



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

### **What is SIPAAA?**

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

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

### SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Rome	Amy	Principal	X		
Both	Caroline	Classroom tchr.			
Fields	Shavon	Counselor/case mgr.			
Johnson	Audrey	Parent/guardian			
Jones	LaToyla	Other			
Kamm	Carrie	Lead/resource tchr.			
Magiera	Jennifer	Classroom tchr.			
Mullenix-Stack	Holly	Classroom tchr.			
Orozco	Anita	Special ed. faculty			
Remiasz	Joe	Other			
Sadder	Maya	Asst. Principal			

### Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to

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

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


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

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

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

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

Dr. Jarvis Sanford - Chief Area Officer  
 Jacqueline Davis - Management Support Director, AMPS  
 Academy for Urban School Leadership - Managing Partner

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

**Summary of Participants**

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

**Summary of Meetings**

Meeting Date	Meeting Type	Description
26-Mar-2010	Working group	Leadership team members lead department/cycle meetings for feedback about priorities and mission/vision
21-Mar-2010	Working group	Administrative team coordinated data analysis and reflection.
20-Mar-2010	SIPAAA Team	Meeting to discuss data/outcomes; Discuss priorities
15-Mar-2010	Other	Student surveys disseminated to K-8 teachers; 3-8 students will submit surveys; K-2 teachers will lead feedback discussions w/ students
15-Mar-2010	SIPAAA Team	Meeting to discuss attendance data and progress monitoring
14-Mar-2010	Other	Teacher and staff surveys placed in mailboxes; Emailed staff due date of 3/19/10 to submit surveys
12-Mar-2010	SIPAAA Team	Meeting to analyze attendance data and discuss attendance support plans
12-Mar-2010	Town hall/community mtg.	Met with parent group to discuss SIPAAA; Passed out family surveys; Left surveys in parent room

### Five Fundamentals Surveys

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

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of Staff Survey Responses:

### Mission/Vision

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

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

#### Mission Statement:

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 targeting 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

✔ **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.

**Strengths:**

% of students at 8th grade meeting or exceeding students standards is at 67.5%, up 2.4% from 2006-2007. Freshmen On-track to Graduate data has also trended up to 59% from 50% in 2006-2007. Students are being accepted into more varied high school programs including military, selective enrollment, IB, and charter programs. We have even had students receive scholarships to private schools like DeLasalle. We believe our students will continue to thrive and obtain access to post-secondary opportunities via these routes.

**Concerns:**

8th graders in 2008-2009 did not achieve as high as the class graduating the previous year. Students meeting standards are not likely to achieve a score on the ACT that provides them adequate access to post-secondary options; NTA needs to focus on more students exceeding state standards in all content areas.

## 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?

NTA utilizes three school-level assessment data sources:

- Classroom level assessments (diagnostic and formative); CDAS (Classroom Diagnostic Assessment System) math assessments; and NWEA (MAP) data .

Our school level data indicates a need to differentiation instruction to meet the needs of all learners. Our highest achieving learners need to be challenged; We need more successful interventions to meet the needs of our struggling students. While some improvement is made from the Fall

to Winter assessments, alignment to state standards and national norms indicate that areas to target for improvement are literacy comprehension and math (specifically algebra).

- 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.

The demolition of the Harold Ickes Homes has impacted our enrollment which has consequently impacted our position numbers and staff organization.

- 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?

Structures and programming need to focus on meeting our lowest achieving students as well as our students currently meeting standards need to be challenged to exceed standards. Next steps are as follows:

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

**Strengths:**

Academic achievement is trending upward in reading, math, and science. There is no obvious, consistent disparity in achievement between male and female students. While it is an area to target for improvement, the percent of students exceeding state standards is also trending upward. Promotion by grade level has consistently trended upward to 91.2% for 3rd grade, 95.5% in 6th grade, and 100% for 8th grade in 2009.

Reading - Highest area of achievement is literacy strategies as a result of strategic school wide focus. Achievement is consistent school-wide in all literacy categories.

