



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

What is SIPAAA?

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

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



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SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Rome	Amy	Principal	X	22-Oct-2007	17-Apr-2009
Both	Caroline	Classroom tchr.		22-Oct-2007	17-Apr-2009
Britz	Kara	Special ed. faculty		22-Oct-2007	17-Apr-2009
Fields	Shavon	Counselor/case mgr.		01-Sep-2008	17-Apr-2009
Gliege	Jerry	Partner		22-Oct-2007	17-Apr-2009
Johnson	Audrey	Parent/guardian		22-Oct-2007	17-Apr-2009
Jones	LaToyla	Classroom tchr.		22-Oct-2007	17-Apr-2009
Mayeda	Sarah	Support staff		22-Oct-2007	17-Apr-2009
Nidus	Gabrielle	Lead/resource tchr.		22-Oct-2007	17-Apr-2009
O'Neill	Aaron	Classroom tchr.		22-Oct-2007	03-Mar-2008
Orozco	Anita	Special ed. faculty		22-Oct-2007	17-Apr-2009
Sadder	Maya	Lead/resource tchr.		22-Oct-2007	03-Mar-2008
Schaefer-Smith	Tamara	Classroom tchr.		22-Oct-2007	03-Mar-2008
Woodall	Catherine	Asst. Principal		22-Oct-2007	03-Mar-2008

Involvement

- ✔ **TIP** Please note that the first four questions below are new additions to the 08-10 Year 2 SIPAAA.
- ✔ **TIP** You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

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

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

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

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

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



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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. Area Instruction Officers along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; Area Instruction Officers along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; Area Instruction Officers and School Improvement Coordinators will provide professional development and support to school based personnel on using data to improve instruction. School Improvement Coordinators will support schools in the development and implementation of the SIPAAA.

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

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

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

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

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

AMPS Office

Academy for Urban School Leadership - AIO - Jarvis Sanford

Academy for Urban School Leadership - Dir. of Elem. School Effectiveness- Joel Pollack

Academy for Urban School Leadership - Curriculum Support

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

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

Our School Leadership Team will serve as the core SIPAAA team and includes broad representation from the NTA faculty and staff. We will participate in an iterative process with cycles, departments, our parent/community group, and other partners regarding the vision/mission, data analysis, priorities, and activities to make sure that all NTA stakeholders have input into the planning process

Summary of Participants



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Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	0	32	8	17	450	12	

Summary of Meetings

Meeting Date	Meeting Type	Description
07-Dec-2007	Town hall/community mtg.	PAC parent meeting
30-Nov-2007	Town hall/community mtg.	PAC parent meeting
26-Nov-2007	SIPAAA Team	Mission/vision + Data analysis
17-Nov-2007	SIPAAA Team	Mission and vision + Data analysis
16-Nov-2007	Town hall/community mtg.	PAC parent meeting
29-Oct-2007	Small group discussion	Leadership team meeting re: mision and vision

Five Fundamentals Surveys

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:

We are committed first and foremost to developing our students to become life long learners. Through our rigorous, culturally relevant curriculum, we offer multiple channels for student success including a focus on college and career readiness. Valuing strategic data-driven decision making and shared leadership, we strive to meet the academic and social-emotional needs of all diverse learners via differentiating instruction across all curricula. In an environment based on appreciation and mutual respect for individual differences and the rights of others, students build positive and lasting relationships with their peers, parents and staff. Furthermore, we are committed to our work as a teacher training academy to prepare dedicated teachers for success in high need communities.

Vision Statement:

At National Teachers Academy we envision building an academic foundation for all students in a safe and supportive environment. Utilizing best practices, NTA faculty and staff will academically prepare and empower students and families to become global thinkers and advocates for self and community.

Student Outcomes



Student Outcomes Strengths and Concerns

Strengths:

8th graders meeting/exceeding standards increased:
'04/'05 to '05/'06 school year - 23%increase
'05/'06 to '06/'07 school year - 16.2%
Total increase over 2 years - 40.1%

Positive eighth grade trends

Concerns:

48.9% of students meet/exceed yet only 44% are on track to graduate.

