



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
Khelghati	Andalib	Asst. Principal	X		
Bryant	Tinger	Classroom tchr.			
Campbell	Charlene	LSC member			
Casaday	Dawn	Classroom tchr.			
Centeno	Brenda	Classroom tchr.			
Coleman	Michael	Counselor/case mgr.			
Davis	Demetriece	LSC member			
Hicks	Monicqua	Special ed. faculty			
Johnson	Michael T.	Principal			
Lameka	Melissa	Lead/resource tchr.			
Simmons	Susan	Classroom tchr.			
Tutson	Anita	Lead/resource tchr.			
Tutson	Anita	Lead/resource tchr.			
Zaper	Kathleen	Classroom tchr.			

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. "Chief Area Officers (CAO) Directed oversight over the local school's budgetary and curricular decisions, to strengthen or replace the instructional materials, practices and supports available to the school." 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)

Expeditionary Learning Coaches and Professional Development Supports including:
Carrie Fischer
Corey Scholes
Deb Otto

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

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	8	23	4				

Summary of Meetings



Meeting Date	Meeting Type	Description
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Five Fundamentals Surveys

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

- Number of Family Survey Responses:
- Number of Student Survey Responses:
- Number of Teacher Survey Responses:
- Number of Staff Survey Responses:

Mission/Vision

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

Mission Statement:


Reavis will provide a rigorous high quality education that utilizes integrated units of study to enhance content area instruction. Cooperative learning and hands on instruction will guide the development of critical thinking and problem solving skills. Students will be supported with social, academic, health, and technological resources to address the range of needs present in our community.

Vision Statement:

Reavis will become a respectful community that is academically, socially, and technologically enriched and centered on the unique talents and abilities of all children. Students will graduate as confident life long learners who are civic minded and well rounded. To increase by 25% annually the number of students gaining access to Selective enrollments high schools by improving teaching and learning.

Student Outcomes

Student Outcomes Strengths and Concerns

-  **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your

findings in the boxes accompanying each category of data.

✔ **TIP** The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Concerns:

Strengths:

Over the last three there has been an increase in student performance in reading and mathematics. The combination of increasing expectations, a more coherent curriculum and improved instruction have led to an increase in student performance on state standardized test scores with the highest grade of students receiving a a combined score of 70.3%.

Our Freshmen on track scores have fluctuated over the last two years while sill increasing 11% in three years. There is still concern about students being prepared to enter high schools and succeed independently.

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?

With the assistance of the Expeditionary Learning School Designers over the last two years Reavis teachers are beginning to develop school level assessments that correlate to everyday instructional practices that are aligned to state standards and goals to help guide their instructional decisions. In grades 3-8 we are utilizing the quarterly scantron benchmark assessment tool as a way to help our teachers begin to make data driven instructional decisions. Teachers in grades K-2 have administered the STEP assessment tool to identify student literacy needs. Teachers are becoming more adept at delivering instruction to their students utilizing learning expeditions as a means to meeting their students at their level of academic need. Teachers are also learning how to provide differentiated instructional supports for their students. They are also developing the skills to assist students to begin focusing on critical thinking and solving multi-step problems.

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

Internal Supports: We have not done an effective job to analyze the data in a timely and ongoing manner. We need to analyze the student assessment data every 3-5 weeks in order to determine how students are responding to the instructional program. We then need to create a proactive response to support students in those areas where they are not meeting levels of mastery. These strategies could include re-teaching, enrichment activities, individualized tutoring and supports and curricular enhancements. We also need engage students and their parents in the data, providing regular reports so that they can have targets to work towards.

One of our greatest concerns is that the early literacy program is not providing a high level of instruction to support our students' needs. This is evidenced by the lack of growth shown on recent STEP scores, where a significant number of students are testing a year to two years behind where they should be.

Our students struggle in the following subtest areas. These are reading comprehension, reading strategies, and vocabulary development.

A major area of great concern in mathematics is measurement and data analysis. In both areas the students are under 44%.

