



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

### **What is SIPAAA?**

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

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

### SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Trujillo	Ricardo	Principal	X		
Doolittle	Scott	Curriculum faculty			
Farrell	Jennifer	Asst. Principal			
Gabor	Cliff	Asst. Principal			
Pinson	Theo	Classroom tchr.			
Piotrowski	Joel	Classroom tchr.			
Ruggles	Adam	Lead/resource tchr.			
Torres	Selina	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.

 **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)

Chief Area Officer- Mr. Rick Mills  
 Management Support Director- Ms. Marisa Velasquez  
 Instructional Coach - Holicia Stevens

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

The School Improvement Plan for Advancing Academic Achievement (SIPAAA) team met periodically with department chairpersons, who then met with teachers in their departments. During these department meetings all teachers reviewed our current School Improvement Plan for Advancing Academic Achievement and were given the opportunity to suggest modifications to activities, priorities, strengths and weaknesses. Department chairs reconvened with all feedback from these meetings. Feedback was collected and the School Improvement Plan for Advancing Academic Achievement team made suggested changes. School Improvement Plan for Advancing Academic Achievement team members also distributed surveys to students and teachers. That information was collected and suggestions are reflected in the School Improvement Plan for Advancing Academic Achievement . Gaining Early Awareness and Rediness for Undergraduate Programs (GEAR - UP) conducted parent surveys with our bilingual parents. Those results are also reflected in the School Improvement Plan for Advancing Academic Achievement .

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	51	10	10	360	10	

### Summary of Meetings



Meeting Date	Meeting Type	Description
06-May-2010	Other	The SIPAAA and budget shared with LSC for additional input and approval.
29-Apr-2010	Other	Data Team adds final data to SIPAAA.
21-Apr-2010	SIPAAA Team	Assistant Principal shares with SIPAAA team identified priorities.
15-Apr-2010	Other	Principal shared preliminary SIPAAA work with LSC
15-Apr-2010	Working group	Assistant Principal reviews last changes with chairpersons and SIPAAA team to ensure accuracy of strengths and weaknesses.
06-Apr-2010	Working group	Department chairpersons and Assistant Principal to put information into SIPAAA.
18-Mar-2010	Working group	Department chairpersons to review SIPAAA and make suggestions for improvement.
04-Mar-2010	Small group discussion	Agreeing on new vision/mission statements with all department chairpersons.
10-Feb-2010	SIPAAA Team	Consolidating results of surveys and recreating vision/mission statements.
04-Feb-2010	SIPAAA Team	Strategize to distribute student and teacher surveys.

### 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: 78  
 Number of Student Survey Responses: 131  
 Number of Teacher Survey Responses: 93  
 Number of Staff Survey Responses: 10

### 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:

Mission:

Roosevelt High School is a destination school providing students with a personalized educational experience through Small Learning Communities, wherein teacher cohorts use data to inform the instruction of standard-based curriculum in order to challengee students and increase their opportunities for post-secondary success.

#### Vision Statement:

Vision:

A Roosevelt graduate is a fulfilled, challenged, supported, and college career- ready young adult who will experience post-secondary success from the solid foundation provided during his/her years at Roosevelt High School.

## 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:

Many initiatives and programs serve students' academic needs during and after the school day, from ninth to twelfth grade. Our freshman graduation rate has increased by 3.8 pts. Our freshmen class, at the first semester mark, was at 76% on-track to graduate which is up from the preliminary first quarter mark of 69%. A Freshman Academy designed to increase student achievement and the on-track graduation rate was opened in the 2010-11 school year. As a result of this academy our attendance and college retention rates will also increase.

Our ability to recover credits is heightened through the placement of students into our Evening School Program and/or summer school program. Students also have access to after-school tutoring initiatives which serve to increase student achievement such as Supplemental Education Services. These programs accommodate all student populations. During the school day, students can take part in special nationwide programs; Freshman on Track data for students in both Advancement Via Individual Determination and Junior Reserve Officers' Training Corps is 92.3%, which is higher than our current Freshman on Track data, which is at 76%.

Data acquired through Scantron and Gains Educational Group data are used as formative assessments to differentiate instruction in freshman reading and math classes. Such data also allows teachers and support staff to plan interventions for students. Roosevelt High School opened a Refugee and Immigrant Welcome Center that will increase the graduation rate of our English Language Learners. The College and Career Resource Center provides workshops to complete college applications, scholarships and financial aid forms and to help students reach their postsecondary goals. For future students, Roosevelt High School has been collaborating with four feeder schools to vertically align curriculum in our core content areas. Thus,

Possible funding cuts may interfere with the implementation of the following programs: Advancement Via Individual Determination and the Refugee Welcome Center. We also received a grant from the Department of Education to implement Small Learning Communities; while we are confident that this program will improve our students' data and connectedness to school, budgetary restrictions that result in teacher cuts could gravely affect this program's effectiveness.

resulting in increased on track rates and a seamless transition for our incoming freshmen.

## 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 use of Scantron test result data, teachers have targeted very specific strands in math and reading, individualizing lessons through differentiated instruction for students based on their scores within each strand. This data is compatible with the testing used by some of our feeder schools called "Scantron" and can be used to track the progress of students going as far back as elementary school.

In our Keytrain lab, we use a collection of online lessons and assessments which student results correlate directly with the results of the actual Prarie State Achievement Exam.

We show an increase of more than 10% of freshmen on track over last year's freshmen.

We have a "data wall" which serves as a visual representation of student progress over time.