Math - 72% of 3rd graders meeting/exceeding state standards. Cohort of 3rd graders meeting/exceeding in 2006-2007 - 55%, 55.2% in 2007-2008. After full implementation of Everyday Math, the same cohort of students demonstrated 62.5 meeting/exceeding standards on ISAT. The percentage of students meeting/exceeding standards on ISAT has grown from 55.5% in 2007 to 64.5% in 2009.

Science - Cohort of 7th graders meeting/exceeding on ISAT increases from 2007 - 2009 (41.8% to 68.5%).

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab) <https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>

There is still a large gap between reading achievement and the state target for AYP (55.1% - 70%). While attendance exceeds the state target at 93%, it is still below the district goal of 95%.

**Strengths:**

Attendance target of 91% is exceeded with a rate of 93.1%. Safe Harbor was met in Math and the gap is closing between toward the state target of AYP (64% - 70%).

**Concerns:**

More focus is needed on engaging and challenging high achieving students to increase the number of students exceeding state standards.

Reading: Continue to differentiate instruction to meet the needs of all learners. Continue to identify students at meets and exceeds level and provide rigorous learning opportunities for these students to support progress.

Value added score for reading in 2008-2009 is a concern.

Math:

Students demonstrate achievement in algebra in 3rd grade; algebra achievement is lower in the intermediate grades and middle school.

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

As a school, we value the notion of supporting our students. It is the goal that our students advocate for themselves as they become aware of their academic, social and emotional needs. The teachers and staff model these behaviors for the students daily. The teachers and staff also work diligently to provide a safe and effective climate for all students. We teach the importance of building positive working relationships as well as equip them with skills to effectively problem solve when needed. Numerous opportunities are provided throughout the year for students to be a part of various sports and academic extracurricular activities. Our top priority is to educate the whole child.

**Concerns:**

One major concern is our attendance. We are brainstorming various ideas that would assist us in decreasing the absentee rate of students. The data is presently being tracked and teachers are putting forth additional efforts to maintain consistent contact with families regarding the importance of student attendance and it's correlation with high academic achievement. We are also implementing incentives to help increase our daily attendance rate. Another concern is that students are feeling that the curriculum that is presented to them is not rigorous enough to challenge them. As a school we are consistently aligning the curriculum to the state standards and differentiating as needed.

## 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?

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
- 8 National Board Certified Teachers
- Increase in teacher attendance
- Current grade of A for building inspection (Winter 2009)
- Parent satisfaction up over 30% (93% parent satisfaction)

**Concerns:**

- Instability of tardiness and attendance data
- Under enrollment due to re-gentrification of area
- Lack of funding due to decline in enrolment

### Process Analysis

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

### Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	Balanced Literacy Program	X										
Math	Everyday Math				X	X	X	X	X	X			
Math	Math Thematics										X	X	X

Partner Name	Partner Description	# of Students
UIC Neighborhood Initiative	UIC School Based Health Center	430
Chicago Police Department	Support for student programming regarding safety and health; Community programming and events	430
Chicago Park District	Learn-t-Swim program and after school recreational programming	390

Partner Name	Partner Description	# of Students
Easter Seals	Infant/Toddler Program (Serving students Birth to 3 years)	48
Hubbard Street Dance	Modern Dance After School Program	10
Academy for Urban School Leadership	Managing Consulting Partner	430
Grand Boulevard Federation	Parent Development/Support	430
Art Therapy Connection	Art Therapy Services/Mental Health Supports	25
Chicago Housing Authority	Collaboration to support CHA families and students	50

 [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).

We have implemented various after school programs such as After School All Stars and SES 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. Targeted PD is also utilized to implement strategies from LRE grant PD to support differentiation and flexible grouping. The restructured school days are used for analysis of student work.

- 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...).

-Utilizing coaching model from LRE grant to support differentiation. Teachers will receive direct feedback and specific strategies to support instruction.

