



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

What is SIPAAA?

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

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

SIPAAA Team

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

| Last Name | First Name | Title | Chairperson | Start Date | End Date |
|------------------|------------|----------------------|-------------|------------|----------|
| Sanchez | Jaime | Principal | X | | |
| Arps | Jayne | Lead/resource tchr. | | | |
| Auda | Allison | Partner | | | |
| DeJesus | Elba | Classroom tchr. | | | |
| Galvan | Kellye | Classroom tchr. | | | |
| Ghuneim | Eva | Other | | | |
| Hebert | Deanna | Special ed. faculty | | | |
| Herrera-Kowalski | Martha | Asst. Principal | | | |
| Monet | Edna | ELL faculty | | | |
| Morales | Theresa | Support staff | | | |
| Najera | Genoveva | Support staff | | | |
| Parke | Gail | Curriculum faculty | | | |
| Sifuentes | Fernando | Magnet Program Staff | | | |
| Velazquez | Claribel | LSC member | | | |

Involvement

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

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

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

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

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

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

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


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

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

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

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

CAO: Mr. Joseph Kallas, MSD: Ms. Vivian Moritz, Literacy Coach: Ms. Carol Coughlin, ELL Coach: Ms. Maribel Rivera, Math/Science Coach: George Gutierrez, External Partner: National Louis University Chicago

 **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.

The SIPAAA team utilized questionnaires and surveys. The team composed and organized informational surveys that were distributed to all school stakeholders. The surveys administered were the Parent Survey, Five Fundamentals Staff Survey, Five Fundamental Student Survey, Mission and Vision Survey, and School Culture Triage Survey. The surveys provided a powerful analysis tool to better help us identify and target critical needs areas.

Summary of Participants

| Stakeholder Group | LSC Mbrs | Teachers | ESP | Parents | Students | Community | Other |
|------------------------|----------|----------|-----|---------|----------|-----------|-------|
| Number of Participants | 1 | 7 | 1 | 1 | 1 | 1 | 1 |

Summary of Meetings



| Meeting Date | Meeting Type | Description |
|--------------|--------------|-------------|
|--------------|--------------|-------------|

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: 134
 Number of Student Survey Responses: 128
 Number of Teacher Survey Responses: 18
 Number of Staff Survey Responses: 4

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:

James Otis World Language Academy is a World Language Magnet Cluster School. We are committed to providing a foundation for lifelong literacy and learning for all our students through the integration of second language development across all subject areas. We are a member of the World Language Magnet Cluster Program and through the development and implementation of the World Language Magnet Cluster Program, we provide instruction to actively engage students in acquiring proficiency in a second language. Our objective is to develop a culture of understanding, appreciation and celebration of peoples of different cultures.

Vision Statement:

James Otis World Language Academy will achieve our goal by insuring all students are instructed in a second language from kindergarten to eighth grade. Through participation in the World Language Magnet Cluster Program, our students will be prepared to actively engage in a multi-lingual, multi-cultural society.

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:

Continual growth on all formal assessments in the areas of Reading, Science, & Math as recorded in the 2009 CPS Value Added Report Made. Otis has met Illinois AYP targets for 4 out of the past 5 years. 90% of our students are enrolled in selective high schools. ISAT Composite Meets/Exceed scores reflect 9% increase in reading and 10.3% increase in math from 2008 to 2009. Otis has developed a comprehensive leveled assessment program designed to identify our students' literacy levels for the purpose of targeted instruction.

Concerns:

Freshman -On-Track graduation has dropped 13% from the previous year's 76.7% to 63%. Students at the primary grades have not made expected gains as reflected on the ISEL an. Third grade has underperformed in comparison to the Area 06 and District averages based on the Benchmark Interim Assessments in both reading and math.