Students scored very poorly on science subtests. A review of the data shows that this is a decreasing trend where student scores have worsened. This is due to a number of factors, the most significant being that science instruction is not occurring at a meaningful level. Prior to last year the school had not articulated a science education scope and sequence for instruction.

- 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?

As of 2009 4.7% of our students who tested on the ISAT in both reading and math are exceeding. This correlates to 11 out of 228 students at Reavis as being academically on track. While our overall Freshman on track scores have increased by 11% since 2006, we are exceeding ISAT testing standards, only 2.3% of our boys are exceeding on the same test.

District Support: To continue the support from the CAO and area faculty who has provided us with individualized school data, instructional supports and tools that will help us to build our students capacity to become more successful.

Internal Supports: We need to analyze the student assessment data regularly (every 3-5 weeks) in order to determine how students are responding to the instructional program. We then need to create a proactive response to support students in those areas where they are not meeting levels of mastery. These strategies should include re-teaching, enrichment activities, individualized tutoring, small group supports, and extracurricular enhancements. We also need to begin progress monitoring every 3-5 five weeks to see if our efforts have helped our students to improve.

One of our greatest challengess is that our literacy program is not providing a high level of strategic instruction to support our students' academic needs. This is evidenced by the lack of growth demonstrated on recent STEP and Scantron assessment scores where a significant number of our students are testing a year to two years behind where they should be. This is especailly troubling in our primary classrooms.

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District Support: To cont

- 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?

As of 2009 4.7% of our students who tested on the ISAT in both reading and math are exceeding. This correlates to 11 out of 228 students at Reavis as being academically on track.

In reading we have made gains over the last three years. However, we do note that the scores have fluctuated from year to year in a number of grade levels. This has been due to inconsistent instruction and teaching personnel. There is a similar trend in our mathematics program where we have seen fluctuating scores. We have been concerned about the curriculum and its delivery.

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While our overall freshmen on track scores have increased by 11% since 2006, we are concerned at how those scores have fluctuated.

One of our greatest concerns is that the early literacy program is not providing a high level of instructional processes to support our students' needs. This evidenced by the lack of growth shown on recent STEP scores, where a significant number of students are testing a year to two years behind where they should be. We believe this may be impacting our third promotion scores. There has been a 20% decrease in the number of students being promoted from third grade. We have seen 100% of our eighth graders promoted in the same period.

- 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>

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In Mathematics we were 5.7 percentile points below our 62.2 % target for AYP for our African American students. We have been concerned about the fluctuating scores for our grades K-8 and begun to address the curricular concerns involved. Previously our school had utilized a spiraling curriculum, which we felt did not help us with differentiation and student mastery. As result we have obtained a new research based curriculum to remedy these challenges.

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Strengths:

We use a variety of assessment data that the Chicago public schools provide including: ISAT, Freshmen on Track, Benchmarks Assessment, STEP assessment, and Scantron.

In terms of students meeting and exceeding NCLB standards there was an overall 24% gain on the ISAT from 2004 to 2009 (27.0%---51.4%)

Our readings scores have increased from 46.4% to 55.3%, a 9% increase from 2007 to 2009.

Our Freshmen on track (FOT) shows that overall from 2006 to 2009 our scores have grown by 11% from 45% to 56%. Furthermore our FOT for males have increased by 22% since 2006 to 2009.

The number of female students exceeding has increased from 1.9% in 2004 to 5.9% in 2009.

In 2009 every Reavis student participated in one expedition where they engaged in a long term authentic integrated projects that were rooted in a compelling topic. This year that work has continued where students will engage in two expeditions this year. Next year every student will be engaged in three expeditions spanning the entire school year.

Concerns:

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We see an increase in the reading scores from 46.4

Student Connection

Student Connection Strengths and Concerns

Strengths:

Reavis has implemented a school based quarterly benchmark assessment to track student progress in mathematics and literacy as it relates to ISAT goals. As a result teachers are noting trends and learning how to develop strategies to address instructional needs that arise with their students. All Kindergarten through 3rd Grade classes use progress monitoring (STEP assessments) to direct and assist with instruction. Furthermore, it has provided teachers with more understanding about student literacy needs as it relates to phonemic awareness, fluency, comprehension etc. All teachers are beginning to utilize elements of the Writing Workshop to support writing instruction within the classrooms.

