coordinator will ensure the school's equipment is up to date (technology related).	X		Administration			INCOMPLETE		
N	To cover the cost of parking fees while attending meetings and	To cover the cost of parking fees while attending		X	Prinicpal	\$500.00	\$500.00	INCOMPLETE		55181.225.54205.221234.000703.2012_\$ 500.00



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	professional development workshops.	meetings and professional development workshops.								
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

4 - 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	Parent consultant to lead and develop parental involvement initiatives	Parent consultant will work eight hours a week on communications to parents and organizing and leading parent groups and workshops		X		\$14,000.00	\$14,000.00	INCOMPLETE		55181.225.54125.300008.000703.2012_\$14,000.00
N	Parent coordinator to strengthen the home-school connection through PAC monthly meetings, quarterly community forums; monthly parent workshops, and a monthly newsletter	Purchase a parent coordinator	X		Administration			INCOMPLETE		
N	Grade level	Weekly grade		X	Administration/G			INCOMPLETE		



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4 - 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						
	teams will host quarterly Freshman, Sophomore, Junior and Senior nights	level meetings to plan events; purchase snacks and refreshments			rade Level Teams					
N	Refreshments for parent meetings and trainings.	Regularly scheduled meetings.		X	Mrs. Estrada	\$646.75	\$646.75	INCOMPLETE		55181.332.53205.390030.430115.2012_\$17.89 + 55181.332.53205.390030.430128.2012_\$647.00
N	Fees for professional development, parent training sessions/workshops and other parent organization membership fees.	2-3 seminars/subscriptions.		X	Mrs. Estrada			INCOMPLETE		
N	To contract individual CPS vendors to provide parent training sessions.	2-3 parent training sessions.		X	Mrs. Estrada	\$1,000.00	\$1,000.00	INCOMPLETE		55181.332.54105.390030.430115.2012_\$0.00 + 55181.332.54105.390030.430128.2012_\$1,000.00
N	Supplies for parent trainings and meetings.	Monthly meetings.		X	Mrs. Estrada	\$940.25	\$940.25	INCOMPLETE		55181.332.53405.390030.430115.2012_\$0.00 + 55181.332.53405.390030.430128.2012_\$940.00
N	After school home visits and family/community events	Additional responsibilities to strengthen the home-school connection	X		Admin/Counseling			INCOMPLETE		
N	Annual school web-site fee	Communicate important school news and information to parents and the community		X	Admin	\$900.00	\$900.00	INCOMPLETE		55181.225.54105.300008.000703.2012_\$900.00



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10 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide lap top carts to all departments to enhance the use of technology across the content areas	Eight lap tops are needed to complete three full lap top carts accessible to all teachers		X		\$5,000.00	\$5,000.00	INCOMPLETE		55181.225.55005.119068.000703.2012_\$5,000.00

5 - 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	Develop a vertically aligned reading and writing program based on student assessment data and the ILS and CRS; Social science program will support literacy program	Literacy alignment professional development; extended day pay; purchase textbooks; leveled readers; novels; purchase Quality Core		X	Administration/ILT			INCOMPLETE		
N	Inorporation of literacy best pratices into weekly lesson plans	Literacy professional development aligned with SIPAAA priorities for the Humanities team		X	Administration/Humanities Dept			INCOMPLETE		
N	Subscriptions to support reading instruction across the content-areas	Documentation detailing how subscriptions align to SIPAAA priorities and curriculum standards		X	Reading teacher			INCOMPLETE		



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6 - 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	Fund pre-calc teacher bucket	Instructional flat rate	X		Administration			INCOMPLETE		
N	Develop a vertically aligned math program based on student assessment data and the ILS and CRS	Math alignment professional development; extended day pay; purchase textbooks; Quality Core		X	Administration/Math Team			INCOMPLETE		
N	Prepare students for AP Calculus through Saturday Pre-Calculus classes.	Fund two teachers at hourly rate		X	Administration			INCOMPLETE		
N	Identify struggling students using interim assessment data; offer remedial math class	Open a bucket to compensate a math teacher 3-4 times a week	X					INCOMPLETE		
N	Allocate funds to open a math bucket which will allow our students to take a pre-calculus class.	Students will be offered a pre-calculus class.	X		Administration			INCOMPLETE		