Academic Progress

Academic Progress Strengths and Concerns

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

Otis Elementary uses a combination of formal and informal assessment data to determine school improvement decisions. The formal assessment measures used are the ISAT, ISEL, Benchmark Assessments, SCANTRON, Explore, ACCESS, and the District Wide Writing Assessment. The informal assessment measures used are the Rigby, Fountas and Pinnel Leveled Reading Assessments, NLNS Interim Assessments, and curricular-based assessments. By having multiple streams of data, students and teachers are better informed on individual student performance and can better target instruction based on specific student needs.

- 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.

Factors that have contributed to low achievement involve the transition from primary to intermediate grades. Data indicates that students who did not make appropriate grade level gains in the primary grades were less likely to catch up in the intermediate and upper grades. The lack of differentiated and leveled instruction at the primary grades has hindered individual student development. Data has revealed those students who have been enrolled since the primary grades have significantly out performed students who have transferred from others schools at later stages in their k- 8 careers.

- 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?

Based on current trends and analysis, the district can support schools by specifically focusing on and aligning resources to target extended day support for early childhood and primary students. We have determined that in order to maintain an upward trajectory in student performance, instructional gaps at the primary level must be addressed. Extended day support will reinforce our instructional focus, resulting in the identification of student proficiency levels in order to increase academic skills.

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

The data had indicated that on the composite score, Otis has shown a 4.0% overall increase from the previous year. All grade levels, except 6th grade, made significant growth in math from 76.2 % to 84.3% from the previous year on ISAT. Grades 4 & 7 increased 10% in ISAT Science from the previous year. The 2009 Value-Added Analysis Tool data indicates an increase of 2.9 points in reading and 3.5 points in math.

- 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>

In the 2009 AYP report, Otis has met the benchmarks and has made AYP. The report indicates that the ISAT Composite Meets/Exceed scores reflect a 9% increase in reading and 10.3% increase in math from 2008 to 2009.

Strengths:

Our NLU partnership, in conjunction with a freed LLT, has dramatically improved the overall literacy curriculum/program. The implementation of an aligned reading assessment program and key instructional resources has improved collaboration amongst teachers at all grade levels. The World Language Magnet Cluster Program has been expanded to include Latin for grades 6th - 8th. The adoption and alignment of our math program has provided a uniform math curriculum aligned to the state standards. There has been a significant school wide emphasis on collaboration, coaching, professional development relevant to teacher needs, and accountability that has had a transformative effect on teacher practice.

Concerns:

Grades 5th through 8th either regressed or made little to no gains in reading. Freshman On-Track has dropped 13.7% from 76.7% to 63.0% from the previous year. There has been a drop of 1.5 % of students exceeding state standards in reading.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Our NLU partnership, in conjunction with a freed LLT, has dramatically improved the overall schools literacy curriculum/program. The implementation of an aligned reading assessment program and key instructional resources has improved collaboration amongst teachers at all grade levels. World Language Magnet Cluster Program has been expanded to include Latin for grades 6th - 8th. The adoption of Everyday Math and Math Thematics has provided a uniform math curriculum aligned to the state standards. Students Reporting Supportive Teachers and Staff has increased from 86% to 93%.

Concerns:

Collaboration between school and after school service providers can be improved to mirror the academic goals of the school. The attendance of students in grades 6th - 8th living outside the attendance area is lower than those living within the school boundaries. Students Reporting Academic Rigor has dropped from the previous year from 71% to 68%. In 2008-2009, there has been slight increase in the number of suspensions from the previous year.

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?

The instructional challenges and areas of focus involve the achievement gap from primary to intermediate grades. Our data indicates that students who did not make appropriate grade level gains in the primary grades, as measured through ISEL, Rigby, and teacher curricular based assessments, were less likely to catch up in the intermediate and upper grades. The continual emphasis on differentiated and leveled instruction has produced some positive results. However, evidence indicates that additional teacher coaching on small group instructional practices is critical and needs to continue.

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

The Leadership Team had identified the critical importance of ensuring that all primary students meet developmental and instructional benchmarks for continued success in the intermediate and upper grades. We understand that when students perform at or above grade level in the primary grades, their ability to successfully score at the Meets/Exceeds category on ISAT is dramatically increased in later grades. School wide efforts and emphasis will be placed in providing teachers with the necessary resources and training to identify specific student learning objectives and target instruction to meet the individual needs of students.