Concerns:

Given the significantly lower rates of academic success by boys at Reavis we are concerned that our school community is not providing an environment that engages them in the schooling process. As a school community we recognize that we are still learning how to best work and provide students with effective boundaries and expectations. The Reavis Way uses a number of tools to encourage students to be respectful, responsible and safe has only been partially implemented. There are still high levels of acting out behaviors where students cross physical and verbal boundaries with each other and adults.

There is need for more faculty professional development to address this issue. In the very near future the entire faculty will take part in a professional development designed for understanding where our students are currently functioning behaviorally and how to address this situation. We need develop our faculty's cultural competence as it relates to working with, and understanding our students and their families. This has resulted in many students not feeling safe and understood, especially as it relates to when conflict and challenges arise.

A number of students who receive a variety of social/emotional services continue to have high incidents of acting out behaviors in school. Lack of full engagement by some faculty in creating and implementing celebratory events such as town hall meetings, morning meetings and school celebrations has impeded the full development of a socially enriched school community. There is a need for more creative approaches to challenge students academically and socially as well as to provide them with higher levels of enrichment in order to create confident life long learners. Students in K-2 only receive approximately 2 gym classes per week and do not have an opportunity to learn social and physical skills in a recess type setting.

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?

Reavis has embraced a multi-age approach to delivering differentiated instruction to our students. It has been challenging for the faculty to fully adjust to this model of teaching and we are addressing this by providing the faculty with individualized professional developmental support. We have also had a number of teachers move on during the year, which has been disruptive for the students due to the inconsistent instruction that they have received. We have worked to develop our faculty's commitment to students and the community by improving the support structures for teachers including our instructional leadership team.

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

The impact of the faculty's developing understanding about differentiation affects students' academic experiences. The more the faculty is able to address the individual needs of students, the higher the engagement and success those students will have. We recognize that we have had a higher faculty turnover rate but believe this is stabilizing in order insure great success for students. This will also support deeper family connections within the school.

Strengths:

A majority of Reavis teachers are highly qualified under NCLB. The teachers are highly committed to their students. They participate in after school activities and presentations of student's academic work to their parents.

Reavis has weekly community meetings which we feel has created a sense of community and support structure for our students.

The school has a number of full-time parent volunteers who commit their time to support classroom instruction.

Reavis has brought numerous extra programs to support our students (City Year, Elev8, Near North), including a full service school based health center. The health center provides mental health and medical services.

Concerns:

Despite numerous family event nights and parent programming, parental involvement is still a challenge. We believe that our lack of parental involvement is creating a lack of academic and social supports for our students.

Reavis has a high mobility rate (24.0%) which creates a lack of stability for our students. This instability may result in lower academic performance and increased behavior challenges.

Safety in the community is a concern for our students. Many students have reported not feeling safe in the park across the street from the school.

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).

- Targeted tutoring programs run before and after school.
- SES afterschool programming.
- Extended day programming for middle school students and their siblings in primary and intermediate grades
- City Year Starfish program providing academic and social emotional support to intermediate grades
- Professional development on differentiation.
- Cool Classics for K-2 students.
- Professional learning community that focuses on lesson design and differentiation.

- 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...).

- Teacher co-plan lessons by grade level clusters with special education teachers to provide differentiated instruction for all students.

- We use integrated project based learning to engage students' multiple intelligences.

- We use looping and a multi age setting to provide students with an effective differentiated instructional program

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

- **Next Steps for Instruction:**

- We need a more rigorous and remedial intervention for students in reading such as the Read 180 program for Intermediate and Middle School students and the Fountas and Pinnell Leveled Literacy Intervention System for Primary students.
- We need to incorporate more coherent reading strategies into the learning expeditions in K-8th.
- We need to use assessment data more effectively to plan out how to intervene for those students in their academic program.
- We also need to progress monitor to determine if our students are progressing.
- We need a clearer articulation of academic goals in order to plan more coherent expeditions in all subjects.