7 - 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	Develop a vertically aligned math program	Science alignment professional		X	Administration/Science Team			INCOMPLETE		



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7 - 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						
	based on student assessment data and the ILS and CRS	development; extended day pay; purchase textbooks; purchase Quality Core								

8 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Freshman homework center			X				INCOMPLETE		
N	Organize grade level teams to develop activities and interventions to support students towards a path to graduation	Grade level weekly meetings		X	Administration/Grade Level Leads			INCOMPLETE		
N	Freshman On Track PM Sessions	9th grade weekly meetings to support FOT		X	Administration/9th grade Team			INCOMPLETE		
N	On-line credit recovery	Extended day pay for AVENTA and/or ILVHS		X	Administration			INCOMPLETE		
N	Develop a weekly Freshman seminar curriculum	Open a bucket to compensate counselor and reading teacher to collaborate on curriculum		X				INCOMPLETE		
N	After school clubs to provide students with enrichment	Four teachers will sponsor four after school clubs, one hour	X		Admin			INCOMPLETE		



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8 - On Track to Graduation

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	opportunities support with on-track to graduation.	per week.								
N	Purchasing Explore, Plan, ACT and WorkKeys Assesments from Gains Education Group	These assesments will allows us to measure student growth by semester.		X	Administration			INCOMPLETE		
N	Fund Artits-in-Residence programs for students.	Will help to better engage students in their classes.		X	Administration			INCOMPLETE		

9 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Counselor to provide academic counseling to Freshman and Sophomores	Counselor will work with grade level teams and students to keep 9th and 10th graders on-track to graduate	X					INCOMPLETE		
N	Fund Kaplan Cohort	Thirty students will join an after school cohort to receive ACT preparation classes		X				INCOMPLETE		
N	Evaluate transcripts and create plans for credit recovery	Counselor will work with students to enroll in credit recovery courses		X	Counselor			INCOMPLETE		
N	Senior Seminar: All 12th graders	Extended day pay for	X		Counselor/English teacher			INCOMPLETE		



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9 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	will complete at least 4 college applications; personal essays; FAFSA; and improve literacy skills for post-secondary success	counselor and 12th grade English teacher to develop Senior Seminar curriculum								
N	Purchase Kaplan Advantage program for all juniors	All students will receive PSAE support		X	Administration			INCOMPLETE		
N	Purchase Kaplan program for "Kaplan Kids" cohort to support ACT 20+	Support students to gain acceptance into college of their choice and meet school ACT 20+ goals		X	Administration			INCOMPLETE		
N	Create junior teams for PSAE preparation, motivation and success	Purchase junior team incentives		X	Administration/J unior Team			INCOMPLETE		
N	Field trips for all students to enhance college awareness	Provide busing services		X	Counselor/Grade Level leads			INCOMPLETE		
N	Staff counselor to fulfill postsecondary	Ensure appropriate	X		Administration	\$89,192.00	\$84,272.21	INCOMPLETE	406428	
N	Guidance counselor aide to assist senior counselor through the stages of post-secondary activity	Support during college applications, college fieldtrips and fafsa completion	X					INCOMPLETE		



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1 - Advanced Placement										
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	Expand AP program to include AP offerings in each of the core content areas	AP professional development for experienced and new AP teachers in the core content areas		X	Administration			INCOMPLETE		
N	Place students on a path to AP level courses	Weekly professional development on vertically and horizontally aligning sequence of skills to prepare students for college rigorous courses; purchase Quality Core		X	Administration/ILT			INCOMPLETE		

3 - 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	Enhance teacher ability to conduct item analysis on weekly classroom assessments	Scantron machine that teachers can program to generate item analysis		X				INCOMPLETE		
N	Assessment supplies: scantron sheets, ink, calibration sheets to support five week assessments of skill being taught and re-taught	Assessment supplies will allow for teachers to continue to generate their classroom based weekly assessments		X		\$900.00	\$900.00	INCOMPLETE		55181.225.53405.223013.000703.2012_\$900.00
N	Add music	Cover school's	X					INCOMPLETE	445608	