Strengths:

Parents Reporting Satisfaction with the School has dramatically improved from 55% in 2006-2007 to 94% in 2008-2009. An increase in active participation by parents has resulted in a safer and more supportive environment. We have continually increased enrollment of families living outside the attendance area. There have been significant

Concerns:

The school needs develop leadership teams to identify innovative ways to increase enrollment. The school will work towards increasing the rate of parent and community involvement at all levels.

beautification efforts and capital improvement projects resulting in an attractive, clean, and safe school campus environment. Our endeavor to establish a nurturing environment is focused on academic performance and a supportive community culture.

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 |
|----------------|---------------------------|---------------------------|-------------|-------|---|---|---|---|---|---|---|---|---|
| Writing | Other | McDougal Littel | | | | | | | | | | X | X |
| Other | Other | Avenues-ESL-HAmpton Brown | | | X | X | X | X | X | X | X | X | X |
| Reading | Houghton Mifflin Harcourt | | X | | | | | | | | | | |
| Reading | Prentice Hall (Pearson) | | | | | | | | | | X | X | X |
| Math | Everyday Math | | | | X | X | X | X | X | X | X | | |
| Science | Scott Foresman (Pearson) | | | | X | X | X | X | X | X | X | | |
| Science | Glencoe (McGraw-Hill) | | | | | | | | | | | X | X |
| Social Studies | Other | Scott Foresman- | | | X | X | X | X | X | X | X | | |
| Social Studies | Other | McDougal Littel | | | | | | | | | | X | X |
| Writing | Other | Stack the Deck | | | X | X | X | X | X | X | X | | |
| Math | Math Thematics | | | | | | | | | | | X | X |

| Partner Name | Partner Description | # of Students |
|----------------------------|--|---------------|
| National Louis University | CLIP | 440 |
| New Leaders For New School | School improvment/interim assessment/curriculum desing | 440 |

| Partner Name | Partner Description | # of Students |
|-----------------------------|---|---------------|
| Family Fouc | Community in Schools Partnership-Academic and Social Emotional Learning | 80 |
| West Town Leadership United | Community organiization-Tutiring and academic support | 30 |

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

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

Otis will continue to provide after school programs for all students. Teachers will take part in weekly grade level meetings overseen by the principal, assistant principal, and LLT. Otis will develop and provide targeted, ongoing, and differentiated professional development in order to meet the diverse needs of teachers and students. Otis will integrate the WLMCP within the classroom by planning and implementing cross curricular units. The school community will take part in bi-monthly faculty and committee meetings to monitor progress and continually address school goals and objectives. The use of current and relevant data will be utilized in order to routinely identify student ability levels and to inform and guide teachers' instructional goals.

- 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...).

Otis provides instruction to students with autism, visual impairments, and students with cross- categorical needs. Our program follows the LRE model, and all special education teachers work in collaboration with the general education teachers, and WLMCP teachers in implementing specific student accommodations in the general education program. All teachers meet weekly at grade level meetings to discuss student progress and to develop instructional modifications. Our professional development plan is centered on differentiated instruction and inclusive instructional practices. All students are included in any before or after school extended day support.


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

- Next Steps for Instruction:

A curriculum committee will be formed to develop and maintain a school wide leveled assessment literacy program . There will be continued professional development and support in aligning the reading and math in grades K-8 to the Illinois Learning Standards, Assessment Frameworks, and Benchmark Descriptors. Active participation in NLU CLIP Program and Area 6 curriculum will continue. Increased collaboration of WLCMP and general education teachers to promote integrated thematic learning across all content areas will be evident. The partnership with New Leaders for New Schools will continue in its development of school interim assessments for grades 3-8. There will be continued use of data analysis to target individual instructional needs for all students.

