



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
Friesema	Andrew	Lead/resource tchr.			
Laureano	Mariel	Principal			
Maldonado	Shirley	Lead/resource tchr.			
Montgomery	Andrea	Lead/resource tchr.			
Neris	Natalie	Classroom tchr.			
Olan	Lillian	Counselor/case mgr.			
Richard	Amber	Asst. Principal			
Schomer	Erica	Special ed. faculty			

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).

- ✔ **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. Emil DeJulio, CAO; Taina Velazquez-Drover, MSD; Lisa Jackson, Data Analyst; Ivette Gonzalez, Bilingual Coach; Catherine Burkhardt, Math/Science Coach and Data Coach

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.

Surveys were distributed to collect information around curriculum, enrichment programs and overall school expectations and standards.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	0	3		20	20	0	6

Summary of Meetings

Meeting Date	Meeting Type	Description
31-Mar-2010	Small group discussion	Discussion on sub-categories for collecting data/informatino.

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: 20
- Number of Student Survey Responses: 20
- 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:

At Dr. Jorge Prieto Math and Science Academy we will graduate young scholars who actively inquire and participate in a changing global society. Prieto Scholars will develop a greater appreciation and understanding of their community and environment. Life long learning skills will be enhanced by way of a concentrated Math and Science Curriculum combined with best practices in Literacy.

Vision Statement:

To offer students in PreK-8th a rigorous and nurturing academic environment by
 -Recruiting and retaining knowledgeable, passionate and highly prepared educators who possess a firm belief that all students can achieve academic excellence.
 -Collaborating with all stakeholders -Developing community partnerships to enhance instruction and learning -Providing extra curricular activities to impact student achievement -Cultivating critical thinkers and active problem solvers -Utilizing technology for inquiry based projects -Celebrating LEED certified status of school through focus on urban environmental issues

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:

Our 2008-2009 ISAT data reflects a composite score of 74 in Math.
Average students attendance of 96%.

Concerns:

Low overall performance in Reading with only 59% of students meeting/exceeding and only 39% of our LEP population meeting and exceeding.

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?

We currently use Basic Reading Inventory, fluency snapshots, DIBELS, Everyday Math SRAs, Benchmark and Scantron Assessments to make instructional decisions. This data helps us group students in the classroom as well as in intervention groups outside of the classroom.

- 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.

We provided students with interventions in a small group setting but they were being pulled out of their classroom and missing instruction. We will be implementing a before and after school intervention program and compare the data from the two models.

- 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?

Our immediate next steps are to continue using the data to differentiate instruction and design re-teach lessons. It will also guide our decisions for before and after school intervention groups. The district may provide monetary support to ensure we have the funds needed to run a successful intervention program.

- 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?

We are not able to determine any trends throughout the years as we are a new school.

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

We do not have AYP data as of yet.

Strengths:

N/A

Concerns:

Student Connection

Student Connection Strengths and Concerns

Strengths:

Current in house data reflects 85% of Prieto Scholars participating in an after school activity. We offered both academic and social opportunities for our scholars.

Concerns:

After school academic enrichment activities started late in the year, need to organize to get programs started in early October and offer a variety for all grade levels.

School Characteristics

Student Characteristics Strengths and Concerns

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

Our students arrived from various neighborhood schools with different levels of achievement and with little data following them. Starting the school year we knew very little if anything about our students, including our special education students with IEPs.

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

Initially we did not have data to know where to strategically place students.

Strengths:

Four national board certified teachers and one currently pursuing certification. We also have one Golden Apple Winner and teacher authors.

Concerns:

Increasing number of teachers with ESL endorsements to support our Second Language Learners through ATTACH grant at UIC.

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.

✔ **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).

Common planning time at grade level bands as well as vertical planning time. After school programs are geared toward students needed support in reading and math as well as enrichment activities for students excelling in academic areas. Small group intervention 3x a week for students in SBPS and performing 2> years below grade level.

- 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...).

Academic intervention groups meeting 3x/week. Differentiation of instruction using the balanced literacy approach and a guided Math approach. Teachers analyze data to determine reading level for students to address their needs during small group instruction in guided reading groups.