Common assessments are used by course teams for all units, mid-terms and finals.

- 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.

Twenty-one percent of our student body is enrolled in the English Language Learners and bilingual program; however, 85% self-identify as having a native language other than English.

Twenty-one percent of our students are identified as learning disabled. Of the 250 special education students, 70 are English Language Learners.

Out of 1,257 free and reduced lunch applications, only 18 were denied. We have 92% of students on free and reduced lunch.

- 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?

We want to continue Supplemental Educational Services Tutoring.

We implemented a Freshman Academy in SY 2010-11.

Additional teacher aides could be scheduled so that more time is used to assist teachers with individualizing instructional materials based on individual student needs.

Reduce the number of elective requirements English Language Learners and Special Education students to allow for more instruction in math and reading.

- 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?

High mobility rate interferes with continuous and consistent learning, negatively affecting Prarie State Achievement Exam results.

Over the last few years, our Prarie State Achievement Exam scores have fluctuated. We have made consistent gains in reading comprehension. Math and science scores increased in 2007-08 but dipped in 2008-09.

- 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>

### Strengths:

Prarie State Achievement Exams reading scores have increased by 3.4 points since 2006-2007.

Our TIA (Targeted Instructional Area), is to increase reading comprehension. As a result, we have raised the percentage of students meeting or exceeding Prarie State Achievement Exams reading standards to 21.3%, up from 20.5% and increasing the number of students exceeding to 1.1% from .4%.

Our Reading Comprehension score, including the scores of our English Leanguage Learners students, was one of the highest in CPS.

We have increased Advanced Placement enrollment to 316 students or 11.8%.

We require all students in AP to enroll into a college prep writing course, which offers support in the writing required in Advanced Placement.

Our Freshmen on Track rate has increased.

We had an increase in the Prarie State Achievement Exams Reading subtest, with 21.3% meeting or exceeding.

We offer Key Train to our Juniors, which prepares students to improve their Prarie State Achievement Exams/Work Keys score.

### Concerns:

Increasing ACT and WorkKeys composite scores.

Increasing scores across all subtests (reading, English, science, math).

Due to citizenship status, students struggle with the value in doing well on the Prarie State Achievement Exams, as well as planning for post-secondary opportunities.

Getting students to do their best on all standardized tests, instead of just taking them to fulfill mandates.

Gaining Early Awareness and Readiness for Undergraduate Programs offers ACT prep to our Juniors on Mondays and Saturdays.

Math and English departments implement SpringBoard, a CollegeBoard Pre-Advanced Placement curricula, designed to prepare students for the rigorous coursework of Advanced Placement and college.

## Student Connection

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### Student Connection Strengths and Concerns

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#### Strengths:

We celebrate students' academic achievements at the end of each semester, including perfect attendance, straight As, and honor roll. Students' talents are showcased at our annual International Night which continues to attract over 800 spectators to watch our students and teachers perform. We have a dynamic Performing Arts Department including choral, band, and guitar ensembles that perform at school and community events. Our award winning musical theater program continues to present a musical every spring that involves a collaboration of students from our feeder schools and other local high schools.

The percentage of students who report a safe and respectful climate remains in the 80 percentile. The average number of days absent per student has decreased by 6.3 points. The average number of days absent per 9th grader has decreased by 11.6 points. The number of expulsions has dropped from 10 to 2 since 2006-07. The percentage of students reporting supportive teachers and staff has increased from 65% in 2006-07 to 79% in 2008-09.

Through their classes, Science Fair participation has more than doubled in the last two years. We were awarded a \$3,000 grant, with a \$2,000 continuum grant every year, from our connection with Princeton Alumni. Our economics students made it to first place in the "Stock Market Game Challenge." Law students placed first in the citywide Mock Trial Competition.

#### Concerns:

Our student absence rate remains high and the number of students who arrive tardy to first period still remains a problem. Despite our many offerings, the percentage of students reporting participation in extracurricular activities has reduced by 10 points since 2006-07. Finally, students reporting academic rigor has declined by 5 points, but still remains in the 70% range.

Other school offerings expose students to universities and a plethora of experiences in the community. The Bee Keeping Club aids the 7 county region by volunteering in a multiple green sustainable activities that have ranged from maintaining beehives to teaching a course at the graduate level to Loyola University students. The Medicina Academy, in conjunction with the University of Illinois, works with students who want to become bilingual physicians. Students receive yearly stipends, mentoring, and guidance to support medical education.

## 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?

This school year two teachers were granted National Board certification, increasing our number of certified teachers from 3 to 5.

We currently have four teachers pursuing National Board Certification.

We have a bilingual parent organization that meets monthly. On average 55 parents these meetings.

Teachers use a web-based grading system to communicate progress with both students and parents.

Our mobility rate, although still high, remained consistent over the last two years.

Our school earned a B for cleanliness.

We have 100% of Highly Qualified Teachers.

92% of lunch forms have been submitted.

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

#### Strengths:

Our school serves a large number of ESL and Refugee students from various parts of the world. A small percentage of these students may

#### Concerns:

Mobility rate is down but still too high, interfering with continuous and consistent learning.

qualify for Special Education services, but due to lack of availability of appropriate testing in the native language, some of these students may go undetected.

