



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
Kramer	Daniel	Principal	X		
Anderson	Timothy	Classroom tchr.			
Arendt	Deborah	Classroom tchr.			
Cirone	Allison	Special ed. faculty			
Cohen	Sharon	Classroom tchr.			
Condie	Lori	Counselor/case mgr.			
Echeverry	Olga	ELL faculty			
Gaby	Beth	Classroom tchr.			
Gamache	Andrea	Classroom tchr.			
Godden-Chmielowicz	Samantha	Classroom tchr.			
Gonsiorek	Maria	Lead/resource tchr.			
Hallinan	James	Classroom tchr.			
Hansen	Vicky	Asst. Principal			
Ioder	David	Special ed. faculty			
Kamberis	Peter	Classroom tchr.			
Maeda	Ann	LSC member			
Millet-Rivera	Concepcion	Classroom tchr.			
Momchilov	Sofia	Classroom tchr.			
Neiman	Debra	Other			
Ochoa	Victor	Counselor/case mgr.			
Patel	Neel	Classroom tchr.			
Reget	Patrick	Assessment/Data faculty			
Reynolds	Cheryl	Classroom tchr.			
Rodriguez	Anthony	Asst. Principal			
Rodriguez	Sol	Counselor/case mgr.			
Thompson	Lucille	LSC member			
Tosterud	Katie	Classroom tchr.			
Virgous	Kelsey	Support staff			
Weintraub	Jonathan	Classroom tchr.			
Weiss	Marilyn	LSC member			
Wrenn	Cathy	Lead/resource 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. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

 **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 - Akeshia Elaine Craven  
 Management Support Director - Lauren Simon  
 Area 19 Instructional Support Director - Anna Pavichevich  
 Literacy Coach - Jennifer Sutton - Area 19  
 Math Coach - Dorian Drury - Area 19  
 Science - Sushma Sharma - Area 19  
 Special Education - Marilyn Benjamin - Area 19

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

The SIPAAA process has been a collaborative effort. Initially, each department received templates and data to examine and analyze. Following discussion and self-analysis within the departments, responses were generated and recorded. Next, a SIPAAA team comprised of representation from all departments was formed to review and reflect upon the information garnered and to prepare the consensus document. All teachers completed a survey during department meeting time and the results were tabulated. Additionally, surveys were given to ESP personnel and parents, and the LSC participated in the review process. Thus, the stakeholders involved in writing the activities identified as the "Next Steps Toward Excellence" included teachers, administrators, ESP personnel, students, support staff and security, the Student Council, bilingual parents, our LSC and parents attending an NCLB meeting. The SIPAAA team feels confident that all stakeholders have actively participated in the school's self assessment process and are deeply committed to improving the school.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	140	40	60	700	2	

### Summary of Meetings

Meeting Date	Meeting Type	Description
08-Jun-2011	Small group discussion	The Local School Council met for discussion, review and approval of the SIPAAA and budget.
03-Jun-2011	Working group	The administrative team met to review the SIPAAA and to align activities with the budget.
18-May-2011	Small group discussion	Students of the Month met with the principal and SLC coordinator to suggest incentives to improve student performance and a sense of ownership in the school.
07-May-2011	Town hall/community mtg.	Bilingual and ELL parents met with the principal to provide input for the SIPAAA initiatives and activities.
26-Apr-2011	Working group	Department chairs met with the administrative team for further review and to provide additional feedback.
12-Apr-2011	Small group discussion	Students of the Month met with the principal and SLC coordinator to brainstorm suggestions to improve student performance and a sense of ownership in the school.



Meeting Date	Meeting Type	Description
01-Apr-2011	SIPAAA Team	SIPAAA team met to review student progress from quarterly grades and determine additional strategies needed for increased student achievement.
18-Mar-2011	Small group discussion	The Local School Council met to review and discuss the SIPAAA with regards to budget transfers.
15-Feb-2011	Small group discussion	SLC teams reviewed data from intervention charts to design corrective action plan for improvement by individual students.
28-Jan-2011	Other	Departments met to assess the success of the SIPAAA initiatives and suggest any changes.
07-Dec-2010	Small group discussion	Vertical teams met to review progress and achievement of at-risk students as identified by monthly failure reports.
05-Oct-2010	Small group discussion	SLC small groups established timeline for meetings to address student needs and progress.