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

- Next Steps for Instruction:

Academic intervention groups will be hosted before and after school beginning the first week of October. Data will be compiled using a comprehensive excell spreadsheet to have all relevant data on one sheet. Coaches will take part in walking Reading and Math to provide instruction in smaller class setting.

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:

Teachers will take rotating turns attending leadership team meetings depending on topic being discussed and their area of expertise.

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?

There is common planning time scheduled at each grade level. There is also time set aside for vertical team planning where teachers share data on standards covered and mastered. There are data team meetings scheduled with leadership team where teachers develop next steps. Teachers participate in professional book club focused on instructional strategies.

✓ **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...)

Teachers set professional goals at the beginning of the year they are sent to professional development based on these goals. Teachers are then responsible for discerning that information to their team and the entire teaching staff when relevant. Teachers are also given leadership roles on various committees such as PBIS with the expectation of sharing data and information with the entire staff.

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

- Next Steps for Professional Capacity:

We will join the area PIL team to allow the opportunity of collaborating with colleagues beyond our school. We will also allow more time for teachers to visit each other's classrooms as well as video taping of lessons to use during professional development sessions.

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).

Students have the opportunity to interact with each other at different levels. Each grade level completes a year long inquiry project and both general education and special education classrooms have collaborated and worked together on the projects. We host monthly incentives for students to allow the opportunity for social integration. We have implemented PBIS to celebrate positive behaviors and provide support for students struggling with our rules and routines. There is common language across all grade levels and with all students in respect to expectations.

- Next Steps for Learning Climate:

Continue with PBIS. Implement a school wide focus, You and Your World, to promote our "green" status and expectations for environmentally friendly school.

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?

Parents were involved in events that helped connect home and school learning.

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

Parents receive district created progress reports. Teachers have created forms to document and share student progress with parents. Classroom newsletters go home weekly detailing concepts that will be covered during instruction. All communications are sent home in English and Spanish. We host curriculum nights to showcase

Next Steps for Family & Community Involvement:

Continue coffee talks, curriculum nights and library nights. Organize parent workshops to present them with strategies to use at home that support learning taking place at school.