## 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.

Partner Name	Partner Description	# of Students
Heartland Health Alliance	School based clinic	1400
Gaining Early Awareness and Readiness for Undergraduate Programs	Organization from NEIU that assist students in planning and choosing a post secondary path	350
Greater Albany Park Education Coalition	Community organization that coordinates meetings between feeder schools and our freshmen teachers.	350
Princeton University	Provide tutoring, scholarships, and hosts Career Day	1400
Family Focus	Offers after-school programs in academic and enrichment areas.	1400
Network for College Success	Univ. of Chicago group who faciliate workshops to strengthen our Instructional Leadership Team.	1400
VOYCE	Community organization	1400

- ✔ **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).

We offer a variety of after school programs as an intervention. Princeton University Alumni (through Princeton in Chicago Schools- PICS ) facilitate one of the tutoring programs. Our SES providers also tutor our students.

AVID has expanded to include freshman through seniors involving 275 students and our first AVID senior graduating class. All AVID seniors have applied to post-secondary institutions and have a 90% acceptance rate (This will surely be 100%, but at the moment there are 7 seniors who are waiting to hear back from one or two universities!). Over 50% of all AVID students are on track with a C in all core classes. AVID attendance also leads the school with a rate of 88%.

Our evening school has enrolled over 800 students since 2008. 250 of these were seniors who graduated on time.

Tutoring by SES providers occurs after school. SES Tutoring has helped improved the reading lexile scores and math skills of about 120 students. Some students gained as much as a two year grade level in lexile scores. Students have seen an improvement in grades, reading comprehension, vocabulary and math skills.

Summer school and Gear Up recovery programs are offered to students at risk to keep them on track to graduate.

We also offer community school programs (i.e., Family Focus) in academic and enrichment areas.

The math department offers tutoring both before and after school.

Teachers meet for common planning for one period every Monday.

Students take common assessments in core content area classes.

Professional Development is teacher-led and teacher-driven. The workshops occur twice a month and focus on a school-wide initiative to teach Reading in all content areas.

- 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...).

Modifications made are based on IEP's.

There is a Key Train Lab available for all math classes to practice for the ACT.

Both English and Math departments implement ACT strategies into 10th and 11th grade curriculum.

Students in inclusion classes have the benefit of having two teachers in the classroom.

Differentiated instruction is accommodated in all freshmen reading and math classes based on results of a formative test called Northwest Evaluation Association which we administer quarterly to all 9th graders.

Using Compass Odyssey in conjunction with Northwest Evaluation Association to better differentiate instruction for students.

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

- **Next Steps for Instruction:**

Continue and expand differentiated instruction in 9th and 10th grade classes based on student achievement data.

To create individual development plans for each student. Students will keep track of their academic progress and teachers will identify all resources available to ensure the success of the student.

## ***Five Fundamentals: Instructional Leadership***

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

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

Next Steps for Instructional Leadership:

## ***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?

Teacher led, teacher driven school wide professional development that has focused on increasing reading comprehension.

 **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...)

The Professional Development Team will continue to offer Professional Development sessions for both general and special education teachers.

Common planning time will continue to be provided for all teachers who teach self-contained classes.

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

- **Next Steps for Professional Capacity:**

We will continue to schedule weekly common planning time for all course teams to collaborate.

The Professional Development Team will expand teacher-shared leadership by recruiting and developing more teachers to facilitate Professional Development workshops.

The Instructional Leadership Team will schedule one school-wide Learning Walk per semester so teachers can observe their colleagues, share best practices, and improve instruction.

The Instructional Leadership Team will continue to monitor the progress of Learning Schedules and common planning on both vertical and horizontal curricular teams.

### ***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 with disabilities are placed in inclusion classes with students without disabilities.

All students are encouraged to enroll into AP classes.

All students are welcome to perform in our International Night and Musical Theater events.

All service learning projects are open to all students.

All students have equal opportunity to participate in any activity/club offered to the student body. However, they must all maintain an average of C or better in their classes.

All students have several tutoring opportunities offered before, during and after school.

- **Next Steps for Learning Climate:**

More data informed instruction

Continue to monitor common assessments

Implementation of Freshmen Academy for all incoming students

Continue to have clubs, service learning, International Night, The Musical, sports, and Afterschool Matters

Reduce hallwalking and cutting.

## ***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?**

Our current Freshman On Track rate has increased to 73% from last year's rate of 54% due to our collaboration with our feeder schools via GAPEC.

Our Reading Comprehension score increased last year to 16.2 (combined with our ELL student population) as a result of our partnership with the Network for College Success.

- **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.

Progress reports are generated and mailed to every home every 5 weeks.

Each freshmen receives a Freshman On Track letter that indicates if the student is or is not on track. The letter is explained to them and their options for improvement are listed. Teachers, administrators and counselors meet with the off track students to go over an intervention plan.

Parents also check student grades online anytime.

Parents who attend our monthly bilingual parent meetings are updated and kept informed on all academic programs available to students.

**Next Steps for Family & Community Involvement:**

Maintain current community relationships.