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3 - 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						
	overtime indicator	instructional program								
N	Add art overtime indicator	Cover school's instructional program	X					INCOMPLETE	445612	
N	Purchase French teacher	Offer Fench I and II for students to fulfill their world language requirement	X			\$72,606.00	\$71,457.41	INCOMPLETE	444024	
N	Rtl coordinator extended day pay	Rtl coordinator will monitor Rtl implementation progress	X					INCOMPLETE		
N	Redefine library position to campus bilingual/esl teacher	Service ESL and bilingual social studies teacher from all four schools on campus	X			\$78,729.00	\$0.00	INCOMPLETE	446762	
N	To make sure the school's computer and educational software programs are up to date which will in turn enhance the curriculum and instruction for our students.	Technology coordinator will be available once every two weeks throughout the school year.		X				INCOMPLETE		
N	All teachers (including bilingual and SpEd) will participate in weekly on-going professional development to differentiate the instruction of targeted skills	Professional development for PM Team in differentiating instruction in the core content areas through tiered lesson planning; cooperative learning;		X	Administration/ILT			INCOMPLETE		



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3 - 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						
		SpEd/ELL modifications, and arts integration; extended day pay								
N	Teachers in the core content areas will collaborate over the summer to vertically align a sequence of skills aligned to student needs, the CRS and WorkKeys	Teacher compensation for work completed over the summer		X	Administration/ILT			INCOMPLETE		
N	Build a professional learning library with research-based texts, journals, and relevant publications on best practices	Ensure that materials are aligned with SIPAAA priorities		X	Administration			INCOMPLETE		
N	All teachers (including bilingual and SpEd) will participate in weekly on-going professional development to analyze assessment data to inform vertical alignment of curriculum in the core content areas and to develop progress monitoring assessments	Professional development for ILT in analyzing MAP interim assessment data, curriculum alignment and developing assessments; extended day pay		X	Administration/ILT			INCOMPLETE		
N	Purchase	Use of student		X	Administration/ILT			INCOMPLETE		



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3 - 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						
	instructional supplies to support differentiated instruction	lexile scores and EPAS results to set criteria for purchase of instructional supplies			T/ Business Clerk					
N	Pilot the Excellence in Teaching Project to provide a framework for effective teacher observations	PD on the Danielson Framework for administration and ILT		X				INCOMPLETE		
N	Weekly meetings with ILT	Compensation for 6 teachers for one hour, weekly meetings	X					INCOMPLETE		
N	Appropriately staff core subject areas.	Ensure appropriate certification.	X		Administration	\$1,499,544.00	\$1,710,606.81	INCOMPLETE	406509,406442, 406442,406331, 409452,297214, 250890,297246, 406200,297290, 406442,406543, 214474,406543, 201383,423537, 409452,406331, 406442,406442, 406570,406442, 409452,407101, 406442,297353, 406442,446762, 409452,406543, 446762,406200, 406570,406509, 215825,406331, 423537	
N	Professional development and curriculum development teacher to provide instructional supports aligned with SIPAAA	Weekly curriculum development meetings with teachers	X		Admin			INCOMPLETE		



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3 - 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						
	priorities									
N	Curriculum and professional development summer planning to support/enhance classroom instruction aligned with SIPAAA priorities	One week of summer curriculum planning.	X		Admin			INCOMPLETE		
N	Purchase software that will be used for instruction.	Educational software will support class instruction.		X	Administration	\$1,000.00	\$1,000.00	INCOMPLETE		55181.225.53306.119068.000703.2012_\$1,000.00
N	Student transportation for educational field trips aligned with curriculum	Limit of four trips per department		X	Clerk	\$4,725.00	\$4,725.00	INCOMPLETE		55181.225.54210.119062.000703.2012_\$350.00 + 55181.225.54210.119015.000703.2012_\$875.00 + 55181.225.54210.119061.000703.2012_\$350.00 + 55181.225.54210.212041.000703.2012_\$2,800.00 + 55181.225.54210.119017.000703.2012_\$350.00
N	Subscriptions and/or seminar fees to purchase professional literature aligned with SIPAAA priorities	Documentation detailing how subscriptions align to SIPAAA priorities and curriculum standards		X	Dept. Chairs	\$1,000.00	\$1,000.00	INCOMPLETE		55181.225.54505.221234.000703.2012_\$1,000.00
N	Purchase the necessary textbooks for students that will serve as resources/tools for classroom instruction.	Textbooks will be an essential tool for the students during class.		X	Administration			INCOMPLETE		
N	Professional development and	Weekly curriculum	X		Administration			INCOMPLETE		