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:

Otis will continue active involvement of the school's leadership committee for shared decision making to identify curricular priorities and articulate a high quality professional development plan. We will continue our active involvement of the literacy committee for the continual implementation of the leveled assessment program, NLU CLIP, NLNS Interim Assessment Program, and the Area 6 writing curriculum. The literacy committee will continue to collaborate to assess school literacy needs. Teachers will continue to have access to school wide data to help guide and inform instructional decision using ISEL, SCANTRON, Benchmark Assessments, IMPACT CIM and Gradebook.

Five Fundamentals: Professional Capacity

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

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

The lack of differentiated and leveled instruction has hindered individual student development. Not having an aligned reading curriculum has been a significant factor for the lack of growth in literacy. In prior years, well-developed sources of data were not readily available. Instructional decisions were done based on teacher made assessments and grades. There was not a significant focus on aligning curricular goals to Illinois Learning Standards and Student Assessment Frameworks.

✓ **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...)

Our program follows the LRE model, and all special education teachers work in collaboration with the general education teachers in implementing specific student accommodations in the general education program. All teachers meet in weekly grade level meetings to discuss student progress and to develop instructional modification for all students. Our professional development plan is centered on differentiated instruction and all professional development sessions focus on the inclusion model of instruction.

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

- Next Steps for Professional Capacity:

Otis will continue to expand the leveled reading assessment program to include students from grades k-6. We will continue to develop and implement high quality professional development in the areas of literacy, mathematics, world language, ELL and special education. We will develop and strengthen common planning time to increase collaboration among all teachers with the hopes of increasing student achievement in all content areas. Teachers will work collaboratively to develop curricular maps identifying critical learning standards. Teachers will work to create common assessments aligned to key areas outlined in the curriculum maps. We will schedule vertical and horizontal planning time to promote curricular alignment.

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).

Otis teachers will continue to meet weekly at grade level meetings. Special Education teachers, VI teachers, WLMCP teachers, ELL teachers and teachers in the general education program will collaborate to focus on creating a responsive learning environment for all students. Teachers will collaborate to assess, analyze, and monitor student progress. Teachers will have access to, and therefore, follow the appropriate accommodations and modifications set forth in student's IEPs.
- Next Steps for Learning Climate:

Otis will continue to work for greater involvement of parents as volunteers to help support teachers in the classroom. Otis will expand resources and learning opportunities through community based workshops in the areas of best practices, child development and healthy living, and healthy choices. We will expand the available resources for the family volunteer room in the school and continue to develop and maintain outside partnerships. We will continue to seek community based partnerships for after school programs in order to meet social and emotional needs. We will expand cultural partnership to promote the WLMCP. We will continue supporting parents by providing GED classes.

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?

Each partner contributed positively to the academic and social/emotional aspects of our school community. The World Language Magnet Cluster Program will continue to sponsor cultural events that celebrate the diverse cultural heritage of our students and the world. The National Louis University CLIP partnership provided us with a freed LLT whose primary responsibility involved mentoring teachers, coaching, conducting professional development, developing and leading school literacy teams, aligning school curricular goals and assessments, and acting as a liaison between Otis and NLU.
- 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.

All notices to parents are sent in English and Spanish. Written notices about students' academic status are: ISAT Parent/Student Report, ACCESS parent report, ISEL Assessment Report, Rigby Leveled Assessment Report, Benchmark Assessment Report, SCANTRON Interim Assessment Report, quarterly report card grades, 5th, 15th, 25th, and 35th week progress reports, teacher assessment reports, IEP information, failure notices, general school

correspondence, My Voice /My School score card, and NCLB parent reports on Highly Qualified Teachers.

Next Steps for Family & Community Involvement:

There is a need for greater involvement of parents as volunteers. We need to acquire additional resources for the family volunteer room. We will continue to develop, maintain, and expand outside community partnerships. We will continue to seek community based partnerships for after school programs to meet social/emotional needs. We will continue to seek cultural partnerships to promote our WLMCP. We will continue to provide GED classes for parents.