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:

- The administration/coaching support and instructional leadership teams need to do a deeper dive into assessment data and begin to utilize that information to guide, coach and support teachers more effectively.
- We need to establish an instructional leadership team. This team will focus on teaching and learning.
- The administration also needs to establish appropriate supports to minimize actions that impede their ability to consistently be in classrooms and supporting teachers.

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?

- We have seen a decrease in teacher absenteeism which contributed to students opportunity to have a consistent instructional program.
- Although there was a dip in our parents satisfaction with the school from 78% to 74%, we have seen a 34% increase in two years.
- We have also seen over the last two years a substantial decrease in the student mobility rate from 34.4% to 24.0%. These factors have impacted our students sense of stability around their academic program.

- ✓ **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...)
 - We will more clearly articulate how our professional development program on differentiation impacts students with special needs.

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

- Next Steps for Professional Capacity:

- Establish an instructional leadership team
- Provide teachers with summer pd program on Writing and Learning Expeditions.
- Maintain our partnership with Expeditionary Learning Schools.
- Improve our professional learning community structures including the inquiry team and critical friends. group by including teachers in the planning and execution of this structure.

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).
 - We will continue our weekly whole school community meetings that celebrate both academic and social successes.
 - We will insure that teachers implement daily morning meetings that build community with all students.
 - The entire schools faculty and staff will participate in profesional ongoing professional development on how to engage students from our community in a culturally relevant manner.
- Next Steps for Learning Climate:
 - We will continue our community meetings that celebrate both academic and social successes.
 - We will insure that morning meetings are held that include all students, both those with special needs and general educations students.
 - The entire schools faculty and staff will participate in profesional devleopment on how to engage students from our community in a culturally relevant manner.

Five Fundamentals: Family & Involvement

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

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

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

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

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

The SMART goals this year of increasing the number of students completing projects and increasing the number of students exceeding on the ISAT test in reading and mathematics led the decision to develop various evening parent initiatives centered around the celebration of our academic success through our expeditions. Families were invited to learn how to help support their children in a number of cross curricular subjects in our expeditions. At these monthly parent events small and large group workshops were held that helped parents understand how to better support their students.
- 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.

Teachers are expected to communicate with parents on a monthly basis. Parents receive quarterly failure notification reports that explain the area of weakness and what strategies are being utilized to support the students. The school also implemented student-led conferences which are mainly led by

the student to discuss areas of strength and areas for concern. The school will continue to improve and implement student-led conferences.

Next Steps for Family & Community Involvement:

Parents participation at Student Led Conferences-Report card pick up, will increase to 95%. Students will receive ongoing tutoring supports in literacy and mathematics from parent and community volunteers. Teachers will report high levels of parent engagement in their students academic program.

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	Meet NCLB school performance targets in literacy of 75%. Increase overall performance for all students including African American male and female students.	Achievement of performance targets in literacy with an annual gain of at least 10% in Isat reading scores.	Use district wide and school based assesment tools ie: Scantron, STEP, and other classroom based formative assessment tools.	Yes
2	Mathematics	Meet NCLB performance targets in mathematics of 75% for African American students.	Achievement of performance targets in mathematics with an annual gain of at least 10% in ISAT mathematic scores.	Use district wide and school based assesment tools ie: Scantron, curriculum based assessment tools.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Learning Climate / Safety	Staff and community will work together with students to create an academically engaging, safe and positive school environment for all, including African American students.	Three high quality expeditionary learning products created by students for three expeditions. Student's average daily attendance rate to 96% Decrease in student suspensions by 30%.	Students led conferences in November and April. Daily attendance monitoring. Dashboard suspension data.	Yes
4	Family/Community Involve.	Increase parent engagement and support in their children's academic program so that they are better able to understand what their children are learning and know how to advocate for them.	Parents participation at Student Led Conferences-Report card pick up, will increase to 95%. Students will receive daily tutoring supports in literacy and mathematics from parent and community volunteers. TEachers will report high levels of parent engagment in their students academic program.	Use parent, student and teacher surveys. Track parent participation at Student led conferences.	Yes
5	Core Classroom Instruction	Provide instruction to students in grades K-8	Student peformance on standardized tests	ISAT, ongoing assessments, and evaluation.	
6	Science	Increase our science scores 10% annually.	Integration of science standards into school expetions. Evidence of inquiry based science activities in expeditions plans. Increased science scores on the ISAT test.	Administer a fall and winter science assessment.	