Students with disabilities at the middle school level did not make gains on par with goal setting by special education team.

Academic Progress

Academic Progress Strengths and Concerns

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

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

We analyze academic district level assessment data, both formative and summative (ISAT and CPS/Learning First Benchmark Data). We also analyze local formative assessment data to make ongoing adjustments to school-wide instructional strategies. This data shows that we continue to make steady growth in numbers of students meeting standards accross all sub groups in literacy, math. and science. However, we are not growing the number of students exceeding standards in any content areas.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

Internal factors: Teacher mobility - Many new teachers were hired at NTA this year due to a program change. As enrollment decreases, we continue to lose teaching positions from year to year. Instructional coherence - NTA continues to strive to align literacy, math, and science (and formative assessments).

External Factors: CHA Plan for Transformation - Families are being relocated as the Harold Ickes development is transitioning. Families and students grow more concerned with housing/employment.

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

The district could assist with maintaining faculty stability to support instructional initiatives that increase student acheivement. NTA needs to



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continue to work on student supports and community relationships to positively impact attendance/tardiness, decrease misconducts, and increasing social supports. Instructional coherence in literacy and science need to be a priority. More academic intervention needs to be provided by school staff during and after instructional school day.

- 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?

Growth is steady and significant in literacy and science. More strategic work is needed with Everyday Math implementation to ensure that all AYP subgroups meet AYP requirements. Improvements in student attendance and tardiness are inconsistent. Students are receiving an alarming number of Ds and Fs on report cards. Student on-track data in high school continues to improve. Teacher attendance is improving.

- 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>

We are not meeting AYP in reading or math. Our AYP subgroups, Black Students and Economically Disadvantaged Students, are shown as meeting AYP in Reading but not math on the 2008 AYP report. We did meet the attendance target, but would strive toward district goal of 95%. More strategic effort is needed to meet AYP for sub groups (special education). The goal of 70% for 2008-2009 requires an increase of 15% of NTA students meeting/exceeding standards in reading and math.

Strengths:

Reading improvement is consistent
When data is viewed diagonally - groups of students over time are improving - cohorts improve.
Significant growth for class of 07-08

Math

All grades have improved overtime (horizontally-same grade level and diagonally-same group of students)
6th grade - measurement and geometry
3rd grade - numbersense and algebra
6th grade boys(this year's 7th) much higher than all other subgroups (why)

Science

We have science materials
Inquiry skills higher

Concerns:

Reading
Current 6th grade at risk
3rd graders are below level - need to strategize and work on instructional coherence K-3
Need more strategic efforts to move students to exceeds category
Need more strategic efforts to meet the needs of struggling learners during the academic day
Need more strategic initiatives to assist students with reinforcement/homework

Math:

Inconsistent fluctuation in gender differences (by grade)
7th grade -may be correlation between behavior and achievement
Measurement needs work in all grades particularly 7th grade
Algebra in 8th grade - why the drop?
24% achievement between 8th grade girls and boys last year- why?
(All other grade levels within 10 percentage points)
Algebra scores decreased in 6th,7th, and 8th - higher grade/lower score

Science

Low scores overall
Special Education - more exposure to grade level skills
More alignment/assessment needed in science



Student Connection

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

Student Connection Strengths and Concerns

Strengths:

70% of students participate in extracurricular activities
89% perceive teachers as being supportive
Successfully completed expulsion process
Suspension increase has resulted in more favorable school climate

Concerns:

Average student absence
27% of students don't feel safe
18% don't feel that work is rigorous
Validity of student survey regarding student perception of terms such as academic rigor
No comparison data for 4 items
Increase in suspensions of 297 students from '05/'06 to '06/'07



School Characteristics

Student Characteristics Strengths and Concerns

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

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

In 2008-2009 NTA began to formally train resident teachers as an AUSL training academy. Many new teachers were hired to NTA as a result of the program change (some did not return as a result). Changes in the community caused a decrease in enrollment. As a result, teaching positions will be closed and class size will increase. Funding to Head Start program is being decreased resulting in the loss of a full day program.