**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	On Track to Graduation	Meet performance targets for both the freshmen on track and graduation rates.	There will be a 10 point increase in both percentages of the freshmen on track rate and graduation rate.	Freshman Academy teachers will contact the parents of failing students to provide the student and family with an intervention plan. The Assistant Principal and Freshman Academy Coordinators will monitor	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				the Freshmen on Track rate using Dashboard on a regular basis. The graduation rate will be monitored by our post secondary team who will ensure that all seniors are prepared to graduate.	
2	Literacy	Meet performance targets in reading.	There will be a 10% increase in the percentage of students who meet/exceed standards.	The Fresmen Academy teachers will chart the results of the NWEA test which will be given as a formative assessment to all freshmen several times throughout the year. Our Instructional Leadership Team will monitor the progress of our 10th, 11th, and 12th graders by havnig teachers administer departmental formative assessments that specifically measure student reading ability.	
3	Mathematics	Meet performance targets in math.	There will be a 10% increase in the percentage of students who meet/exceed standards.	The math teachers will chart student results of the Work Keys and monitor growth throughout the year.	
4	Advanced Placement	Continue to offer our students a rigorous and college preparatory curriculum.	Maintain 15% of our school population in the AP program.	The AP Coordinator, counselors, and scheduler will ensure that no student is denied the opportunity to enroll into an AP course. During programming time we will enroll approximately 15% of our school population into at least one AP course.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Core Classroom Instruction	All teachers will create and administer common summative assessments. Student data from the assessments will be analyzed in order to drive more rigorous instruction.	Teachers will provide reports that show data analysis. Modifications to curriculum will be evident on Learning Schedules (lesson plans).	Learning Schedules (lesson plans), common planning reports, assessments and reflections will be collected by the Curriculum and Instruction Team to ensure collaboration and data analysis.	
6	Learning Climate / Safety	Improve student connection to school, with special emphasis on meeting attendance targets and decreasing safety and security concerns.	There will be a 5% increase in our yearly attendance rate and 10% decrease in the number of out of school suspensions.	The Assistant Principal, attendance office and discipline office will monitor progress using Dashboard and discipline reports.	

## 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.



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

**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	Summer School ESP staff bucket 124 Funds	Summer School ESP Bucket- 124 Funds	X		Principal			UPCOMING		
N	Summer School Bucket for teachers/NCLB	Summer School bucket for teachers/NCLB	X		Principal			UPCOMING		
N	Summer School bucket for ESP/SGSA	Summer School bucket for ESP/SGSA	X		Principal			UPCOMING	445636,446781	
N	Provide School Supplies SGSA funds	School supplies SGSA		X	Business Manager	\$11,753.00	\$11,753.00	UPCOMING		46271.225.53405.211210.000703.2012_\$11,753.00
N	Provide School Supplies NCLB funds	School supplies NCLB		X	Business Manager	\$20,239.00	\$20,239.00	UPCOMING		46271.332.53405.119015.430119.2012_\$5,000.00 + 46271.332.53405.212041.430119.2012_\$14,519.14 + 46271.332.53405.212041.430106.2012_\$0.00 + 46271.332.53405.119015.430106.2012_\$0.00
N	Provide Equipment from SGSA funds	Equipment SGSA		X	Business Manager			UPCOMING		
N	Provide Equipment from NCLB funds	Equipment NCLB		X	Business Manager			UPCOMING		
N	Provide Sem/Fees/Sub from SGSA	Seminar/Fees/Sub SGSA		X	Business Manager	\$5,000.00	\$5,000.00	UPCOMING		46271.225.54505.221234.000703.2012_\$5,000.00
N	Provide Sem/Fees/Sub from NCLB	Seminar/Fees/Sub NCLB		X	Business Manager	\$5,000.00	\$5,000.00	UPCOMING		46271.332.54505.221234.430106.2012_\$0.00 + 46271.332.54505.221234.430119.2012_\$5,000.00
N	Provide Service Repairs SGSA	Service Repairs SGSA		X	Business Manager			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funds									
N	Provide Service Repairs NCLB funds	Service Repairs NCLB		X	Business Manager			UPCOMING		
N	Provide Postage for School SGSA	School Postage SGSA		X	Business Manager			UPCOMING		
N	Provide Postage for School NCLB	School PPostage NCLB		X	Business Manager			UPCOMING		
N	Provide Student Transportation SGSA	Student Transportation SGSA		X	Business Manager			UPCOMING		
N	Provide Student Transportation NCLB	Student Transportation NCLB		X	Business Manager			UPCOMING		
N	SUmmer School Bucket for ESP's	Summer School Bucket for ESP'S	X		Principal			INPROGRESS		
N	(AREA 26, 9) Provide staff and administration for conferences, travel, and lodging such as Strategic Planning Retreat offsite with ILT.	Staff and Administration conferences, travel, and lodging		X	Principal			UPCOMING		
N	(AREA 26, 2, and 18) Data Inquiry Buckets -extended pay for minimum of two data analysts for data team throughout school year this also includes summer work for data team to	Data Inquiry Buckets	X		Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	conduct detail analysis of quarterly assessments / Scantron / PSAE.									
N	Summer programming of student activities - (AREA 26, 1) summer ILT planning meeting / yearly data assessment analysis (recommend three to five days).	Summer ILT planning	X		Principal			UPCOMING		
N	(AREA 26, 17) School funded summer school program will begin the week of June 20 and operate through July 30, 2011.	Summer school program	X		Principal			UPCOMING		
N	Provide Copy Machine Service Repairs NCLB	Service Repairs for Teachers Copy Machine NCLB		X	Principal	\$22,000.00	\$22,000.00	UPCOMING		46271.332.56105.212041.430106.2012_\$0.00 + 46271.332.56105.212041.430119.2012_\$22,000.00
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$1,010,383.00	\$1,211,536.85	INCOMPLETE	425853,425850, 425855,425854, 431254,445535, 425852,425851, 270184,140485, 270183,445564, 214271,425856, 445528,432375, 445558,445521, 445560,443873	
N	Provide Substitutes for teachers NCLB	Substitutes Teachers NCLB	X		Principal			UPCOMING		
N	Ext-Day for	Ext-Day for	X		Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Teachers NCLB Funds	Teachers/NCLB								
N	TSudent Transportation/N CLB	Student Transportation NCLB Funds		X	Principal	\$10,000.00	\$10,000.00	UPCOMING		46271.332.53510.320020.430119.2012_\$5,000.00 + 46271.332.54210.212041.430106.2012_\$0.00 + 46271.332.54210.212041.430119.2012_\$5,000.00 + 46271.332.53510.320020.430106.2012_\$0.00
N	School Postage NCLB	School Postage NCLB		X	Principal			UPCOMING		
N	Purchase furniture such as desks, chairs, tables, etc.			X	Principal			INCOMPLETE		
N	Provide support personnel for special needs students		X		Principal	\$200,099.00	\$195,264.80	INCOMPLETE	158067,278294,428429,278294,163305	
N	Provide engineering and maintenance staff		X		Principal	\$497,287.00	\$490,889.01	INCOMPLETE	168064,168423,168422,168062,152604,168063	
N	Small Learning Communities	Teachers extended day and substitute buckets	X		Principal			INPROGRESS		46271.336.52130.221033.543519.2012_\$2,000.00 + 46271.336.54125.221033.543519.2012_\$3,000.00 + 46271.336.51130.221033.543519.2012_\$40,318.00 + 46271.336.57405.221033.543519.2012_\$682.00 + 46271.336.54505.221033.543519.2012_\$2,500.00 + 46271.336.53405.221033.543519.2012_\$53,912.52 + 46271.336.51500.221033.543519.2012_\$4,000.00
N	Small Learning Communities	ESP extended day bucket	X		Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School Community Rep. Position (NCLB)	School Community Rep.	X		Principal	\$48,663.00	\$47,458.92	INPROGRESS	432587	
N	Provide ESP's extended day salaries bucket (SGSA)	ESP/ Tech Coordinator extdedned day bucket (SGSA)	X		Principal			INPROGRESS	445634	
N	Provide Teachers extended day bucket (SGSA) Non Inst flat rate.	Teachers extended day bucket (SGSA) Flat rate non-inst.	X		Principal			INPROGRESS	446778	
N	Provide postage to send correspondence to parents			X	Principal			INCOMPLETE		
N	Provide for student transportation for field trips (acad. and athletics)			X	Assistant Principal			INCOMPLETE		
N	Purchase supplies			X	Assistant Principal			INCOMPLETE		
N	Purchase textbooks			X	Principal			INCOMPLETE		
N	Purchase property/ equipment			X	Principal			INCOMPLETE		
N	Provide funds for services and repairs			X	Principal			INCOMPLETE		
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops).		X			\$65,127.00	\$64,209.72	INCOMPLETE	419239	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).									
N	(AREA 26, 3) Provide Teachers Extended Day Pay - such as each leadership team member chair throughout the school year.	After School Programs	X		Principal			UPCOMING		
N	Provide bucket for Engineers & Custodial staff		X		Principal			INPROGRESS		