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 | Otis will implement a balanced literacy approach by using ongoing leveled assessments to address individual student needs. Teachers will use the results of the leveled assessments for small group instructional planning. Increased collaboration between the literacy department, teachers, and administration will focus on analyzing data, identifying student needs, and implementing appropriate literacy strategies throughout the school year. | The ISAT meets/exceeds scores in reading will increase 3% each year. Students will increase 3% in the Exceeds category on ISAT to 11.9. The reading curriculum will be aligned to the ILS. Through vertical and horizontal planning, teachers will develop curriculum maps in reading to prioritize critical instructional objectives and goals. | Otis will use a combination of formal and informal assessments to track and adjust instruction using ISAT, ISEL, SCANTRON, Benchmark Assessments, Explore, ACCESS, and the District Wide Writing Assessment. The informal assessments used are the Rigby Leveled Assessments, Fountas and Pinnell Leveled Assessments, | |

| Category # | Category Type | Category Description | Indicators of Success/Key Performance Indicators | Monitoring Process | Priority |
|------------|------------------------|--|--|---|----------|
| | | | | NLNS Interim Assessments, and IMPACT Grade Book. All activities will take place during the regular school day and in the before and after school programs. | |
| 2 | Mathematics | Otis will improve mathematics achievement with the use of the Everyday Math and the MathThematics series in grades K-8. Teachers will adhere to the pacing guides to ensure completion of the entire math curriculum. Teachers will participate in the CMSI professional development throughout the school year. | ISAT composite scores will increase 2% each year in Math. Students will increase 2% in the Exceeds category on ISAT to 17.6%. The math curriculum will be aligned to the ILS. Through vertical and horizontal planning, teachers will adhere to the math pacing guides to meet instructional objectives and goals. | Otis Elementary will use a combination of formal and informal assessments to track and adjust instruction using ISAT, Benchmark Assessments, SCANTRON, and Explore. The informal assessments measures used are the NLNS Interim Assessments, and IMPACT Grade Book assessment measures. All activities will take place during the regular school day and in the before and after school programs. | |
| 3 | World Language/Culture | Students receive intensive linguistic instruction in Spanish, Italian, and Latin. Students gain knowledge and appreciation of many cultures through inquiry and project based learning. | 70% of student assessments will be in Spanish, Italian, and Latin and will reflect improvement in language development over the year. Students will actively participate in quarterly WL cultural events and projects. | Teachers in the WLMCP will be utilizing the STAMP test (Standards Based Measurement of Proficiency) program to monitor and evaluate individual student achievement. Based on assessment results, WLMCP teachers will modify instructional practice to address curricular needs on an ongoing basis. All activities will take place during the regular school day, as well as before | |



CPS SIPAAA Planning Report

24791 - James Otis School : 2010-2012 Year 2

| Category # | Category Type | Category Description | Indicators of Success/Key Performance Indicators | Monitoring Process | Priority |
|------------|---------------|----------------------|--|----------------------------|----------|
| | | | | and after school programs. | |

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.

- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

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

- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

| Other - related activities | | | | | | | | | | |
|----------------------------|----------------------------------|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|--|--------------|
| ISO | 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 | \$691,579.00 | \$687,790.12 | INCOMPLETE | 270320,448269, 423792,136065, 270321,423790, | |



CPS SIPAAA Planning Report

24791 - James Otis School : 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 | | | | | | |
| | | | | | | | | | 394922,277175, 423791,435996, 426381 | |
| N | Fund Clerk 2 position | Open clerk 2 position to support the main office and all related activities | X | | Principal | \$59,130.00 | \$48,998.49 | INCOMPLETE | 445230 | |
| N | Fund after school academic programs for students in 1-8 | Fund extended day teaching and esp positions for after school program in the areas of reading, writing, math, technology, and art. | X | | Principal | | | INCOMPLETE | | |
| N | Purchase instructional supplies for all content areas and all grade levels | | | X | Leadership Team | | | INCOMPLETE | | |
| N | Technology purchase in order to maintain our school wide technology based assessment programs. Software purchase in reading and math for students across all grade levels | | | X | Principal | | | INCOMPLETE | | |
| N | Match and Fund .05 Music Position | | X | | Principal | \$83,575.00 | \$82,848.03 | INCOMPLETE | 409769,444281 | |
| N | Parent Involvement/Parent Training | | | X | Principal | \$2,886.00 | \$2,886.00 | INCOMPLETE | | 24791.332.53405.390030.430128.2012_\$ 2,886.00 + 24791.332.53405.390030.430115.2012_\$ 1,608.34 |
| N | Open ESP | Open extended | X | | Principal | | | INPROGRESS | | |