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

Having more than one teacher per classroom will have a positive impact on academic and social supports for students. Losing teacher positions and having larger class size will negatively impact student achievement and social supports. The loss of a full day pre-k program will inhibit our efforts to prepare students for rigorous k-3 curriculum to meet state standards.

Strengths:

Increase in student identification for special education services
 6 National Board Certified Teachers
 Increase in teacher attendance
 Current grade of A for building inspection (Winter 2009)
 Parent satisfaction up over 30%

Concerns:

Mobility rate increase:
 '05/'06 -14.60% to '06/'07 - 18.80%
 Low parent satisfaction - 59%
 Number of parents not reported in data
 Instability of tardiness and attendance data

Process Analysis

TIP Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.

TIP Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).

TIP The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

TIP FOR ELEMENTARY GRADES ONLY: Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: reading, math, and science. This snapshot of district supported and other curricula will help you be



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reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	Balanced Literacy Framework	X										
Math	Everyday Math	EM curriculum/math support			X	X	X	X	X	X	X		
Math	Math Thematics	7th/8th										X	X
Science	FOSS Kits	School-wide	X										
Science	SEPUP	School-wide	X										
Social Studies	Other	xx											

Partner Name	Partner Description	# of Students
Latham and Watkins	School-wide support	500
Bank of America	Volunteers/Tutoring	500
Sit, Stay, Read	Reading Support Program	20
Merit Music/Rock for Kids	Band Instruction/Direction	36
Chicago Cares	After School Art Program	15
Chicago Park District	Swim support/After school/sports programming	500
Academy for Urban School Leadership	Managing/Consulting Partner	500
University of Illinois at Chicago	School Leadership Support	500
Mindful Practices	Hip Hop Yoga	50
Art Therapy Connections	Small group therapy	25
Chicago Moving Company	Dance Program	75
UIC Neighborhood Initiative	School Health/Mental Health Clinic	500

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

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

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

We have implemented various after school programs such as After School All Stars and Aim High to assist struggling students. We also have common grade level planning periods as well as common cycle planning time to ensure the alignment of curriculum across grade levels. The targeted professional development in math and literacy is aimed at utilizing formative assessment data to meet students at their instructional level. The restructured school days are used for analysis of student work.

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

- Next Steps for Instruction:



- Hire math specialist to support day-to-day implementation of Everyday Math and Math Thematics curriculum.
- Hire art or dance teacher to free up the library to be a resource rather than a prep period.
- Aim for 100% teacher support and implementation of Balance Literacy Framework and core mathematics curricula.
- Provide opportunities for regular, explicit conversations about progress toward school goals.
- Define and illustrate "meaningful, intellectually challenging" curriculum; provide opportunities for professional development to set priorities.
- Vertically align curriculum across all grade levels - develop instructional coherence.
- Incorporate opportunities for students and parents to provide regular feedback to teachers and staff about instruction.
- Create a bank of assessments aligned to standards that is accessible to all teachers - utilize AUSL Classroom Diagnostic Assessment System (CDAS).
- Survey NTA graduates at the end of their 9th grade year regarding preparation for high school
- Create curriculum maps, with pacing guides, for all content areas across the grade levels.
- Investigate using portfolios school-wide to track student progress; pilot in 1 classroom per grade level in Year 1.

Five Fundamentals: Instructional Leadership

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

Next Steps for Instructional Leadership:

- Create clear process for next steps when high expectations for teaching and learning are not met.
- Create opportunities for teachers to engage in action research in their classrooms.
- Create inventory of school's resources; donate unused or outdated resources to other schools.
- Re-assess classroom and office use to ensure all spaces are being used effectively.
- Establish comprehensive evaluation process for teachers, staff, parents, and students to complete at year's end to capture what worked and what didn't from all stakeholders.
- Create read-at-home program incentives.
- Add an ESP to the leadership team.
- Refine regular public check-ins on progress toward SIPAAA goals; engage all stakeholders in discussions about next steps.
- Survey teachers and staff for areas of interest/expertise in school leadership; seek to involve more participation from staff.