-Create study groups to implement strategies from over \$ 1000.00 of resources (books, videos, etc) from LRE grant

-Create individual education plans and profiles for all students

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

- Next Steps for Instruction:**

- 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.
- Meet weekly as an ILT team to analyze formative data as and NWEA data.
- Use RIT band scores to meet students at their instructional level and to support flexible grouping

### ***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:

- Continued development of teacher leadership team to set high standards and offer mentoring, coaching, and goal setting for all staff members; Engage teacher leaders in data monitoring to support cycle teams
- Development of leadership opportunities for teaching faculty and ESP focused on academic improvement
- Increased coaching through use of Danielson coaching tool and CPS observation frameworks to provide more frequent feedback, goal setting, and monitoring for teaching faculty
- Development of structures and resources (scheduling, assignment of staff, etc.) to provide more opportunities for students requiring both intervention and challenge to be engaged
- Continued support for implementation and use of local and district level formative assessments
- Monitoring of classroom level data through local (CDAS, attendance, misconducts) and district level (NWEA) assessments to support classroom 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?

One factor that contributed to the students performance results is the job embedded professional development linked to specific student outcomes. Teachers met in grade level teams and cycle clusters to analyze student work in writing to build instructional coherence and a common language around expectations. In addition, teachers engaged in peer observations to improve Everyday Math instruction and implementation. Planning time was allotted to provide teachers with the opportunity to use protocols to analyze data and make instructional decisions for grouping, differentiation, and reteaching. The student mobility due in large part to the demolition of the Harold Ickes homes has affected our population which has also led to a decrease in funding. As a result, we've experienced budget cuts which has impacted our class size and reduced our teaching staff.

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

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

As a recipient of the LRE grant we have the opportunity to provide our staff with numerous job embedded and whole school professional development to build capacity for inclusive practices. Staff members will attend local and regional professional development and provide training to other staff members. Common planning time will be established to review IEP's, set individual and classroom goals for making progress towards standards and building student

portfolios. Resources including, books and videos will be used to support and build an understanding of various inclusive practices to be used in the classroom.

✓ **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.

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

General education and special education teachers collaborate to support general education students with IEPs. Phase II Implementation of LRE supports professional

- **Next Steps for Learning Climate:**

Continue to provide multiple opportunities for teachers to collaborate, analyze classroom formative assessments as well as other benchmark data. Provide professional development focus on the signature management strategies as well as signature instructional strategies. Continue focus on higher order thinking questions, rigorous student outcomes and student feedback.

### ***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?
  - Regular communication with families about school schedule and events
  - Regular communication with families about school goals, data, and academic performance
  - Higher attendance and participation in academic conferences with families
  - Regular communication between teachers and families about ongoing formative assessment
  - Parent access to parent portal in Gradebook for monitoring student progress
  
- 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.
  - Powerpoint presentation to families during open house about school goals and academic data profiles
  - Ongoing communication with family/parent organization on Friday mornings
  - Progress monitoring toward school goals shared in monthly newsletters
  - Data dashboards posted outside each classroom in uniform format

### Next Steps for Family & Community Involvement:

- Continue to develop opportunities for regular parent involvement
- Increase the number of families attending parent conferences
- Increase the number of families accessing parent portal in Gradebook
- Increase participation in family/parent meetings
- Increase opportunities of family participation in school-wide events (family literacy events, math explorations, etc.)
- Develop two evening/Saturday field experiences for students and families (museum, event)
- Develop more strategic programming for regular parent meetings to target topics to support parent/school connection
- Create public opportunities to acknowledge and honor parent volunteers
- Create a parent committee for recruitment and enrollment