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24791 - James Otis School : 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 | | | | | | |
| | Bucket Position | day bucket for ESP to cover exteded day pay for school wide planning and programming | | | | | | | | |
| N | Fund ESP position | Open ESP position to support school in school wide planning and programming | X | | Principal | \$54,288.00 | \$42,936.36 | INCOMPLETE | 444349 | |

| 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 | Fund .5 Reduce Class Size Position | | X | | Principal | | | INCOMPLETE | | |
| N | Continual professional development in the areas of leveled assessments and small group instruction | | | X | School Leadership Team | | | INCOMPLETE | | |
| N | Professional development in the areas of curriculum mapping, leveled assessments and PRC2 | | X | | Principal and LLT | | | INCOMPLETE | 448268 | |
| N | Ensure full implantation of materials and resources for the | | | X | Principal and LLT | | | INCOMPLETE | | |



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24791 - James Otis School : 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 | | | | | | |
| | leveled assessment program | | | | | | | | | |
| N | Work with community organizations to provide students with before and after school activities | | | X | Principal-Assistant Principal | | | INCOMPLETE | | |
| N | Create common vertical planning time for cross grade collaboration | | | X | School Leadership Team | | | INCOMPLETE | | |
| N | Continued professional development and support in aligning the reading and writing program to ISBE Learning Standards | | | X | School Leadership Team | | | INCOMPLETE | | |
| N | Open bucket position to fund a cadre substitute teacher | Open bucket position to fund a cadre substitute teacher to assist teachers in the classroom and provide targeted support students in the areas of literacy and math. | X | | Principal | | | INCOMPLETE | | |
| N | PM Sessions-Extended Day Bucket | After and before school PM sessions designed to analyze school data and to determine areas of school improvement | X | | Leadership Team | | | INCOMPLETE | | |



CPS SIPAAA Planning Report

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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 | | | | | | |
| N | Continue repair and service/repair contract with Active Copier | Copy machine repair contract | | X | Principal | | | INCOMPLETE | | |
| N | Supplemental student and teachers materials for our school's literacy department | | | X | Literacy Department Chair | | | INCOMPLETE | | |
| N | fund a school improvement consultant/retired teacher | The purpose is to support the literacy program and the LLT via coaching, mentoring, assessments, professional development, curriculum mapping, and overseeing school wide assessment program. | | X | Principal | \$24,500.00 | \$24,500.00 | INCOMPLETE | | 24791.225.54125.221235.000703.2012_\$24,500.00 |
| N | Summer program to develop a plan to align our k-8 literacy curriculum to ACT K-12 College Readiness Standards | | X | | School Leadership Team | | | INCOMPLETE | | |
| N | Continue to fund quota position | | X | | Principal | \$3,737,737.00 | \$3,657,908.30 | INCOMPLETE | 369666,271856,153367,164300,150661,250387,411171,271855,124365,444224,131143,124367,151606,422694,124378,406325,166074,345789, | |



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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 | | | | | | |
| | | | | | | | | | 133071,121644, 119273,124377, 168286,124318, 268385,161478, 138297,271854, 254448,124373, 124381,250355, 124382,387839, 250388,127368, 254449,124477, 155852,161478, 251130,159047, 422693,254447 | |
| N | Fund Two reduced class size primary and intermediate teaching positions | | X | | Principal | \$219,738.00 | \$262,035.87 | INCOMPLETE | 444406,427250, 425556 | 24791.332.51100.111050.430119.2012_\$ 3,167.52 |
| N | Fund LLT position | Position is designed to implement all aspect of our schools literacy program via coaching, planning, professional development, data analysis, student instructional interventions | 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 | Continued PD on Everyday Math | | | X | Teachers and Principal | | | INCOMPLETE | | |