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

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

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

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$367,836.00	\$369,018.35	INCOMPLETE	229133,229133, 256162,256162, 430586,142746, 435735,445100	
N	School Leadership		X			\$326,594.00	\$319,570.07	INCOMPLETE	143606,117024	
N	Quota School Elementary Clerk		X			\$66,732.00	\$65,525.97	INCOMPLETE	164723	
N	Final payment towards Konica Minolta copier lease agreement.			X	Administration			INCOMPLETE		
N	Provide funding for Homeless Students			X	Administration			INCOMPLETE		
N	Fund Tech XL			X	Administration			INCOMPLETE		
N	To pay Premiim Financial Services			X	Administration	\$7,500.00	\$7,500.00	INCOMPLETE		25091.225.54105.241017.000703.2012_\$7,500.00
N	Quota Building Engineer		X		Administration	\$102,110.00	\$101,194.00	INCOMPLETE	168302	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide Elev8 ESP extended day bucket		X		Administration			INCOMPLETE		
N	Positions related to Elev8 program		X					INCOMPLETE		
N	Non-salary activities related to Elev8 program			X				INCOMPLETE		

4 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Parent Training to support student academic success.			X	Administration	\$1,379.00	\$1,379.00	INCOMPLETE		25091.332.54505.390030.430128.2012_\$500.00 + 25091.332.53205.390030.430128.2012_\$254.00 + 25091.332.54505.390030.430115.2012_\$0.00 + 25091.332.54205.390030.430115.2012_\$928.00 + 25091.332.53205.390030.430115.2012_\$0.00 + 25091.332.54205.390030.430128.2012_\$625.00
N	Hire parent to support attendance and organization of parent programming.	This will support our student attendance and family engagement as they are crucial to student success.	X		Administration	\$24,875.00	\$23,669.26	INCOMPLETE	286513	