Five Fundamentals: Professional Capacity

- ✔ **TIP** The [Professional Capacity self-assessment tool](#) can help you identify next steps toward excellence for Professional Capacity.
- ✔ **TIP** Please note that the two questions below are additions to the 08-10 Year 2 SIPAAA

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

One factor that contributed to the students performance results is student mobility. The transitioning of the Harold Ickes families led to decrease in the school's enrollment. This greatly affected the number of allotted classroom teachers leading to an increase in class size.

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

- Describe your teacher mentoring program



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Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago.

NTA is a teacher training academy for the Academy for Urban School Leadership (AUSL). We prepare cohorts of teachers that complete a year long residents with master's/mentor teachers in classrooms. The training is targeted at the development of highly skilled teachers prepared to teach at a AUSL turnaround school. The instruction strategies, assessment practices and classroom management is model throughout the course of the school year.

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

- **Next Steps for Professional Capacity:**

- Encourage professional growth plans for all teachers, not just new teachers.
- Include science and social studies PD opportunities for teachers, in addition to literacy and mathematics.
- Provide additional opportunities for teachers to model and demonstrate effective strategies with public sharing and discussion opportunities afterward.
- Increase opportunities for cross grade level content specific planning time (vertical discussions).
- More clearly define the NTA teacher leadership opportunities (career ladder).
- Continued opportunities for peer coaching among teachers.
- Provide dedicated time in school day for teachers to collaborate on data-analysis and examining student work.
- Establish school-wide schedule to ensure that mentor teachers have regular opportunities to coach resident and new teachers.

Five Fundamentals: Learning Climate

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

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

- **Next Steps for Learning Climate:**

- More clearly define expectations for differentiation throughout the curriculum.
- More universal use of rubrics throughout the curriculum and across grade levels.
- Increase opportunities for students to publicly display learning and academic achievement.
- Instructional coherence should be evident throughout the curriculum, particularly in the Balanced Literacy Framework and in the core mathematics curriculum.
- Continue opportunities for peer coaching among teachers.
- Increase opportunities for parents to join school-wide celebrations and performances, and increased parent attendance at weekly meetings.
- Increase use of student-teacher conferencing.
- More current student work posted.
- Inventory of instructional materials available for teachers; materials organized for check-out.
- Instructional pacing guides developed to ensure that necessary standards are covered before ISAT.

Five Fundamentals: Family & Community Involvement

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

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

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



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

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

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

Negatives:

We have low percent of families attending report card conferences (70 -80%)

There is a need for more strategy planning at community events

There is a need for sharing formative assessment data with families

There is a need for more opportunities for parents to be involved at school.

Positives:

Regular parent newsletters

Friday morning parent meetings

Parent volunteers on field trips

Community partnerships to support programming and resources

Teachers regularly contact parents

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

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

Parents received notice through the SES tutoring recruiting. The data is also shared during the school's open house presentation.

Next Steps for Family & Community Involvement:

-Increase number of assemblies and academic competitions.

-Increase teacher involvement in incentive programs for attendance and uniforms.

-Plan career day, with parents as organizers and guests.

-Survey parents for meaningful ways to volunteer.

-Implement student council

-Increase # of unique parent involvement opportunities; increase the number of new volunteers.

-Increase # of school newsletters to at least 4 per year (quarterly).

-Continue to strengthen relationships with community partners and businesses.

Parents received notice through the SES tutoring recruiting. The data is also shared during the school's open house presentation.

Priorities

✓ **TIP** Use the findings from the outcome and process analyses to identify up to four priorities, the primary areas of focus for the school's improvement efforts. Establish an indicator of success for each priority, which is a quantifiable goal that the school is striving to achieve.



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- ✔ **TIP** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.
- ✔ **TIP** To change Priority Type please remove the priority and add it again.
- ✔ **TIP** Within the Monitoring process column, indicate how you will monitor the effectiveness of the strategies and activities for achieving your Indicators of Success.
- ✔ **TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
- ✔ **TIP** Note that deleting a priority will delete all related activities.

Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Literacy	To advance student achievement in literacy by implementing a school-wide instructionally coherent literacy program. Implementation of a strategic intervention program will support students in all AYP subcategories working below standards.	The percentage of students meeting and/or exceeding state standards will increase by 5% as measured by the Illinois State Achievement Test. Decrease students with special education disability not meeting standards by 10%.	The staff utilizes common grade level and schoolwide formative assessment data to monitor student growth in literacy. Teachers utilize common prep periods to analyze student work. Teachers collaborative across the AUSL network to unpack literacy benchmarks, develop common scope and sequence and align formative assessments. The formative assessment will indicate progress and further alignment of priority. Teachers will complete self-assessment. School leadership monitors instruction regularly



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
2	Mathematics	To refine implementation of core math curricula (Everyday Math and Math Thematics) to differentiate instruction to meet the needs of all learners. Implementation of a strategic intervention program will support students in all AYP subcategories working below standards.	The percentage of students meeting and/or exceeding state standards will increase by 5% as measured by the Illinois State Achievement Test. Decrease students with special education disability not meeting standards by 10%.	The staff utilizes common grade level and schoolwide formative assessment data to monitor student growth in literacy. Teachers utilize common prep periods to analyze student work. Teachers collaborative across the AUSL network to unpack literacy benchmarks, develop common scope and sequence and align formative assessments. The formative assessment will indicate progress and further alignment of priority. Teachers will complete self-assessment. School leadership monitors instruction regularl
3	Learning Climate	To create a school environment that addresses students' academic, social and emotional needs. School programming will honor students' interests, culture, and meet student at his/her instructional level.	The percentage of students receiving punitive consequences such as suspension will decrease by 25% as a result of student support programming.	Student misconduct data is monitored and analyzed regularly by teacher leadership team and administration. Students and parents are surveyed regarding school climate. Middle school will participate in AVID to increase



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
				organization and preparation for high school. Clinic and social services within the school track and share data collaboratively with school leadership.
4	Family/Community Involve.	To promote positive family and community engagements in school activities. The school will create opportunities for families to take part in the NTA learning community, to celebrate student achievements, and to receive support.	Attendance at weekly/monthly parent meetings will be at least 15; attendance at monthly PAC meetings will be at least 20. Minimum of 3 school-wide assembly/performance attended by at least 100 family members.	Tracking the number of parents at each school-wide event, assembly, open house family night, and grade conferences, Teacher communication with families is tracked through electronic log system. Parents are surveyed about opportunities to participate in school events.

Activities

- ✔ **TIP** Take one priority at a time and brainstorm all activities that the school will undertake to improve in the priority area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) click on the pencil to select ISO items and budget for them.
- ✔ **TIP** Go to the [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.



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✔ **TIP** Check the box labeled "Completed" as your school finishes an activity. For an activity that is ongoing, check "In Process." This will be reflected in your SIPAAA Progress Report.

✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

✔ **TIP** Charter and contract schools must complete the [School Program Design](#) to meet the state and federal funding requirements.

Please complete this form, save to your computer and return to Aaron Hull via email at ahull@cps.k12.il.us fax the approved signature page to 773-553-1559 attn: Aaron Hull.

✔ **TIP** To learn more about the requirement for the Support Description text box, [click here](#). Schools within "school improvement" status must enter additional information within this text box

If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Homeless Student Allocation			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		32031.332.53405.111069.430083.2010
N	Funds will pay for parent supplies/refreshments			X	Principal	\$857.00	\$857.00	INCOMPLETE		32031.332.53405.390030.430092.2010
N	Funds will pay for parents to attend professional development workshops			X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		32031.332.54505.390030.430092.2010
N	Funds will provide travel for parents to attend professional development			X	Principal	\$1,000.00	\$1,000.00	INCOMPLETE		32031.332.54205.390030.430092.2010
N	(Default) Continue to fund existing SGSA and NCLB		X			\$161,792.55	\$162,004.79	INCOMPLETE	364786,392054, 352801,266984, 154028,369966, 352839	32031.225.51100.111051.000703.2010, 32031.332.52100.300008.430083.2010