## 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	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 number of students exceeding at highest grade level will increase by ...	The staff utilizes common grade level and school wide 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.	
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 school wide 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	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				self-assessment. School leadership monitors instruction regularly.	
3	Learning Climate / Safety	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. Operations and maintenance of the plant.	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 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.	
5	Science	To refine implementation of investigation based standards based science instruction and science inquiry.	The percentage of students in 4th and 7th grade meeting or exceed state standards will increase by 5 %. All teachers will adhere to Science time distribution and incorporate content area with literacy instruction.	Using the CDAS formative assessment to monitor progress of students towards benchmarks and standards. Using NWEA to support differentiation and drive instruction. Use peer coaching to provide feedback and	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				share strategies to improve science instruction.	
6	Special Education	To identify successful interventions at the universal level to support student needs. We will continue to utilize individual student portfolios to assess student growth, reflect on differentiated instruction and accelerate student learning toward grade level standards.	Data from the NWEA will be used to measure growth toward individual targeted goals. CDAS as well as classroom formative assessments linked to grade level standards will be utilized to monitor progress.	Formative data and portfolios will be used to measure progress towards specific outcomes. Special ed team will meet regularly to discuss students and share strategies and techniques to improve outcomes for students. Next steps as identified from consultants via LRE grant will be monitored and feedback will be communicated to teachers.	
7	Arts Education	To continue to develop the Arts Education program to enable students to work collaboratively as a team or ensemble with student compositions, improvisations, movement. Arts education is infused across the curriculum to support different learning styles an (link to other school priorities and goal)	Using rubrics to support objectives and goals --- differentiating instruction (visual, kinesthetic, oral,) Presentations -- museum walk - end of the year and presentations and performances throughout the year. Every child pre-k-8 will have participated in at least 2 performance based presentations each year. Performances are student created.	Regular feedback with Arts Teachers, Art team working together collaboratively to support performance based instruction. Monitoring of student participation and Arts teacher contribution.	
8	Attendance	To achieve a 95% school wide attendance goal and to reduce the number of student tardies.	Average of 95% attendance rate. Reduce number of tardies.	Data tracking of attendance by classroom and cycle. Incentives and monitoring of attendance. System to notify parents of students with poor attendance.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
9	Core Classroom Instruction	Use the Danielson to focus on domain 3, particularly engaging students in learning and using questioning and discussion techniques to facilitate higher order thinking and meaningful dialogue in the classroom.	Growth according to the CDAS, NWEA, and classroom formative will be utilized as indicators of performance. On-going observations and feedback will be established to support all teachers toward proficient and distinguished rating.	Grade level teams will meet to discuss progress of students and analyze work. ILT teams will meet with teachers to support targeted outcomes. Data walls will be utilized to monitor and track growth.	

### 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.



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$94,805.00	\$123,869.96	INCOMPLETE	443956,275816	
N	unexpected expenses that may arise to enhance the instructional program	innovative ideas		X				INCOMPLETE		
N	unexpected expenses that may arise to enhance the instructional program	innovative ideas	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	Homeless Education Program			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		32031.225.53405.111069.000703.2012_\$5,000.00
N	Opening of security bucket for community activities.	Provide security/safety support for community activities.		X	principal, asst principal			INCOMPLETE		
N	Provide support to parent group, connection to community, and students support	SCR will help plan, coordinate and create agenda for parents meetings. SCR will help to support positive student behavioral expectations.		X				INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
		Rep will solicit activities and models to increase parent involvement.								
N	professional workshops parental involvement support, fees, conferences and overall support	parental involvement		X	Principal	\$2,964.00	\$2,964.00	INCOMPLETE		32031.332.54505.390030.430115.2012_\$393.35 + 32031.332.54505.390030.430128.2012_\$2,964.00
N	professional workshops parental involvement support, fees, conferences and overall support	parental involvement	X		Principal			INCOMPLETE		
N	Provide support to parent group, connection to community, and students support	SCR will help plan, coordinate and create agenda for parents meetings. SCR will help to support positive student behavioral expectations. Rep will solicit activities and models to increase parent involvement.	X		principal			INCOMPLETE		
N	Needs assessments and surveys will be administered to determine needs of parents and to provide support to students.	Parents will have the opportunity to provide the school with feedback about their needs and to support planning of parent activities and community		X				INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
		involvement.								
N	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 students 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 attendance by at least 100 family members.		X				INCOMPLETE		
N	Coordinate and monitor attendance	Staff will track data for attendance. Administrative team and support staff will contact parents in regard to attendance. Incentives and positive feedback will be reinforced for meeting attendance goals.	X		principal	\$77,500.00	\$76,077.14	INCOMPLETE	244964	
N	Health / Fun Fair	Staff and community will plan a fun fair to celebrate end of the year and to provide health and physical related information and		X				INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
		opportunities for parents and children								
N	Family newsletter.	Providing parents with important information about the school and to support communication.		X				INCOMPLETE		
N	Maintain active Parent Advisory Council with the support of the school community representative, with regular weekly meetings and monthly PAC meetings.	Agenda and scheduled meeting times. Needs assessments to identify parent priorities.		X				INCOMPLETE		
N	Parent Workshops.	Provide five parent education and other courses or training for parents to assist with health, wellness and education.		X	principal			INCOMPLETE		