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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	Smartboard technology to support the reading instructional program	Students will engage in technology tools to help support their learning.		X	Administration	\$9,975.00	\$9,975.00	INCOMPLETE		25091.332.55005.119015.430119.2012_\$2,437.24 + 25091.332.55005.119015.430106.2012_\$0.00
N	To pay for Radner Framework Professional Development services	To continue staff engagement and use of the RadnerFramework Development services for success for all students.		X	Administration	\$5,000.00	\$5,000.00	INCOMPLETE		25091.332.54125.221234.430119.2012_\$11,008.00 + 25091.332.54125.221234.430106.2012_\$0.00
N	Parent Staff community building training to support academic improvement	Parents will work with teachers with support of training to develop exceptional literacy supports for all students		X	Administration	\$1,000.00	\$1,000.00	INCOMPLETE		25091.332.54125.390030.430115.2012_\$600.00 + 25091.332.54125.390030.430128.2012_\$1,000.00
N	Purchase differentiated reading materials for all students to support literacy, science, and social studies instruction.	To provide all students with materials at their independent and instructional level		X	Administration	\$12,258.00	\$12,258.00	INCOMPLETE		25091.332.53405.119015.430119.2012_\$12,258.00 + 25091.332.53405.119015.430106.2012_\$0.00
N	Sub buckets for Teacher PD - Radner Framework	Teacher coverage to support Radner Framework	X		Administration			INCOMPLETE		
N	Smartboard technology to support the reading instructional program	Students will engage in technology tools to help support their learning.		X	Administration	\$9,780.00	\$9,780.00	INCOMPLETE		25091.332.55005.119015.430119.2012_\$2,437.24 + 25091.332.55005.119015.430106.2012_\$0.00
N	Purchase copy machine to support the creation of authentic literacy	Teachers will use copy machine to copy new and appropriate		X				INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	materials for students	materials for students.								
N	Staff quota teacher for grades K-3		X		Administration	\$244,668.00	\$242,693.82	INCOMPLETE	421716,421720,128147	
N	Staff quota teacher for grades 4-5		X		Administration	\$220,100.00	\$179,281.31	INCOMPLETE	421715,120952	
N	Middle grade specialization literacy and social studies.		X		Administration	\$206,499.00	\$204,722.01	INCOMPLETE	135195,140798	
N	Quota Elementary Special Education (s)		X		Administration	\$265,020.00	\$262,858.60	INCOMPLETE	133922,125741,115792	
N	Quota Elementary Special education aide (s)		X			\$154,188.00	\$152,321.44	INCOMPLETE	410869,271861,256348	
N	Promote supplemental education support around Reading to students through Cool Classics services			X	Administration			INCOMPLETE		
N	Literacy assessment materials for grades K-2			X	Administration			INCOMPLETE		
N	Purchase school copier that support academic instruction.			X	Administration	\$2,784.00	\$2,784.00	INCOMPLETE		25091.332.55005.119015.430119.2012_\$2,437.24 + 25091.332.55005.119015.430106.2012_\$0.00
N	Provide Summer ELOB PD for teachers with a focus on literacy.		X		Administration			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To pay for past Expeditionary Learning Consultant services.	The development of an engaging and coherent curriculum is crucial to improving our schools scores. The academic concern or the subgroup of African American and have the least gains in literacy and mathematics will be addressed by focused PD. This will be monitored by the school administration. students who		X	Administration	\$7,642.00	\$7,642.00	INCOMPLETE		25091.332.54125.221234.430119.2012_\$11,008.00 + 25091.225.54125.221235.000703.2012_\$1,634.00 + 25091.332.54125.221234.430106.2012_\$0.00
N	Fund EL Student supports: Field Work, Purchase differentiated reading materials for all students to support science, social studies and literacy instruction.	This strategy will provide students with an opportunity to learn about engaging topics while developing their literacy skills. The use of the Reading and Writing Workshop model will be the framework for supporting our struggling subgroups in literacy.		X	Administration			INCOMPLETE		
N	Opening reduced class size teaching position.	Research indicates that smaller classes size assist students to have	X		Administration	\$190,514.00	\$196,519.22	INCOMPLETE	237776,237774, 237776	



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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						
		better access to instruction, build stronger communities where learning can occur efficiently. This strategy supports our work with the reading and writing workshop where teachers are able to conference with students in smaller class sizes.								
N	Cover cost of copier maintenance agreement.			X	Administration	\$3,500.00	\$3,500.00	INCOMPLETE		25091.225.56105.241006.000703.2012_\$3,500.00
N	Hire 0.5 Literacy Intervention Teacher for the middle school to supplement 0.5 position provided by the Striving Readers Grant.	In our middle grades, our African male students also are performing lower in reading and math on the ISAT. The support of a literacy intervention teacher will focus on assisting students and developing the capacity of the teacher in literacy instruction. This will be monitored by the principal and assistant	X		Administration			INCOMPLETE		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		principal.								
N	(Default) Continue to fund existing SGSA and NCLB positions.	Research indicates that smaller classes size assist students to have better access to instruction, build stronger communities where learning can occur efficiently. This strategy supports our work with the reading and writing workshop where teachers are able to conference with students in smaller class sizes.	X		Administration			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	Funds will pay for teachers to attend professional development activities with the Expeditionary Learning programs; travel,	This activity will support our teachers professional development in mathematics, literacy, science and social studies		X	Administration			INCOMPLETE		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	hotel,meals	instruction. This will be monitored by the math coach								
N	Provide a sub bucket to allow teachers to attend professional development opportunities that support student learning in mathematics, science, social studies and literacy.			X				INCOMPLETE		
N	Middle grade specialization mathematics and science.		X		Administration	\$78,677.00	\$79,951.66	INCOMPLETE	111851,111851	