2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide Teachers for Reading SGSA	Reading Teachers SGSA	X		Principal			UPCOMING		
N	Provide Teachers for Reading NCLB	Reading Teachers NCLB	X		Principal			UPCOMING		
N	Provide		X		Principal	\$111,530.00	\$110,897.07	INPROGRESS	133750	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

2 - 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						
	personnel for library									
N	Continue implementation of the Targeted Instructional Area of reading comprehension across all subject areas.			X	Assistant Principal			INPROGRESS		
N	Utilize schedule and staff resources to provide students with disabilities a variety of class teachers.			X	Case Manager			INPROGRESS		
N	Continue to provide training for regular education classroom teachers on how to address the literacy needs of special education students in inclusion classes and how to work in a co-teaching environment.	Teachers will be provided sub coverage so they may attend workshops on improving literacy. Provide funding for Professional development opportunities. Provide funding for travel and lodging for professional development activities.	X	X	Assistant Principal			UPCOMING		
N	Continue programming freshmen and sophomores for reading language arts support.		X		Scheduler	\$119,936.00	\$266,279.66	INPROGRESS	121825,116330, 121825	
N	Purchase additional equipment,			X	Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

2 - 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						
	instructional materials, and supplies for departments as funds become available.									
N	Provide teachers with support to transition to Common Core State Standards.		X		Assistant Principal	\$163,072.00	\$161,584.59	UPCOMING	422444,125948	
N	(Area 26, 10) Transition to EPSA and Scantron			X	Assistant principal			UPCOMING		

3 - 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	Provide Teachers for Math SGSA	Math Teachers SGSA	X		Principal			UPCOMING		
N	Provide Teachers for Math-NCLB	Math Teachers NCLB	X		Principal			UPCOMING		
N	Continue to provide additional support for the math lab and math teachers.	Teachers will be provided during and after school to assist students in math.	X		Principal			INPROGRESS	452550,448842	
N	Continue implementation of Springboard in 9th and 10th grade math classes.	Teachers will use rigorous college board curriculum in the 9th and 10th grade classes to prepare our	X		Assistant Principal	\$422,385.00	\$414,191.64	INPROGRESS	147170,112096,118604,219868	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