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	positions.									
N	Fund a .5 or 1.0 art or dance position to ensure teachers have adequate planning time each week and to free up the librarian to provide ongoing support to teachers and students		X		Principal			INCOMPLETE		
N	Continue to fund 1.0 counselor/case manager to support IEP development and oversight, coordination of specialized services team and student support		X		Principal			INCOMPLETE		
N	Academy for Urban School Leadership-leverage this partnership to provide coaching for NTA teachers, mentoring for new teachers and teacher residents.				Principal			INCOMPLETE		
N	UIC College of Education-leverage this partnership to provide support				Principal			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	to school leadership efforts									
N	Fund a 0.5 or 1.0 data and technology manager position		X		Principal			INCOMPLETE		
N	Open 0.5 physical education teaching position		X		Principal	\$44,791.94	\$43,938.79	INCOMPLETE	292275	32031.225.51100.119010.000703.2010
N	Open 0.5 music teaching position		X		Principal			INCOMPLETE		
N	Fund Tech XL Network Support Fee using NCLB funds			X				INCOMPLETE		
N	Fund Tech XL Network Support Fee using SGSA funds			X		\$4,008.00	\$4,008.00	INCOMPLETE		32031.225.54105.266408.000703.2010
N	Professional development training, workshops and conference fees			X	Principal			INCOMPLETE		
N	Professional development training, workshops and conference travel			X	Principal			INCOMPLETE		
N	Provide Copier maintenance for delivery of a quality instructional program			X	Principal	\$6,000.00	\$6,000.00	INCOMPLETE		32031.332.54105.119010.430083.2010
N	Provide Tech Support to integrate technology into the curriculum			X	Principal	\$7,000.00	\$7,000.00	INCOMPLETE		32031.332.54125.119045.430083.2010



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Opening up professional development bucket for ESP	Schoolwide PD is needed for all staff members	X		Clerk			INCOMPLETE		
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		Principal			INPROGRESS		
N	FY09 Parent Involvement funds reload. Funds to be used for parent involvement by Aug 31, 2009.			X		\$3,044.64	\$3,044.64	INCOMPLETE		32031.332.53405.390030.430081.2010 + 32031.332.57940.390030.430081.2010 + 32031.332.54205.390030.430081.2010 + 32031.332.54505.390030.430081.2010

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Professional development training, workshops and conference fees			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		32031.225.54205.221235.000703.2010
N	Professional development training, workshops and conference travel			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		32031.225.54505.221235.000703.2010
N	Opening up a librarian position to enhance the curriculum.	Exposing all students to different genres of literature and	X		Principal	\$76,088.42	\$66,203.93	INCOMPLETE	364807	32031.225.51100.112007.000703.2010



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		reading strategies to help students meet goals; particularly students in groups not meeting AYP. Collaborating with teachers to identify resources and utilize standards based curricular enhancements. Librarian will implement strategies, and Principal and AP will monitor progress.								
N	Funds will purchase student supplies; notebook paper, pens, etc			X	Principal	\$11,662.00	\$11,662.00	INCOMPLETE		32031.225.53405.119010.000703.2010
N	Continue Grade Level Literacy Leader group of teachers				Principal, LLT			INCOMPLETE		
N	Create regular common planning time for grade levels to align reading curriculum				Principal			INCOMPLETE		
N	Support summer cross-grade literacy planning by funding 10 hours of planning time for all teachers		X		Principal			INCOMPLETE		
N	Fund 10 substitute		X		LLTs			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	teachers for PD around integrating literacy across curriculum									
N	Purchase and/or enhance classroom libraries in every grade			X	LLTs			INCOMPLETE		
N	Host Family Curriculum Night in reading			X	LLTs			INCOMPLETE		
N	Purchase supplies for Family Reading Night to highlight strategies in the curriculum that can be supported at home			X	LLTs			INCOMPLETE		
N	Coordinate volunteers from Bank of America to support struggling readers 1 hour per week		X		Principal			INCOMPLETE		
N	Form a committee to investigate quality writing programs for future adoption at NTA	Teachers in grades K-8 are using vertically aligned 6 traits program and implementing writers workshop. This will allow us to track and target growth vertically across grade levels, including any students who are in groups not	X		LLTs			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		meeting AYP. AP will lead program implementation and monitor progress.								
N	Continue funding full day kindergarten to build literacy skills for 1st grade		X		Principal			INCOMPLETE		
N	Continue funding 2 Pre-K teachers to ensure reading readiness in K		X		Principal			INCOMPLETE		
N	Spelling Bee			X	LLTs			INCOMPLETE		
N	Young Author's Competition			X	LLTs			INCOMPLETE		
N	Fund (2) Lead Literacy Teacher(s)		X		Principal			INCOMPLETE		
N	Sit, Stay Read-Partner with this organization to provide small group tutoring and fluency practice for early readers (1st-3rd graders)			X	Principal, LLTs	\$20,000.00	\$20,000.00	INCOMPLETE		32031.225.54125.221235.000703.2010
N	Accelerated Reader During School	Allow us to target specific student needs; particularly in areas where students are not meeting AYP in		X	Librarian	\$2,200.00	\$2,200.00	INCOMPLETE		32031.332.53306.119010.430083.2010