6 - 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	Textbooks for Science program	Students will have access to instructional text to support science work.		X	Administration	\$12,730.00	\$12,730.00	INCOMPLETE		25091.332.53305.119017.430119.2012_\$0.40 + 25091.332.53305.119017.430106.2012_\$0.00

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						



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Position	Line	Budgeted Amount	Current Budget Amount	Activity Status	Position Number
N	K-8 0.5 Music teacher	\$39,492.00	\$38,920.43	INCOMPLETE	295523
N	Provide funds for substitute coverage for teachers to attend professional development opportunities in science, literacy, social studies and mathematics.			INCOMPLETE	

3 - Learning Climate / Safety

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	Quota school counsellor		X			\$86,128.00	\$84,213.63	INCOMPLETE	130323,280618	
N	Quota 0.5 Music Position		X			\$39,492.00	\$39,313.03	INCOMPLETE	214522	
N	Opening PE quota position		X			\$99,906.00	\$99,224.33	INCOMPLETE	121921	
N	Improve student culture for student success through staff/curriculum professional development with AHA Process, Inc.			X	Administration			INCOMPLETE		
N	Purchase hard drives for student laptops			X	Administration			INCOMPLETE		
N	Funds for the			X		\$2,000.00	\$2,000.00	INCOMPLETE		25091.225.53405.111069.000703.2012_



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3 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	homeless									2,000.00
N	Provide student transportaton for educational field work.	The Field work that students participate in their expeditions is paramount to supporting their learning. By providing funding and support to children to have these experience we address the needs of AfricanAmerican students who are not meeting AYP.		X	Administration			INCOMPLETE		
N	Provide office supplies to assist in general operation of school business and educational needs including: pens, paper, toner,	This is to support the school community in its effort to effectively communicate within and outside to parents and community.		X	Administration	\$2,903.00	\$2,903.00	INCOMPLETE		25091.225.53405.241006.000703.2012_\$2,903.00
N	Purchase postage in order to communicate with the parents and the community to improve student success.	This is to support the school community in its effort to effectively communicate within and outside to parents and community.		X	Administration	\$500.00	\$500.00	INCOMPLETE		25091.225.53510.241006.000703.2012_\$456.00
N	Hire 0.5 Kindergarten teacher to insure successful instruction of	By funding a full time teacher for the kindergarten program the school is better	X		Administration	\$57,866.00	\$57,753.58	INCOMPLETE	266583	



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3 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	students.	able to support the needs of students. The low scores in 3rd grade for African American students can be addressed by improving the literacy and math work in the lower grades. An effective teacher in that grades can support remedying this concern. The administrative team will monitor this.								
N	The ELEV8 extended day program supports students in their academic and social/emotional welfare. Open a bucket for security and esp to support ELEV8 program		X		Administration			INCOMPLETE		
N	Supplies for ELEV8 progam.			X	Administration			INCOMPLETE		
N	ESP extended day bucket to support ELEV8 program. The ELEV8 extended day program supports students in their academic and social/emotional		X		Administration			INCOMPLETE		



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3 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	wellfare.									
N	Substitute classroom coverage for teachers as they attend professional development to support ELEV8 program.		X		Administration			INCOMPLETE		
N	Teacher extended day bucket to attend ELEV8 professional development.		X		Administration			INCOMPLETE		
N	Provide costs to cover travel expenses assoicated with workshops and/or conferences for ELEV8.			X	Administration			INCOMPLETE		
N	Provide costs to pay consultants to support ELEV8 program.			X	Administration			INCOMPLETE		
N	Provide funds to pay for services provided by Apangea and University of Chicago Internet service - CUIP in support the academic enrichment program.			X	Administration	\$8,000.00	\$8,000.00	INCOMPLETE		25091.225.54105.221234.000703.2012_\$8,000.00
N	Provide materials for Literacy			X	Administration			INCOMPLETE		