### 3 - 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						
		students and help them make AYP in math. The dept. chairperson will monitor progress and inform principal as to their progress.								
N	Purchase instructional materials, equipment, and supplies as funds become available.			X	Principal			INPROGRESS		
N	(Area 26, 10) Provide assistance in the computer labs for KeyTrain, ACT, etc. and provide a PSAE Prep Plan (Kaplan / WorkKeys / .5 credit course, etc...)	Teachers will be provided during and after school to assist students in reaching AYP in math. The teachers will track student participation and make parents aware of benchmarks.	X		Principal			UPCOMING		

### 1 - On Track to Graduation

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 counseling staff		X		Principal	\$416,982.00	\$406,486.93	INPROGRESS	113295,133718, 119147,118252	
N	Provide Science Teachers	QES 2010	X		Principal			INPROGRESS	132925	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

1 - On Track to Graduation										
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 English Teachers	QES 2010	X		Principal	\$72,297.00	\$71,486.09	INPROGRESS	428118	
N	Provide assistance to students through a post-secondary coach (.5 college and career coach position) split cost with OCCP for help with career choice, decision-making, college applications, FAFSA, etc. Also included for this activity are college campus visits (freshmen included) and a college and career center.		X		Principal	\$30,867.00	\$30,408.91	UPCOMING	266147	
N	(Area 26, 21, 11, and 26) Counseling staff are organized around the following areas: freshmen orientation and support, freshman success meetings, credit recovery summer / after school, drop out prevention and graduation/post secondary work, and articulation with elementary			X	Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

1 - On Track to Graduation										
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						
	schools.									
N	(Area 22, 25, and 8) Counselors will review credit deficiencies at the end of each semester. Students will be placed in after school, evening, summer, and/or virtual high school as needed. (NCLB component 9) - other additions are a transition counselor and extended day pay for counseling teams to conduct minimum quarterly data progress analysis around area strategic plan.			X	Principal			UPCOMING		
N	(Area 26, 6) Counselors will continue early intervention and explanation of credits, GPA, promotion policy, graduation requirements, etc... Extended day pay for summer counseling team implementation		X		Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

1 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and planning meetings (recommended three days) are also included for this activity.									
N	(Area 26, 19) Conduct RHS articulation meetings with feeder and elementary schools.			X	Counselors			UPCOMING		
N	(Area 26, 7) Provide tutoring services during and after school targeting at-risk English Language Learners, Special Education and struggling 9th and 10th grade students. (NCLB component 9) Also provide freshmen homework lab / tutoring.			X	Bilingual Lead Teacher			UPCOMING		
N	(Area 26, 14) Provide additional support and professional development to assist low performing and Special Education students in all academic areas. (NCLB component 9)			X	Prof. Dev. Team Leader			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

1 - On Track to Graduation										
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						
	RTI implementation (progress monitoring tier 2 and tier 3 interventions.)									
N	Host awards assembly for students on track for graduation at the end of each semester.			X	Principal			UPCOMING		
N	Provide parents each quarter with early progress notices and intervention plans regarding student performance and strategies for success. (NCLB component 9)			X	Counselors			UPCOMING		
N	Host parent night to review college options and graduation requirements. (NCLB component 7)			X	Counselor/ P.S. Coach			UPCOMING		
N	Monitor percentage of students with disabilities in inclusion classes and make adjustments quarterly.			X	Case Manager			INPROGRESS		
N	(Area 26, 23) Continue to advertise tutoring programs and utilize counselor/teacher referrals for			X	Counselors			UPCOMING		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

1 - On Track to Graduation										
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						
	recommendation s. (NCLB components 2 & 9)									
N	(Area 26, 14) Continue to make early referrals to counselors for students at-risk in order to provide intervention, recovery strategies (summer school). (NCLB components 2 & 9) RTI Implementation (progress monitoring), tier 2 and tier 3 interventions.			X	Assistant Principal			INPROGRESS		
N	(Area 26, 12 and 13) Provide supplies for improvement of attendance for all students. Adding attendance incentive program for students / faculty. Perfect attendance award program for students / faculty.			X	Assistant Principal			INPROGRESS		
N	Continue to fund personnel for service in the attendance office. Extended pay for RTI		X		Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

### 1 - On Track to Graduation

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						
	Coordinator.									
N	Provide a bilingual guidance counselor aide to assist students and parents as funds become available.		X		Principal			UPCOMING	448854	
N	Provide additional guidance counselor		X		Principal			INPROGRESS		
N	Service Learning Activities	Teachers extended day and substitute buckets	X		Principal			INPROGRESS		
N	Provide AVID College Tutors Bucket	Hourly flat rate	X		Principal			INPROGRESS		

### 4 - Advanced Placement

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	Maintain 11 AP courses to be offered.			X	Assistant Principal			INPROGRESS		
N	Maintain 15% of school population in AP. The AP program is open-enrollment and welcomes any motivated			X	AP Coordinator			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

4 - Advanced Placement										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and interested student to take an AP class. Teachers and counselors may also recommend students. ELL and Special Education students are encouraged to take an AP class.									
N	(Area 26, 4) Increase the number of teachers qualified to teach AP. Teachers are encouraged to attend PD sessions offered by CPS to prepare to teach AP. Advanced Placement-Development for Advanced Placement teachers.			X	Assistant principal			INPROGRESS		
N	Continue to offer a companion course for all students first enrolling into an AP class. The companion class focuses on teaching critical thinking, writing and grammar necessary to perform well on the AP exams and college level			X	Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

4 - Advanced Placement										
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						
	assignments.									