CPS SIPAAA Planning Report

24791 - James Otis School : 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 | | | | | | |
| | and Math Thematic curriculum series | | | | | | | | | |
| N | Develop annual mathematics professional development plan for integrating Everyday Math and Math Thematic series | | | X | Teachers and School Leadership Teams | | | INCOMPLETE | | |
| N | After and before school extended day support for students in k-8 program in the areas of reading, math and writing | | X | | Principal | | | INCOMPLETE | | |

| 3 - World Language/Culture | | | | | | | | | | |
|----------------------------|--|---------------------|--------------------|--------------|------------------------------|--------------------------|-----------------------|-----------------|-----------------|--------------|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | Develop an interdisciplinary curriculum for the Spanish, Italian and Latin language levels | | | X | WLMCP Teachers and Principal | | | INCOMPLETE | | |
| N | Promote the cultural background by attending exhibits | | | X | Entire School Community | | | INCOMPLETE | | |
| N | Involve and educate parents about WLMCP through cultural | | | X | WLMCP and Principal | | | INCOMPLETE | | |



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24791 - James Otis School : 2010-2012 Year 2

| 3 - World Language/Culture | | | | | | | | | | |
|----------------------------|--|------------------------|---------------------|-----------------|------------------------------|--------------------------------|-----------------------------|--------------------|--------------------|--------------|
| 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 | | | | | | |
| | events | | | | | | | | | |
| N | Work with educational organizations to obtain additional resources | | | X | WLMCP teachers and 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 | Breakfast, lunch and after school nutrition programs | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.312.53210.256009.000000.2012_\$0.00 + 24791.312.53205.256009.000000.2012_\$0.00 |
| N | Custodial Contractual Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.54105.254008.000000.2012_\$0.00 + 24791.230.54105.254021.000000.2012_\$0.00 + 24791.230.54105.254011.000000.2012_\$0.00 + 24791.230.54105.254002.000000.2012_\$6,591.00 |
| N | Custodial Repairs | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.56105.254008.000000.2012_\$0.00 + 24791.230.56105.254002.000000.2012_\$40,375.00 |
| N | Custodial Supplies | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.53405.254008.000000.2012_\$0.00 + 24791.230.53405.254002.000000.2012_\$2,149.82 |
| N | Electricity Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.53115.254002.000000.2012_\$0.00 + 24791.230.53105.254002.000000.2012_\$0.00 |
| N | Gas Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.53125.254002.000000.2012_\$0.00 + |



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24791 - James Otis School : 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 | | | | | | |
| | | | | | | | | | | 24791.230.53120.254002.000000.2012_\$ 0.00 |
| N | Homeless Transportation | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | ITS Support Services | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.230.56105.266414.000000.2012_\$ 0.00 + 24791.230.53306.009573.000000.2012_\$ 0.00 + 24791.230.54125.266402.000000.2012_\$ 0.00 + 24791.230.54125.009574.000000.2012_\$ 0.00 + 24791.230.53306.266407.000000.2012_\$ 0.00 + 24791.230.54125.266410.000000.2012_\$ 0.00 + 24791.230.53306.254901.000000.2012_\$ 0.00 + 24791.230.54125.254901.000000.2012_\$ 0.00 + 24791.230.54125.266407.000000.2012_\$ 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 | | 24791.230.54405.254501.000000.2012_\$ 0.00 |
| N | Tech XL Network support funded by SGSA | | | X | Principal | | | INPROGRESS | | 24791.225.54105.266408.000703.2012_\$ 1,944.00 |
| N | SPED transportation | | | X | Principal | | | INPROGRESS | | 24791.115.54210.255004.376712.2012_\$ 0.00 |