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3 - 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						
	curriculum development for curriculum mapping to provide instructional supports aligned with SIPAAA priorities	mapping meetings.								
N	Fund education consultants that will provide staff development training/activities on classroom management.	To bring in agencies that will provide staff development training/activities on classroom management.		X	Administration			INCOMPLETE		

2 - 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	Offer students attendance incentives	Purchase of gift cards, awards, certificates, field trips		X	Administration/Attendance Clerk	\$1,500.00	\$1,500.00	INCOMPLETE		55181.225.53405.211210.000703.2012_\$1,500.00
N	Attendance clerk to maintain accurate attendance and monitor attendance data. Clerk will collaborate with administration and grade level teams to plan and implement strategic interventions for truant students	Purchase a front desk/attendance clerk	X		Administration/Attendance Clerk/Counselor	\$40,960.00	\$40,640.21	INCOMPLETE	231095	



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2 - 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	Dean of attendance. Will lead initiatives to reduce the number of tardies, cuts and absences to acheive our average daily attendance goal.	Purchase school assistant.	X		Administration			INCOMPLETE		

11 - 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	Student handbook/ planners	Provide each student with a handbook outlining school policies, expectations and consequences		X		\$5,000.00	\$5,000.00	INCOMPLETE		55181.225.53405.212041.000703.2012_\$5,000.00
N	Consultant to work with students and teachers around school culture and climate initiatives	Consultant will come in twice a week to guide students in conducting peer juries, implement the safe school ambassador program and consulting with individual students referred to the office through use of the Boys Town model		X		\$14,870.00	\$14,870.00	INCOMPLETE		55181.225.54125.221234.000703.2012_\$4,870.00 + 55181.225.54125.212041.000703.2012_\$10,000.00



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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	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		55181.225.54105.266408.000703.2012_\$ 1,248.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		55181.230.54105.254021.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		55181.230.54125.266410.000000.2012_\$ 0.00 + 55181.230.53306.254901.000000.2012_\$ 0.00 + 55181.230.54125.266402.000000.2012_\$ 0.00 + 55181.230.54125.009574.000000.2012_\$ 0.00 + 55181.230.53306.009573.000000.2012_\$ 0.00 + 55181.230.53306.266407.000000.2012_\$ 0.00 + 55181.230.56105.266414.000000.2012_\$ 0.00 + 55181.230.54125.266407.000000.2012_\$



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55181 - Multicultural Arts High School (at Little Village) : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00 + 55181.230.54125.254901.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		55181.230.54405.254501.000000.2012_\$ 0.00

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	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		55181.115.55005.254403.000000.2012_\$ 2,783.10



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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	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		55181.115.53405.119035.000000.2012_\$2,848.50
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		55181.115.53305.119035.000000.2012_\$18,819.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$120,191.00	\$99,705.93	INCOMPLETE	446952,409800	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		55181.115.53305.223012.000000.2012_\$0.00
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.		X		OMB Budget Analyst			INCOMPLETE		



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55181 - Multicultural Arts High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
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	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		55181.115.55005.119035.000000.2012_\$5,936.00 + 55181.115.56105.119035.000000.2012_\$996.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state		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						
	miscellaneous grants (e.g., fund 324 & 326) (positions)									
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst			INCOMPLETE		
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 involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		



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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	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	452785	
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) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		55181.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement			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						
	grant activities									
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		55181.210.53405.254607.000000.2012_\$865.00
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 Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		55181.332.57940.119031.430106.2012_\$0.00 + 55181.225.57940.119020.000703.2012_\$0.00 + 55181.332.57940.390030.430115.2012_\$0.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		55181.331.54125.390030.430103.2012_\$5.80 + 55181.332.53205.390030.430115.2012_\$17.89 + 55181.332.54125.390030.430115.2012_\$50.00 + 55181.331.54565.390030.430103.2012_\$10.90