7 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Funding Art teacher		X		Principal	\$90,723.00	\$68,384.03	INCOMPLETE	445561	
N	Collaborative	Arts Education	X					INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

7 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	planning to support integrated curriculum of the arts.	teachers will collaborate to support performane based								
N	Provide music and fine arts instruction	Students will receive music and fine arts instruction. At least four school wide performance based activities will be implemented for the year.	X		principal	\$285,429.00	\$280,819.33	INCOMPLETE	263900,243698, 299378,430032, 299378	
N	Professional devlopment opportunities for Arts & Science team.	Provide professional development to enhance collabration, specific student outcomes and performance based project utilizing all areas of Arts Education.	X		principal			INCOMPLETE	443953	
N	Provide physical education to students	Students in grades K-8 will recieve physical education as well as swim classes	X		Assistant Principal, Principal			INCOMPLETE		

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide extended day	The percentage of students	X		Principal			INCOMPLETE	442476	



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
	bucket for teachers to provide additional instruction for students in preparation for ISAT	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%.								
N	Funding Teacher Assistant		X		Principal			INCOMPLETE		
N	Provide substitute bucket when regular classroom teacher is absent	Reading initiative focused on motivating primary students to foster a love of reading.	X		Principal			INCOMPLETE	443878	
N	Literacy Professional Development.	Provide teachers with literacy professional development focused on data and using protocols to look at NWEA assessments and other formative assessments.		X		\$5,000.00	\$5,000.00	INCOMPLETE		32031.225.54505.119015.000703.2012_\$5,000.00
N	Purchasing supplemental instructional supplies, equipment, supplies, fees and incentives for school.	everything connects to reading.	X					INCOMPLETE		
N	Purchasing	everything		X		\$2,177.00	\$2,177.00	INCOMPLETE		32031.225.53405.119015.000703.2012_\$



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
	supplemental instructional supplies, equipment, supplies, fees and incentives for school.	connects to reading.								2,177.00
N	Develop independent reading component of balanced literacy framework through professional development and targeted resources and materials	Purchase of novels and picture books to support classroom libraries. Professional development to support		X	principal	\$154,119.00	\$4,431.00	INCOMPLETE		32031.225.53305.119015.000703.2012_\$4,431.00 + 32031.332.53305.119015.430119.2012_\$0.00 + 32031.332.53305.119015.430106.2012_\$0.00
N	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%.		X	principal			INCOMPLETE		
N	Utilizing the balanced literacy curriculum to support student achievement.	Integration of the components of the balanced literacy framework during the literacy block. Using materials		X	principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
		at students instructional level to scaffold toward benchmark and grade level goals and outcomes.								
N	Spelling Bee	School wide spelling bee will be coordinated.		X	principal			INCOMPLETE		
N	Literacy Professional Development.	Provide teachers with literacy professional development focused on data and using protocols to look at NWEA assessments and other formative assessments.		X	principal			INCOMPLETE		
N	Sit, Stay, Read.	Reading initiative focused on motivating primary students to foster a love of reading.		X	principal			INCOMPLETE		

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	To refine implementation of core math curricula (Everyday Math and Math Thematics) to	The percentage of students meeting and/or exceeding state standards will increase by 5% as measured by		X	principal	\$5,000.00	\$5,000.00	INCOMPLETE		32031.225.54505.119016.000703.2012_\$5,000.00



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

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						
	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 Illinois State Achievement Test. Decrease students with special education disability not meeting standards by 10%.								
N	Host family curriculum night in math.	Use Everyday math activities and other related activities to support focus on math and integration of literacy across the curriculum.		X				INCOMPLETE		

5 - 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	Field Trips	Students will take trips to Peggy Notebaert, Brookfield Zoo, and Lincoln Park to support science curriculum.		X				INCOMPLETE		
N	Provide professional development and coaching around	Identify professional development and		X				INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