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	Science	Maintain a strong, exploratory Science program that develops habits of mind and critical thinking skills. Adopt Office of Math and Science approved programs; FOSS, STC, and SEPUP. School-wide inquiry based project learning. Science endorsed teachers in upper grades and qualified Math and Science Coordinator.	-100% teacher participation in professional development for program implementation-Frequent informal assessments-Use of science journals at every grade level.-100% of teachers following school-specific CMSI scope and sequence.	-Frequent classroom walkthroughs and observations with checklist.-Teacher surveys -Data from various assessments and data wall for formal assessments.-Sign-in sheets and agendas from various professional development sessions. - Participation and completion of Science Fair Projects.	Yes
2	Mathematics	Develop and maintain a strong Math Curriculum that enriches student's critical thinking skills. Adopt Everyday Math Program for kindergarten through fifth grade, Connected Math for sixth through eighth, Algebra program for qualifying eighth grade students. Offer various after school math enrichment clubs and programs. Math endorsed teachers in upper grades, Algebra endorsed teacher, and qualified Math and Science Coordinator.	-100% teacher participation in professional development for program implementation-Grades 3-8 benchmark assessments-Frequent informal assessments-Student portfolios of math short and extended response. Frequent classroom visits with feedback.	-Sign-in sheets and agendas from various professional development sessions.-Data from benchmark/Scantron assessments and various teacher created assessments with data wall for formal assessments.-Teacher surveys.-Frequent walkthroughs and observations with checklist and follow-up conferences with teachers.	Yes
3	Literacy	Expand and maintain a strong literacy program that supports Reading and Writing, across the curriculum throughout all grade levels with implementation of Balanced Literacy approach and Writer's Workshop.	100% of teachers trained in implementing selected literacy program. Grades 3-8 Scantron assessment and BRIs. Kindergarten to 2nd grade DIBELS/IDEL. Frequent informal assessments.	Sign-in sheets and agendas from professional development sessions. Teacher surveys. Data walls for formal assessments . Frequent walkthroughs	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				and classroom observations with follow up conferences and feedback.	
4	Bilingual/Multicultural Ed	Provide students with a bilingual program that enhances their native language and appreciation for their culture as well as prepares them for success in a monolingual classroom.	-ACCESS test results. - ISAT results for students transitioned to monolingual classrooms as well as ELL students.	-Frequent classroom visits with checklist and follow-up feedback conversation. -Agenda topics for grade level meetings to reflect collaboration between monolingual and bilingual teachers.	
5	Technology	Provide students with a comprehensive technology program that will prepare them for success in 21st century Technology will be intergrated into all curricular areas.	- Result of students on teacher assigned projects.	-Frequent classroom walkthroughs and observations with checklist. -Teacher surveys for how technology is being utilized. - Quality of student projects, long and short term, utilizing technology and assessed with school created rubrics.	Yes
6	Learning Climate / Safety	School will develop a positive learning climate through implementation of PBIS/RTI. Scholars and families will be provided with after school hour options for learning opportunities through clubs, organizations such as PPC and family events.	- SWIS data - Attendance at after school activities.	- Student attendance rosters for after school activities. - Parent attendance at workshops and PPC events. -	
7	Family/Community Involve.	Develop a strong parent program by providing workshops for instructional practices and strategies to carry over to the home. We will continue with curriculum nights and coffee talks to build relationships with parents and staff.	- Data for students whose parents attend workshops.	- Sign in sheets to monitor attendance at workshops, coffee talks and curriculum nights.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
8	Special Education	Create opportunities for Special Education students to interact on a regular basis with their general education peers through field trips, year long inquiry projects. Host coffee talks specific to special education needs.	- Teacher collaboration logs. - Field trip logs - Walk throughs and observations. - 100% of teachers will participate in two inclusion workshops hosted by SPED team.	- Sign in sheets for coffee talks. - Parent surveys - Inquiry project update forms - Sign in from workshops.	
9	Enrichment Instruction	Develop before/after school programs that provide intervention for students performing below grade level as well enrichment activities such as special interest clubs for students achieving at or above standards.	- Data collection through frequent assessments to determine impact of intervention and special interest groups.	- Student attendance rosters - Student surveys - Observation of program to determine level of rigor	

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



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recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$972,872.00	\$1,137,419.57	INCOMPLETE	447807,447743, 394303,447741, 447809,394304, 394537,447652, 385919,394307, 447801,447685, 394539,447746, 447597,394301, 432798,385920, 394420,394306, 447811,447741, 394305,394525, 394302	
N	Office Clerk.		X		Principal	\$72,525.00	\$71,319.62	INCOMPLETE	370066	
N	Pre-K Nutrition			X	Principal/Pre-K Teacher			INCOMPLETE		
N	Pre-K Tranportation			X	Principal/Pre-K Teacher	\$600.00	\$600.00	INCOMPLETE		22581.332.54210.111048.430106.2012_\$ 0.00 + 22581.332.54210.111048.430119.2012_\$ 600.00
N	Pre-K Lending Library			X	Principal/Pre-K Teacher	\$800.00	\$800.00	INCOMPLETE		22581.332.53305.111048.430106.2012_\$ 0.00 + 22581.332.53305.111048.430119.2012_\$ 800.00
N	Pre-K Supplies			X	Principal/Pre-K Teacher	\$900.00	\$900.00	INCOMPLETE		22581.332.53405.111048.430106.2012_\$ 0.00 + 22581.332.53405.111048.430119.2012_\$ 900.00
N	Teacher, first grade. During.		X		Principal			INCOMPLETE		
N	Copier Contract.			X	Principal/Clerk			INCOMPLETE		