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						
N	Provide Teachers for History	History Teachers SGSA	X		Principal			UPCOMING		
N	Provide Teachers for Sp-Ed SGSA	Sp-Ed Teacher SGSA	X		Principal			UPCOMING		
N	To provide instructional leadership and support.		X		Principal	\$318,132.00	\$317,212.16	COMPLETE	112816,121013	
N	Provide teachers in core areas(Math, Science, Eng., and History)		X		Principal	\$3,211,034.00	\$3,072,047.74	INPROGRESS	146850,129569, 134154,121825, 406933,147183, 138243,121825, 251241,143001, 115225,422443, 115210,147183, 143119,353570, 219875,219871, 145978,136584, 146920,129569, 121538,143878, 144146,125411, 118921,143273, 119262,117548, 428117,114467, 134842,143001, 428119,115210, 136584,141038	
N	Provide teachers for our bilingual		X		Principal	\$538,167.00	\$533,248.58	INPROGRESS	219873,119228, 117247,132578,	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	students.								125410	
N	Provide teachers for our Special needs students.		X		Principal	\$1,543,393.00	\$1,536,266.06	INPROGRESS	134579,145192,115113,146433,130210,146870,115022,130073,146853,130386,216683,119902,217559,121889	
N	Monitor and coach course teams in building rigor for ACT formats into course content.			X	Assitant Principal			INPROGRESS		
N	Course teams continue to confer on common summative assessments and learning schedules.			X	Assistant Principal			INPROGRESS		
N	Provide staff development on data analysis and Professional Learning Communities.			X	Principal			UPCOMING		
N	Teachers will provide intervention plans for failing students. Teachers will arrange for parent conferences and explain the expectations identified in the intervention plan.			X	Assistant Principal			INPROGRESS		
N	Freshman			X	Assistant			UPCOMING		



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## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	Academy core teams will develop interdisciplinary lessons.				Principal					
N	Teachers will attend and/or facilitate PD sessions on rigor, data analysis, grading, assessments and our targeted instructional strategy.		X		Assistant Principal			INPROGRESS		
N	All core classroom instructors will engage in common planning and create common summative assessments. They will use the student results to identify rigor gaps and make necessary modifications.			X	Principal			INPROGRESS		
N	(Area 26, 5 and 24) The Instructional Leadership Team (ILT) and Curriculum and Instruction Team (CIT) will facilitate and coach discussions during common planning, professional			X	Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

### 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						
	development, and Learning Schedule writing. Teachers and common planning teams may also request assistance from the ILT or CIT when necessary. Extended Pay for curriculum mapping teams - summer curriculum mapping for core and non-core contents. Extended day for curriculum mapping for TCTs and ILTs during school year.									

### 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	Provide supplies for parent meetings.			X	Principal			INPROGRESS		
N	Continue to fund office personnel to assist parents, students, teachers, etc.		X			\$208,605.00	\$204,990.09	INPROGRESS	163887,162564,156395	
N	Provide student opportunities through ROTC,		X			\$1,997,299.00	\$1,882,076.18	COMPLETE	121804,121804,427162,133524,120310,130025,	



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46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	STEP, WECEP, Physical Education, World Languages, and Fine Arts.								139578,428116, 137279,132925, 137032,388393, 144156,112446, 448851,214208, 125884,422445, 115758,133633, 124603,121764	
N	Provide additional educational support personnel such as school community rep. as funds become available			X	Principal			UPCOMING		
N	Provide additional security personnel as funds becomes available			X	Principal			UPCOMING		
N	Provide Bucket for Substitute Teachers	Substitute Teachers	X		Principal			INPROGRESS		
N	Provide Off-Duty Police Officers	Off-Duty Police Officers	X		Principal			INPROGRESS		
N	Utilize community resources to provide parent training with emphasis on school attendance improvement, technology, and other skills. (NCLB PAC allocation)			X	Principal			INPROGRESS		
N	Maintain active Bilingual Parent			X	Bilingual Lead Teacher			INPROGRESS		



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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						
	Advisory Committee to assist in local school improvement.									
N	Continue funding of personnel to provide security services.		X		Principal	\$196,149.00	\$191,272.39	INPROGRESS	149007,149076,151839,163158	
N	Continue to strengthen partnership with Chicago Police Department to increase police visibility in the area surrounding the school and in the community.			X	Principal			INPROGRESS		
N	Continue to hire highly qualified staff and select volunteers who are fluent in the languages spoken in our school. (NCLB components 3 & 4)			X	Principal			INPROGRESS		
N	Display student work in classrooms and in common areas.			X	Teacher Designee			INPROGRESS		
N	Continue to provide opportunities to showcase student achievement in the visual and performing arts.			X	Assistant Principal			INPROGRESS		
N	Continue In School		X		Assistant Principal	\$70,510.00	\$72,259.06	INPROGRESS	292808	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	Suspension with a daily counseling component.									
N	Service Learning Coaches will implement a long range strategic plan to address all students who have not completed their service learning hours.			X	Service Learning lead teacher			INPROGRESS		
N	Continue to support and encourage community programs such as our Health Center, Family Focus, C4, GEAR UP, GAPEC, VOYCE, After School Matters, Evening High School, and PICS. These groups provide numerous services to students.			X	Assistant Principal			INPROGRESS		
N	Provide additional instructional administrative support.		X		Principal	\$144,042.00	\$137,458.64	COMPLETE	292542	46271.115.54205.119035.000000.2012_\$4,090.90
N	Provide opportunity for parent training classes on child dev., communication, motivation, etc.			X	Principal	\$8,931.00	\$8,931.00	UPCOMING		46271.332.54210.390030.430128.2012_\$931.00 + 46271.332.54210.390030.430115.2012_\$0.00 + 46271.332.53405.390030.430115.2012_\$198.62 + 46271.332.54125.390030.430115.2012_\$