5 - 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						
	use of FOSS kits and other science manipulatives and curriculum.	opportunities for team teaching and peer coaching.								
N	Science Fair.	School wide science fair to support science instruction and project based learning.		X				INCOMPLETE		
N	Professional Development to support science curriculum.	Professional development to support the implementation of the CMSI.		X	principal, asst principal, sci design team			INCOMPLETE		
N	Grade level and cluster team meetings.	Teachers will meet to continue to align the science curriculum and match activities and research based projects to unpacked benchmarks and common network formative assessments.		X	principal, grade level cycle leaders			INCOMPLETE		

6 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Professional development for grade level and special ed teachers to meet to analyze	Professional development for grade level and special ed teachers to meet to analyze	X					INCOMPLETE		



# CPS SIPAAA Planning Report

32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

6 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	student work and plan instruction.	student work and plan instruction.								
N	Professional development for grade level and special ed teachers to meet to analyze student work and plan instruction.	PBIS team will provide feedback about targeted students. Cycle leaders will support professional development and student work analysis.		X	principal			INCOMPLETE		
N	Support Special Education students, Least Restrictive Environment and Inclusive Learning Practices	Teachers will receive professional development and collaborate to support students. Student portfolios and protocols will be used to track and monitor growth.	X		principal	\$665,184.00	\$719,081.19	INCOMPLETE	161895,161895,385692,214588,310512,427790,159903,452490,239695,425599,214602,251891	
N	Identify students needing inclusion. Reviewing IEP as a collaborative team to decide on best area of inclusion for students. Exploring possibility of opening up another position to support inclusion model.	Special education position to support inclusion model and students identified.		X	principal			INCOMPLETE		
N	Continue to enhance quality special education	To provide special education student with		X	principal, assistant principal, case manager, special			INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

6 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	classroom instruction.	quality education per their IEP and monitoring of their individual portfolios and assessing student goals.			ed					
N	Opening of bucket to to SPED teachers working on LRE	SPED teachers will work on LRE	X		Assistant Principal, Principal			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		

9 - 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	Support of classroom instruction and student achievement.	provide support to increase academic achievement.		X				INCOMPLETE		32031.225.51320.290001.000703.2012_\$ 0.00 + 32031.332.51300.290001.430119.2012_\$ 17.99
N	Provide instruction to primary students	Teachers will collaborate to provide students with primary instruction that supports rigor and academic improvement.	X		principal	\$616,970.00	\$631,628.87	INCOMPLETE	216585,451988, 279145,217909, 214589,263854, 421004	32031.225.51330.290001.000703.2012_\$ 26,182.15 + 32031.225.51300.290001.000703.2012_\$ 46,272.55
N	Provide instruction to intermediate	Teachers will utilized a balanced literacy	X		principal	\$402,042.00	\$400,909.21	INCOMPLETE	421005,224860, 442284,452055, 452055,223725	32031.332.51330.290001.430119.2012_\$ 435.26 + 32031.332.51300.290001.430106.2012_\$



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

9 - 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						
	students	framework to support instruction.								458.41 + 32031.332.51330.290001.430106.2012_\$ 1,419.61 + 32031.332.51300.290001.430119.2012_\$ 17.99
N	Provide departmentalized instruction to middle school students	Students will receive departmentalized instruction with an emphasis on core themes and integration across the curriculum. Teachers will receive common planning time to meet and discuss student goals and outcomes.	X		principal	\$97,866.00	\$97,190.32	INCOMPLETE	214515	
N	Leadership support for academic learning	The Danielson framework will be used to provide feedback from observations. Teachers will have the opportunity to receive coaching and modeling.	X			\$389,162.00	\$391,556.41	INCOMPLETE	131702,139984, 416743	
N	Grade level and clusters working collaboratively to look at NWEA and school wide data.	Staff will set goals for data. Meetings will be facilitated by ILT's.		X				INCOMPLETE		
N	School wide walk thrus.	Teachers will engage in school wide walk thrus and visit other classrooms. Subs will be secured to	X		principal			INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