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|---|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| N | 115 Furniture | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.55005.254403.000000.2012_\$ 2,640.00 |
| N | 115 Supplies | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.53405.119035.000000.2012_\$ 3,600.00 |
| N | 115 Textbooks | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.53305.119035.000000.2012_\$ 21,841.00 |
| N | Activities related to Education to Careers (ETC) | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Activities related to the Office of Academic Enhancement | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | After school activities (non-salary) | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | After school activities (positions) | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant | | X | | OMB Budget Analyst | \$62,334.00 | \$59,665.90 | INCOMPLETE | 410054 | |
| N | Child Parent Center Activities | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Citywide Tests-School Allocation | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.53305.223012.000000.2012_\$ 0.00 |
| N | Continue to fund ARRA (Fund | | X | | OMB Budget Analyst | | | INCOMPLETE | | |



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|--|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|---|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| | 331/430100) supplementary funded activities. | | | | | | | | | |
| 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 | Continue to fund ARRA (Fund 331/430103) parent involvement activities. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund ARRA (Fund 331/430118) turnaround funded activities. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Continue to fund Culture of Calm activities based on plan submitted. | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Custodian/Engineer | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Early Childhood State PreK position(s) | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Early Childhood-Child Parent Center position(s) | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Educational Equipment | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.55005.119035.000000.2012_\$5,314.00 + |



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|---|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|------------------------------------|---|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| | | | | | | | | | | 24791.115.56105.119035.000000.2012_\$891.00 |
| 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 | | | INCOMPLETE | | |
| N | Headstart Activities | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Internal Account book transfer activity | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Lunchroom position(s) | | X | | OMB Budget Analyst | \$154,781.00 | \$148,481.14 | INCOMPLETE | 167653,155213,167649,164785,148486 | |
| N | NCLB Title 1 - Neglected & Delinquent | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | NCLB Title I supplementary | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | PAVE supplies | | | X | OMB Budget | | | INCOMPLETE | | |



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



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|--|---------------------|--------------------|--------------|-----------------------|--------------------------|-----------------------|-----------------|-----------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| | Language Acquisition | | | | | | | | | |
| N | Position(s) funded out of school special income fund | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Principal travel reimbursement | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.115.54215.241013.000000.2012_\$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 | \$48,640.00 | \$47,312.59 | INCOMPLETE | 157453 | |
| N | Student IDs | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Supplies/materials for tuition based programs | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Leasing funded by NCLB | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Leasing funded by SGSA | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Network support funded by NCLB | | | X | OMB Budget Analyst | | | INCOMPLETE | | |
| N | Tech XL Network support funded | | | X | OMB Budget Analyst | | | INCOMPLETE | | |



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| CO Default - CO Default | | | | | | | | | | |
|-------------------------|---|------------------------|---------------------|-----------------|--------------------------|--------------------------------|-----------------------------|--------------------|--------------------|--|
| I S O | Activity Description | Support Description | PSB allocation for | | Person(s) Responsible | Original Budgeted Amount | Current Budget Amount | Activity Status | Position Number | Budget Lines |
| | | | Bucket/ Position | Non-Sal Line | | | | | | |
| | by SGSA | | | | | | | | | |
| 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 | | 24791.332.57940.119031.430106.2012_\$ 0.00 + 24791.225.57940.119020.000703.2012_\$ 1.00 + 24791.332.57940.390030.430115.2012_\$ 159.60 |
| N | guidance counselor position | | X | | OMB Budget Analyst | | | INCOMPLETE | | |
| N | unattached to SIPAAA(non-salary) | | | X | OMB Budget Analyst | | | INCOMPLETE | | 24791.331.57940.390030.430103.2012_\$ 0.40 + 24791.332.57940.390030.430115.2012_\$ 159.60 + 24791.332.53405.390030.430115.2012_\$ 1,608.34 |
| N | Facilities/Operations overtime during summer school | | X | | OMB Budget Analyst | | | INCOMPLETE | | |