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	(NCLB PAC allocation)									2,100.00 + 46271.332.53405.390030.430128.2012_\$ 3,000.00 + 46271.332.54125.390030.430128.2012_\$ 5,000.00
N	Provide workshops for teachers of refugee and immigrant students to recognize signs of abuse, bullying, and difficulty in making social and academic adjustments.		X		Principal/ Counselor			UPCOMING		
N	Students participating in sports and extracurricular activities are required to hold a C average or better. This requirement will increase safety and security at school events and increase the number of students passing classes.			X	Athletic Director			INPROGRESS		
N	(Area 26, 16) Required set-aside funds for students in temporary living situations. Homeless Education - Allocate according to the number of			X	Assistant Principal			COMPLETE		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

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						
	homeless population in your school.									
N	Partner with Openbooks to provide the VWrite Program to our juniors for 8 weeks, beginning in the fall.	There is a \$1,500 fee for VWrite (less than 20% of the cost of the program). Juniors are provided with a mentor.		X	Assistant Principal			UPCOMING		
N	(Area 26, 15) Provide School Technology Coordinator Position. Tech /XL Network Support fees - 100% - SGSA Line Leasing Payment fees - 50% SGSA and 50% NCLB	Assist Students, Staff and Administration in Technology.	X		Principal	\$103,987.00	\$102,821.18	INPROGRESS	435805	
N	Provide a School Business Manager Position	To assist school in efficient financial planning and management of school funds.	X		Principal	\$106,941.00	\$105,652.91	INPROGRESS	424979	
N	Provide School Business Manager Position	To assist school in efficient financial planning and management of funds.		X	Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46271.225.54105.266408.000703.2012_\$ 7,440.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46271.312.53205.256009.000000.2012_\$ 0.00 + 46271.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46271.230.54105.254011.000000.2012_\$ 0.00 + 46271.230.54105.254027.000000.2012_\$ 3,000.00 + 46271.230.54105.254022.000000.2012_\$ 0.00 + 46271.230.54105.254020.000000.2012_\$ 5,000.00 + 46271.230.54105.254021.000000.2012_\$ 0.00 + 46271.230.54105.254008.000000.2012_\$ 0.00 + 46271.230.54105.254002.000000.2012_\$ 1,911.98 + 46271.230.54105.254002.000000.2012_\$ 1,911.98
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46271.230.56105.254008.000000.2012_\$ 0.00 + 46271.230.56105.254002.000000.2012_\$ 101,170.46
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46271.230.53405.254008.000000.2012_\$ 0.00 + 46271.230.53405.254002.000000.2012_\$ 7,199.00 + 46271.230.53405.254002.000000.2012_\$ 7,199.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46271.230.53115.254002.000000.2012_\$ 0.00 + 46271.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46271.230.53125.254002.000000.2012_\$ 0.00 + 46271.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46271.230.53306.254901.000000.2012_\$0.00 + 46271.230.54125.266407.000000.2012_\$0.00 + 46271.230.54125.266410.000000.2012_\$0.00 + 46271.230.54125.254901.000000.2012_\$0.00 + 46271.230.54125.009574.000000.2012_\$0.00 + 46271.230.54125.266402.000000.2012_\$0.00 + 46271.230.53306.266407.000000.2012_\$0.00 + 46271.230.53306.009573.000000.2012_\$0.00 + 46271.230.56105.266414.000000.2012_\$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		46271.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		46271.115.54210.255004.376712.2012_\$0.00



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High 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	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46271.115.55005.254403.000000.2012_\$12,431.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46271.115.53405.119035.000000.2012_\$16,951.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		46271.115.53305.119035.000000.2012_\$93,211.20
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State		X		OMB Budget Analyst	\$43,064.00	\$42,903.81	INCOMPLETE	410022,449878	



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High 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						
	Bilingual TBE grant									
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46271.115.53305.223012.000000.2012_\$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 on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engin		X		OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High 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						
	eer				Analyst					
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		46271.115.56105.119035.000000.2012_\$4,197.00 + 46271.115.55005.119035.000000.2012_\$25,024.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46271 - Theodore Roosevelt High 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	Lunchroom position(s)		X		OMB Budget Analyst	\$419,434.00	\$400,353.10	INCOMPLETE	149390,149752,168860,152639,162047,168852,149365,216390,148243,162084,162114,167636,168815	
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		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus		X		OMB Budget Analyst			INCOMPLETE		



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## 46271 - Theodore Roosevelt High 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						
	(ARRA)									
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		46271.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE	448844	
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	\$196,421.00	\$191,486.28	INCOMPLETE	167104,275473,168424,434020	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46271.210.53405.254607.000000.2012_\$3,560.00



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## 46271 - Theodore Roosevelt High 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		46271.332.57940.390030.430115.2012_\$525.70 + 46271.332.57940.119031.430106.2012_\$0.00 + 46271.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46271.332.54505.390030.430115.2012_\$825.00 + 46271.332.53405.390030.430115.2012_\$198.62 + 46271.332.54125.390030.430115.2012_\$2,100.00 + 46271.332.57940.390030.430115.2012_\$525.70 + 46271.331.57940.390030.430103.2012_\$10,172.10



**CPS SIPAAA Planning Report**  
**46271 - Theodore Roosevelt High School : 2010-2012 Year 2**