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7 - 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	PAC/BAC supplies			X	PAC/BAC President/Principal	\$3,212.00	\$3,212.00	INCOMPLETE		22581.332.53405.390030.430115.2012_\$133.51 + 22581.332.53405.390030.430128.2012_\$3,212.00
N	PAC/BAC Guest Speaker			X	PAC/BAC President	\$2,000.00	\$2,000.00	INCOMPLETE		22581.332.54105.390030.430128.2012_\$2,000.00 + 22581.332.54105.390030.430115.2012_\$800.00
N	Parent Trips: transportation, registration fees			X	PAC/BAC President	\$500.00	\$500.00	INCOMPLETE		22581.332.54505.390030.430115.2012_\$300.00 + 22581.332.54505.390030.430128.2012_\$500.00
N	Subscription for parent magazines, books for parent center.			X	BAC/PAC Coordinator			INCOMPLETE		
N	Homeless Education.			X	Clerk	\$1,000.00	\$1,000.00	INCOMPLETE		22581.332.53405.111069.430119.2012_\$1,000.00 + 22581.332.53405.111069.430106.2012_\$0.00
N	Urban Initiatives. Before/After.			X	Principal/AP/PE Teacher	\$3,000.00	\$3,000.00	INCOMPLETE		22581.332.54105.213011.430119.2012_\$3,000.00 + 22581.332.54105.213011.430106.2012_\$0.00
N	Family nights.			X	Literacy coach/Principal/Teachers			INCOMPLETE		
N	Coffee Talks.			X	Principal/Classroom Teachers			INCOMPLETE		
N	Parent Center.			X	Principal/PAC	\$1,009.00	\$1,009.00	INCOMPLETE		22581.332.55005.390030.430128.2012_\$1,009.00 + 22581.332.55005.390030.430115.2012_\$0.00
N	ESL/Computer Classes.			X	BAC/PAC coordinator			INCOMPLETE		



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5 - Technology

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

3 - 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	Seminar fees, memberships, subscriptions			X	BLT/LT	\$1,154.00	\$1,154.00	INCOMPLETE		22581.332.54505.119015.430119.2012_\$1,154.00 + 22581.332.54505.119015.430106.2012_\$0.00
N	ILT extended day. After		X		Principal/Clerk			INCOMPLETE		
N	Area-wide PD, substitute coverate. During		X		Principal/Clerk			INCOMPLETE	447201	
N	Extended day for Area -wide strategic initiatives		X		Principal/Clerk			INCOMPLETE	447155	
N	Professional Book Club.			X	Principal/Reading coach			INCOMPLETE		
N	Sub for peer observations and literacy PD. During.		X		Principal/Reading Coach			INCOMPLETE		
N	Consultant to support literacy in the classroom.			X	Principal/Clerk			INCOMPLETE		
N	Teacher to support literacy in all content areas. During		X		Principal			INCOMPLETE		
N	Literacy Coach.		X		Principal/AP	\$99,907.00	\$95,272.78	INCOMPLETE	447937	



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3 - 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						
	During									
N	Interventions, extended day for teachers. Before/After.		X		Principal/AP/Lit Coach.			INCOMPLETE	447645	
N	Lesson study sub		X		LT/MS/Principa l			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	Intervention, extended day. Before/After.		X		Principal/AP/ Math Coach			INCOMPLETE	447647	
N	Refurbish EDM materials.			X	AP/Math Coach			INCOMPLETE		
N	Extended Day Pay for Algebra Teacher. Before.		X		Principal/AP			INCOMPLETE	447205	
N	Math/Science Coordinator. During.		X		Principal/AP	\$88,170.00	\$98,240.53	INCOMPLETE	447979	
N	Professional Development. During/Before/After.		X		Principal/AP/M& S Coordinator			INCOMPLETE		
N	Lesson study registration fee			X	MSC/Principal	\$1,800.00	\$1,800.00	INCOMPLETE		22581.332.54505.119016.430119.2012_\$1,800.00 + 22581.332.54505.119016.430106.2012_\$0.00



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1 - 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	Environmental projects from grant. During/before/after.			X	AP/Principal/Engineer			INCOMPLETE		
N	Refurbish materials.			X	AP/Science Coach			INCOMPLETE		
N	After school Science Club. After		X		Principal/Math and Science Coordinator			INCOMPLETE		
N	Field Trips . During			X	Classroom Teachers/Clerk	\$9,000.00	\$9,000.00	INCOMPLETE		22581.332.54210.119017.430119.2012_\$9,000.00 + 22581.332.54210.119017.430106.2012_\$0.00
N	Inquiry project PD, summer.		X		Principal/AP			INCOMPLETE		
N	Inquiry project. During/Before/After			X	Math Science Coordinator/Classroom teachers			INCOMPLETE		