9 - 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						
		conduct walk throughs. Job embedded professional devleopment will occur to support school goals and benchmarks.								
N	Students will engage in dialogue and thought provoking discussion.	Using socratic seminars and group discussionsto support higher order thinking.		X				INCOMPLETE		
N	Provide students with multiple opportunities to write for creative expression as well as essay writing.	Collaborate to analyze student writing using 6 traits and the ISAT rubric. Meet with other teachers across the network to discuss student writing.		X	principal			INCOMPLETE		
N	Weekly grade level meetings focused on the identification of mentor text and resources for modeling writing.	Utilization of resources in the library.		X	principal			INCOMPLETE		
N	Purchasing of Study Island & Accelerated Reader.	Using these supports to address state standards and goals.		X	principal			INCOMPLETE		
N	Providing effective instruction for middle school students.	Classrooms will provide high quality instruction as determined by the Danielson Framework in Math, Reading, Science and		X	principal, asst principal			INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

9 - 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						
		Social Studies.								
N	Utilize the six strategies that work.	Using common reading comprehension strategies to build instructional coherence and common language for vertical alignment.		X	principal, asst principal			INCOMPLETE		
N	Professional development workshops for teachers to support differentiated instruction.	Teachers will attend professional development to support the need to meet students at their instructional level and to use assessments and portfolios to monitor and track student progress.		X	principal			INCOMPLETE		
N	Classroom teacher assistant to support special education.	Supporting needs of special education students.	X					INCOMPLETE	445569,445569	
N	Developing intermediate and upper grade teaching classrooms.	Supporting students to increase achievement.	X			\$91,740.00	\$78,248.64	INCOMPLETE	263898	
N	Integrating technology across the curriculum to support student learning.	Technology use and support.		X		\$3,926.00	\$0.00	INCOMPLETE		32031.332.55005.119068.430106.2012_\$0.00 + 32031.332.53306.119068.430106.2012_\$0.00 + 32031.332.53306.119068.430119.2012_\$0.00
N	Technology	Obtaining		X				INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

9 - 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						
	consulting.	technical support.								

8 - 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	Student Incentives	Improve attendance		X	Principal	\$10,145.00	\$10,145.00	INCOMPLETE		32031.225.53405.211210.000703.2012_\$10,145.00
N	Monthly school incentives, data tracking chart.	Staff will collaboratively track and chart attendance to acheive 95% attendance goal.	X					INCOMPLETE		
N	Purchasing materials to support attendance incentives and initiatives.	Identifying attendance target of 95% on time and no tardies. Teams will work collaboratively to identify incentives and support necessary to reach goals.		X				INCOMPLETE		
N	Increase parent attendance at Open House, Report Card pick up and Family Nights.	Target incentives to boost attendance. Obtain parent feedback from surveys and needs assessments.		X				INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

3 - 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	Opening bucket to pay support staff for before and after school activities.	To provide additional support to students before and after school.		X	Principal, Asst Principal			INCOMPLETE		
N	To pay for service repair contracts for copiers.	To support curriculum and instruction.		X	principal, asst principal			INCOMPLETE		
N	Opening of security bucket to support after school activities.	To provide security support for after school activities and events.		X				INCOMPLETE		
N	Provide security/safety support for school climate	Security will support staff with reinforcing a positive culture and climate and behavior expectations.		X				INCOMPLETE		
N	Opening of security bucket to support after school activities.	To provide security support for after school activities and events.		X				INCOMPLETE		
N	Provide security/safety support for school climate	Security will support staff with reinforcing a positive culture and climate and behavior expectations.		X	principal			INCOMPLETE		
N	UIC/Neighborhood initiative	Provide support to UIC neighborhoods initiative health clinic at NTA; support mental health initiative with space, time to meet, etc...		X	principal			INCOMPLETE		
N	Second step	Teachers will		X	principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

3 - 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						
	curriculum to support positive interventions.	implement second step curriculum in the classroom.								
N	HUG - Hello Update Goodbye	Providing targeted students with the opportunity to receive interventions, mentorship, goal setting and support from a specific staff member.		X	principal			INCOMPLETE		
N	Quarterly cycle incentive parties.	Each cycle will organize an incentive party to reward positive behavior, regular attendance, and student uniform.		X	principal			INCOMPLETE		
N	Implementation of progressive discipline procedures.	Parent conference, in school suspension, detention .		X	principal			INCOMPLETE		
N	To create a school environment that addresses students' academic, social and emotional needs. School programming will honor students' interests, culture, and meet students at his/her instructional level.	The percentage of students receiving punitive consequences such as suspension such as suspension will decrease by 25% as a result of student support programming.		X	principal			INCOMPLETE		
N	Opening of security bucket	To provide security support	X					INCOMPLETE	442467	