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		Reading. Classroom teachers will implement the strategy, and AP will monitor progress.								
N	Study Island During school	This strategy will allow us to target specific student needs; particularly in areas where students are not meeting AYP in Reading. Classroom teachers will implement the strategy, and AP will monitor progress.		X	Librarian	\$3,400.00	\$3,400.00	INCOMPLETE		32031.332.53306.119010.430083.2010
N	Create reduced class-sized teaching position grade 4-8		X		Principal	\$81,258.44	\$83,660.76	INCOMPLETE	292202	32031.332.51100.112007.430083.2010

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Professional development training, workshops and conference fees			X	Principal	\$2,500.00	\$2,500.00	INCOMPLETE		32031.332.54505.119016.430083.2010
N	Professional development training, workshops and	Utilizing protocols to examine student work and look at		X	Principal	\$2,500.00	\$2,500.00	INCOMPLETE		32031.332.54205.119016.430083.2010



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	conference travel	formative data to identify specific learning needs for targeted instruction of student groups not meeting AYP. Responsibility for implementation will be shared amongst the ILT, and the Principal will monitor progress.								
N	Fund math specialist to lead effective implementation of core math curriculum across all grade levels		X		Principal			INCOMPLETE		
N	Create weekly common planning time for grade level teams to plan for math instruction, data analysis, and peer coaching in math.		X		Principal			INCOMPLETE		
N	Fund subs for peer observation, school visits, and conferences		X		Principal			INCOMPLETE		
N	Purchase materials to teach all learning styles	Utilization of Everyday Math materials and manipulatives. Receive support from U of C with math		X	Principal	\$10,000.00	\$10,000.00	INCOMPLETE		32031.332.53305.119016.430083.2010



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		implementation and differentiation. This will lead to increased capacity of all math teachers to meet the needs of all students and ensure that all student groups contribute to meeting AYP safe harbor goals. AP will monitor progress.								
N	Survey teachers quarterly about PD needs related to math instruction				Principal, Math Specialist			INCOMPLETE		
N	Purchase professional books for PD library			X	Principal, Math Specialist			INCOMPLETE		
N	Explore possible addition of 8th grade algebra strand	Identified algebra certified teacher with the ability to share strategies with staff and students. This will contribute to the strategy of providing teachers with tools for meeting the needs of all students, especially those in groups not meeting AYP. Progress will be		X	Principal, Middle School Lead Teacher			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		monitored by Principal.								
N	Host Family Curriculum Night in math			X	Math Specialist			INCOMPLETE		
N	Purchase supplies for Family Math Night to highlight math strategies in the curriculum that can be supported at home			X	Math Specialist			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	Opening up professional development bucket for ESP	Schoolwide PD is needed for all staff members	X		Clerk			INCOMPLETE		
N	Opening up professional development bucket for SCR	Schoolwide PD is needed for all staff members	X		Clerk			INCOMPLETE		
N	To purchase student incentives for attendance, grades, behavior, etc.			X	Principal	\$8,968.00	\$4,092.07	INCOMPLETE		32031.332.53405.119045.430083.2010
N	Increase recruitment of parent volunteers for classroom				Principal, Assistant Principal			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						
	support, entry and exit supervision, lunchroom supervision, etc.									
N	Increase parent attendance at Open House, Report Card Conferences and Family Nights				Principal, Leadership Team			INCOMPLETE		
N	Create opportunities for parent Continuing Education at NTA (e.g. GED classes, computer skills classes, job training, etc			X	Principal, Leadership Team			INCOMPLETE		
N	Chinatown Chamber of Commerce-conti nue to cultivate this relationship to support student incentives, opportunities for cultural change, etc			X	Principal, Leadership Team			INCOMPLETE		
N	Maintain active Parent Advisory Council, with the support of the School Community REpresentative, with regular weekly meetings and monthly PAC meetings				Principal, Leadership Team			INCOMPLETE		
N	Create Family Night schedule				Principal, Leadership			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						
	for the school year to include at least 2 evenings of curriculum based activities with parents and students; seek involvement from at least 75 parents at each event				Team					
N	Publish quarterly newsletter for distribution to parents through students			X	Principal, Leadership Team			INCOMPLETE		
N	Allocate funds to provide security staffing to allow school building to stay open into the evening hours to support after-school programming			X	Principal			INCOMPLETE		
N	Fund a 1.0 school Community Representative to provide ongoing support to parents and students		X		Principal			INCOMPLETE		