4 - Bilingual/Multicultural Ed										
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	Bilingual interventionist. During		X		BLT/Principal			INCOMPLETE		
N	Bilingual Kindergarten teacher. During.		X		Principal.			INCOMPLETE		
N	Bilingual second grade teacher.		X		Principal/AP	\$159,502.00	\$172,388.03	INCOMPLETE	450135,447905, 447596	



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4 - Bilingual/Multicultural Ed										
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						
	During.									
N	Bilingual third grade teacher. During.		X		Principal/AP	\$189,368.00	\$197,816.28	INCOMPLETE	447900,423066	
N	Fourth grade bilingual teacher. During.		X		Principal/AP	\$91,740.00	\$90,653.75	INCOMPLETE	447899	
N	First grade bilingual teacher. During.		X			\$180,537.00	\$180,098.27	INCOMPLETE	402953,444679	
N	Fifth grade bilingual teacher. During.		X		Principal/AP	\$94,805.00	\$84,377.29	INCOMPLETE	447898	
N	Sixth grade bilingual teachers. During.		X		Principal/AP			INCOMPLETE		
N	Increase number of spanish books in classroom libraries.			X	BLT/Principal			INCOMPLETE		

8 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	IEP sub coverage. During.		X		Principal/Clerk			INCOMPLETE	447261	
N	ESP extended day for bus routes when sub needed. Before/After.		X		AP/Clerk			INCOMPLETE		
N	Bus aide for		X		Principal/AP	\$92,180.00	\$100,030.42	INCOMPLETE	424553,424554,	



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8 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	cluster program. Before/After								424552,447655, 424555	
N	Classroom Assistant.		X		Principal	\$96,950.00	\$94,492.71	INCOMPLETE	430980,370146	
N	Cluster Program Teacher.		X		Principal.	\$204,803.00	\$203,426.98	INCOMPLETE	371226,371286	
N	Resource/inclusion teacher.		X		Principal.	\$152,219.00	\$175,922.50	INCOMPLETE	435814,371287	
N	Counselor/Case Manager.		X		Principal.	\$116,979.00	\$116,365.55	INCOMPLETE	370166	
N	Inclusion PD. Before/After.		X		Principal/AP			INCOMPLETE		
N	Special Olympics Bus for opening ceremony. During.			X	Cluster Program Teacher			INCOMPLETE		
N	Special Education Coffee Talks.			X	Principal/Special Education Teachers/Case Manager			INCOMPLETE		
N	Special Education Club Opportunities. Every other Friday. During.			X	Special Education Teachers			INCOMPLETE		

9 - Enrichment Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Writing, Upper		X		Principal/Lit			INCOMPLETE		



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9 - Enrichment Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	grades extended day. After				Coach					
N	Supplies to support instruction.			X	Principal/AP/Clerk	\$17.70	\$17.70	INCOMPLETE		22581.225.53405.119060.000703.2012_\$18.00
N	Extracurricular activities.		X		Club Sponsors/Principal			INCOMPLETE		
N	Art teacher. During.		X		Principal/AP	\$90,723.00	\$89,024.92	INCOMPLETE	447983	
N	Physical Education Teacher. During.		X		Principal/AP	\$75,924.00	\$75,160.06	INCOMPLETE	447984	
N	Library teacher. During.		X		Principal/AP	\$83,068.00	\$82,329.46	INCOMPLETE	447980	
N	Urban Initiatives. Before/After.			X	AP/Physical Education Teacher.			INCOMPLETE		
N	Substitute for CSO workshops. During.		X		Clerk/CSO teachers			INCOMPLETE	447210	

6 - 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	Counselor. During		X		Principal/AP			INCOMPLETE		
N	Administrative team.		X		Principal.	\$282,990.00	\$281,922.76	INCOMPLETE	371208,372750	