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3 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Intervention that support new curricula.									
N	Provide materials to support Expeditionary Learning program during school as well as extended day.			X	Administration			INCOMPLETE		
N	Provide funds for students to attend Metro Squash program.			X	Administration			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	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		25091.225.54105.266408.000703.2012_\$ 1,848.00
N	SPED transportation			X	Principal			INPROGRESS		25091.115.54210.255004.376712.2012_\$ 0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		25091.312.53210.256009.000000.2012_\$ 0.00 + 25091.312.53205.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		25091.230.54105.254002.000000.2012_\$ 0.00 + 25091.230.54105.254021.000000.2012_\$ 0.00 + 25091.230.54105.254020.000000.2012_\$ 3,000.00 + 25091.230.54105.254022.000000.2012_\$ 0.00 +



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										25091.230.54105.254027.000000.2012_\$ 6,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		25091.230.56105.254002.000000.2012_\$ 22,513.70
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		25091.230.53405.254002.000000.2012_\$ 8,940.80 + 25091.230.53405.254002.000000.2012_\$ 8,940.80
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		25091.230.53115.254002.000000.2012_\$ 0.00 + 25091.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		25091.230.53120.254002.000000.2012_\$ 0.00 + 25091.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		25091.230.53306.266407.000000.2012_\$ 0.00 + 25091.230.56105.266414.000000.2012_\$ 0.00 + 25091.230.54125.266402.000000.2012_\$ 0.00 + 25091.230.54125.254901.000000.2012_\$ 0.00 + 25091.230.54125.009574.000000.2012_\$ 0.00 + 25091.230.53306.254901.000000.2012_\$ 0.00 + 25091.230.54125.266410.000000.2012_\$ 0.00 + 25091.230.54125.266407.000000.2012_\$ 0.00 + 25091.230.53306.009573.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget			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						
					Analyst					
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		25091.230.54405.254501.000000.2012_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		25091.115.55005.254403.000000.2012_\$ 1,765.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		25091.115.53405.119035.000000.2012_\$ 855.87
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		25091.115.53305.119035.000000.2012_\$ 5,256.34
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		



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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	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		25091.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	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		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						
	on plan submitted.									
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		25091.115.55005.119035.000000.2012_\$553.00 + 25091.115.56105.119035.000000.2012_\$64.00 + 25091.115.56105.119035.000000.2012_\$64.00
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			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						
	Activities				Analyst					
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$168,426.00	\$160,779.12	INCOMPLETE	158418,157189,157383,157390,167254	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
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		



CPS SIPAAA Planning Report

25091 - William Claude Reavis School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		25091.115.54215.241013.000000.2012_\$ 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	\$52,302.00	\$51,017.05	INCOMPLETE	159194	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

25091 - William Claude Reavis School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		25091.332.57940.119031.430106.2012_\$0.00 + 25091.332.57940.390030.430115.2012_\$144.90 + 25091.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		25091.332.54565.390030.430115.2012_\$451.87 + 25091.331.53306.390030.430103.2012_\$400.00 + 25091.332.57940.390030.430115.2012_\$144.90 + 25091.332.54205.390030.430115.2012_\$928.00 + 25091.331.57940.390030.430103.2012_\$700.00 + 25091.332.55005.390030.430115.2012_\$



CPS SIPAAA Planning Report

25091 - William Claude Reavis School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										591.00 + 25091.332.54125.390030.430115.2012_\$ 600.00 + 25091.331.53205.390030.430103.2012_\$ 724.94 + 25091.331.55005.390030.430103.2012_\$ 0.20 + 25091.331.53405.390030.430103.2012_\$ 7.25
N	Head Start Activities			X	Principal			INPROGRESS		25091.362.53405.111066.510217.2012_\$ 200.00 + 25091.362.53405.256213.510217.2012_\$ 75.00
N	Facilities/Operati ons overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		