3 - Learning Climate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Professional development			X	Principal			INCOMPLETE		



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3 - Learning Climate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	training, workshops and conference fees									
N	Professional development training, workshops and conference travel			X	Principal			INCOMPLETE		
N	Opening up professional development bucket for esp	Schoolwide PD is needed for all staff members	X		Clerk			INCOMPLETE		
N	Opening up a professional development bucket for teachers.		X		Principal	\$10,145.00	\$10,145.00	INCOMPLETE	364808	32031.225.51130.160011.000703.2010
N	Short-term artist residency (dance)- partner with Chicago Moving Company to provide 10-week artist residency in movement				Principal, Assistant Principal			INCOMPLETE		
N	Offer competitive sports programming for 5th-8th graders, paying stipends for coaches, and funding buses, uniforms and referee fees			X	Principal, Physical Edu Teachers			INCOMPLETE		
N	Merit School of Music/Rock for Kids after-school band instruction-provide funds for instrument repair, and for performance			X	Principal, Music Teacher			INCOMPLETE		



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3 - Learning Climate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	costs									
N	After-School drumming ensemble- provide stipend for teacher and funds for performance costs			X	Music Teacher			INCOMPLETE		
N	After School choir- provide stipend for teacher and funds for performance cost.		X		Music Teacher			INCOMPLETE		
N	Chicago Cares-partner with this organization to offer after school art program for intermediate and middle school students- include funds for art supplies			X	Assistant Principal			INCOMPLETE		
N	Provide support to UIC neighborhoods Initiative Health Clinic at NTA; support Mental Health initiative with space, time to meet, etc				Principal			INCOMPLETE		
N	Art Therapy Connections-contract the organization to provide small group art therapy programming			X	Principal			INCOMPLETE		



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3 - Learning Climate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Mindful Practices-contract with yoga instructor to provide classroom instruction for 4th grade students to build self-awareness, self-confidence and conflict resolution strategies			X	Principal			INCOMPLETE		
N	Build upon partnership with Latham & Watkins to develop career-exploration options for middle school students through Lawyer in the Classroom			X	Principal			INCOMPLETE		
N	Create additional after-school opportunities in collaboration with parents, teachers and students				Principal, Teacher Leadership Team			INCOMPLETE		
N	Create a environment conducive to student and adult learning in order to support AUSL teacher residents			X	Principal, Teacher Leadership Team			INCOMPLETE		
N	Create additional teacher gathering spaces in the school building to facilitate small			X	Principal, Assistant Principal			INCOMPLETE		



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3 - Learning Climate										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	group meetings									
N	Chicago Park District-continue to solidify this relationship to promote cooperative planning for NTA and CPD needs and accessibility for NTA students and families for CPD programming			X	Principal			INCOMPLETE		