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6 - 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	Kindergarten teacher.		X		Principal.	\$125,619.00	\$136,577.34	INCOMPLETE	370947,447908	
N	Security for EC activities. before/after		X		Principal/Clerk			INCOMPLETE		
N	PBIS.			X	PBIS Team/Principal			INCOMPLETE		
N	Second grade teacher, general primary. During.		X		Principal/AP			INCOMPLETE		
N	Third grade teacher, general primary. During.			X	Principal/AP			INCOMPLETE		
N	MGS teachers. During.		X			\$1,000,072.00	\$1,024,530.96	INCOMPLETE	447940,447912, 447938,422907, 447941,447916, 447939,447914, 422906,447915	
N	Reduced Class Size. During.		X		Principal/AP	\$487,081.00	\$481,775.65	INCOMPLETE	422915,447334, 447335,427582, 427520,447337	
N	General primary. During.		X		Principal/AP	\$538,826.00	\$539,279.22	INCOMPLETE	447327,447330, 447831,447833, 447346,447903	
N	General primary. During.		X		Principal/AP			INCOMPLETE		
N	General primary. During.		X		Principal/AP			INCOMPLETE		
N	MGS reduced class size. During.		X		Principal/AP			INCOMPLETE		
N	Teacher assistant to support Math and Literacy.		X		Principal/AP			INCOMPLETE		
N	G 3-8		X		Principal/AP	\$205,173.00	\$217,877.33	INCOMPLETE	447834,447836	



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6 - 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						
	Inter/Upper. During.									

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		22581.225.54105.266408.000703.2012_\$ 5,112.00
N	SPED transportation			X	Principal			INPROGRESS		22581.115.54210.255004.376712.2012_\$ 0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		22581.312.53205.256009.000000.2012_\$ 0.00 + 22581.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		22581.230.54105.254021.000000.2012_\$ 0.00 + 22581.230.54105.254022.000000.2012_\$ 0.00 + 22581.230.54105.254020.000000.2012_\$ 5,000.00 + 22581.230.54105.254002.000000.2012_\$ 3,452.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		22581.230.56105.254002.000000.2012_\$ 35,932.40
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		22581.230.53405.254002.000000.2012_\$ 7,698.08
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		22581.230.54125.266410.000000.2012_\$0.00 + 22581.230.54125.254901.000000.2012_\$0.00 + 22581.230.54125.009574.000000.2012_\$0.00 + 22581.230.53306.254901.000000.2012_\$0.00 + 22581.230.54125.266402.000000.2012_\$0.00 + 22581.230.56105.266414.000000.2012_\$0.00 + 22581.230.53306.009573.000000.2012_\$0.00 + 22581.230.53306.266407.000000.2012_\$0.00 + 22581.230.54125.266407.000000.2012_\$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		22581.230.54405.254501.000000.2012_\$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		22581.115.55005.254403.000000.2012_\$5,599.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		22581.115.53405.119035.000000.2012_\$7,578.76
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		22581.115.53305.119035.000000.2012_\$43,579.27
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		22581.332.54505.125007.430116.2012_\$1,195.00 + 22581.332.53405.125007.430125.2012_\$292.50
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	\$46,635.00	\$40,455.52	INCOMPLETE	409964	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		22581.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to fund ARRA (Fund 331/430101) 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		22581.115.55005.119035.000000.2012_\$11,270.00 + 22581.115.56105.119035.000000.2012_\$1,891.00
N	FY11 carryover of various grant			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						
	funds									
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	\$185,164.00	\$175,578.01	INCOMPLETE	375828,375826,391255,375829,375827,375825	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent			X	OMB Budget			INCOMPLETE		



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



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded out of school special income fund				Analyst					
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		22581.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$98,409.00	\$95,991.38	INCOMPLETE	356125,356122	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Technology									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		22581.332.57940.119031.430106.2012_\$0.00 + 22581.225.57940.119020.000703.2012_\$0.00 + 22581.332.57940.390030.430115.2012_\$296.80
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		22581.332.54505.390030.430115.2012_\$300.00 + 22581.331.53405.390030.430103.2012_\$25.90 + 22581.332.53305.222208.430116.2012_\$1,900.00 + 22581.332.53405.390030.430115.2012_\$133.51 + 22581.332.57940.390030.430115.2012_\$296.80 + 22581.331.55005.390030.430103.2012_\$812.46 + 22581.332.54105.390030.430115.2012_\$800.00