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 2010-2012 Year 2

### 3 - 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						
	to support after school activities.	for after school activities and events.								
N	School wide cycle assemblies to support P of PASSAGE and set expectations for building.	Administrative team and teachers will meet with students to discuss school wide expectations, incentives and consequences. Parents will also receive a copy of the expectations.		X	principal, asst principal			INCOMPLETE		

### 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	SPED transportation			X	Principal			INPROGRESS		32031.115.54210.255004.376712.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		32031.230.54105.254027.000000.2012_\$ 10,469.00 + 32031.230.54105.254022.000000.2012_\$ 0.00 + 32031.230.54105.254021.000000.2012_\$ 0.00 + 32031.230.54105.254020.000000.2012_\$ 5,000.00 + 32031.230.54105.254011.000000.2012_\$ 0.00 + 32031.230.54105.254002.000000.2012_\$ 5,053.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		32031.230.56105.254002.000000.2012_\$ 56,369.57



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 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						
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		32031.230.53405.254002.000000.2012_\$ 13,543.56
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		32031.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		32031.230.53120.254002.000000.2012_\$ 0.00 + 32031.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		32031.230.54125.266410.000000.2012_\$ 0.00 + 32031.230.53306.266407.000000.2012_\$ 0.00 + 32031.230.54125.254901.000000.2012_\$ 0.00 + 32031.230.56105.266414.000000.2012_\$ 0.00 + 32031.230.54125.009574.000000.2012_\$ 0.00 + 32031.230.54125.266402.000000.2012_\$ 0.00 + 32031.230.53306.254901.000000.2012_\$ 0.00 + 32031.230.54125.266407.000000.2012_\$ 0.00 + 32031.230.53306.009573.000000.2012_\$ 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		32031.230.54405.254501.000000.2012_\$ 0.00



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 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						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		32031.312.53210.256009.000000.2012_\$0.00 + 32031.312.53205.256009.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		32031.225.54105.266408.000703.2012_\$2,808.00

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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 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						
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		32031.115.55005.119035.000000.2012_\$4,940.00 + 32031.115.56105.119035.000000.2012_\$829.00
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 miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst	\$297,858.00	\$278,829.21	INCOMPLETE	137499,240845, 135948,157528	
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	\$210,199.00	\$200,577.36	INCOMPLETE	154490,147885, 154187,154684, 155548,153574	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 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						
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	442379	
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		X		OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 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						
	funded out of Title III - Emergency Immigrant Language Acquisition				Analyst					
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		32031.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$91,300.00	\$88,409.12	INCOMPLETE	147717,160803	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		



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## 32031 - National Teachers' Academy (NTA) : 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						
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		32031.332.57940.119031.430106.2012_\$0.00 + 32031.332.57940.390030.430115.2012_\$0.00 + 32031.225.57940.119020.000703.2012_\$2.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		32031.331.54505.390030.430103.2012_\$1,350.00 + 32031.332.54505.390030.430115.2012_\$393.35 + 32031.332.54565.390030.430115.2012_\$24.75 + 32031.331.53405.390030.430103.2012_\$674.20 + 32031.331.54565.390030.430103.2012_\$1,100.00
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		32031.115.55005.254403.000000.2012_\$2,454.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		32031.115.53405.119035.000000.2012_\$1,285.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		32031.115.53305.119035.000000.2012_\$20,302.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related			X	OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 32031 - National Teachers' Academy (NTA) : 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						
	to the Office of Academic Enhancement				Analyst					
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE	443834	
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		32031.115.53305.223012.000000.2012_\$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. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start Activities			X	Principal			INPROGRESS		32031.362.53405.256213.510217.2012_\$150.00 + 32031.362.53405.111066.510217.2012_\$