### 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: 42  
 Number of Student Survey Responses: 601  
 Number of Teacher Survey Responses: 130  
 Number of Staff Survey Responses: 38

### 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:

Carl Schurz High School is committed to providing all students access to a variety of challenging educational programs and rigorous curriculum that facilitate individualized student success and progress. Via a collaborative small learning communities model and supported by the wise application of technology, an emphasis will be placed on the core areas of reading, writing, and mathematics. Our school strives to fulfill its purpose as a general high school by partnering with the community through the focused lens of multiculturalism. As our primary goal, we embrace the challenge of graduating students with the tools necessary for life-long learning in an ever-evolving workplace and society at large.

#### Vision Statement:

Carl Schurz High School envisions providing an educational experience that will:

- maximize each and every student's potential to achieve academic success, develop character, and become infused with a sense of emotional well-being
- encourage each student to take advantage of the numerous academic and co-curricular opportunities that exist, enveloped in a supportive and nurturing atmosphere of cooperation and competition.
- prepare students to embrace a love of learning that will shine a light on their path to future success and participation in the global village.

## 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:

- The percentage of students who drop out continues to decrease. Schurz was at 8.5% for the 2009-2010 school year.
- The percentage of freshmen on-track to graduate is at 60.7%, up from 49.3% last year.
- Our Small Learning Communities Teams, SLC Coordinator, and Data lead continue to organize meeting structures and data to identify and support struggling students.
- We have a full-time Post-Secondary Coach to assist our students with goal setting and educational and career choices.
- Students are programmed for summer school, Saturday school, and evening school to recover credits early in their high school career to keep freshmen on track and sophomores on pace.
- The AVID program now includes students from all academic years
- We have partnered with local education data analysts to assist in the disaggregation of EPAS data to support teachers in the development of high quality standards based lesson and unit plans.

- The number of graduates attending college and employed need to be increased.
- More awareness activities, such as internships/mentorships, interview practice, and application practice for both college and work need to be expanded.
- The upward trend in ACT and PSAE scores from 2006-2007 to 2007-2008 reversed itself in 2008-2009 to show a decrease in ACT and PSAE scores in all subject areas tested.

## Academic Progress

### Academic Progress Strengths and Concerns

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

We have utilized a variety of assessment data to drive our instructional strategies and curriculum. This data includes the following:

- Fall and Spring EPAS and PSAE assessment data to Freshmen, Sophomores, and Juniors.
- Scantron Performance Series Assessment data for our Freshmen.
- IDS Formative Assessment Data.
- Common department and course team assessments
- Failure rate analysis
- Freshmen Watchlist data
- Behavioral Data as collected through our internal Student Information System
- The school administration has also begun using the Illinois Interactive Report Card to identify specific trends in school-wide data.

#### Strengths

- The percentage of freshmen on-track to graduate is at 60.7%, up from 49.3% last year.
- The percent of students M/E standards in reading is up .1%
- According to the AYP progress document, the % of our students graduating is 68.1%, up from 59.2% last year, an increase of 8.9%. For our Hispanic students, this number is 70.1%, up from 57.9% last year representing a 12.2% gain. For our economically disadvantaged students this number is 66.2%, up from 60.8%, representing a 5.4% gain.
- Decreases in suspensions and expulsions.
- Decreases in average numbers of absences.

#### Challenges:

- Our EPAS scores have remained relatively static over that past few years. We are addressing this by partnering with UIC, several other CPS schools, and Illinois School District 214 in the Curriculum Framework project to lead an effort to overcome this plateau in performance on the ACT and PSAE.

- 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.

- 90.7% of the student body receives free/reduced lunch
- Incoming 8th grade PLAN/EXPLORE test scores indicate students are performing at a far lower level than in previous years
- Low level of parental involvement
- Reduction in available financial resources to implement strategies to increase student achievement
- Rising mobility rate
- Rising percentages of ELL and SWD populations that require intensive support services and more remedial 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?
  - Provide supplemental educational services
  - Provide tutoring, with incentives for student participation
  - Provide additional summer preparedness courses for incoming freshmen who are not achieving at grade level
  - Provide funding to create a positive student climate and culture wherein student ownership in the school's academic success, programs and reputation increases
  - Provide bilingual truant officers to improve student attendance and strengthen the home-school connection
  - Provide additional support services to meet the social-emotional needs of the students
  - Provide vocational training for those students not continuing on to college
  - Provide more staff to meet the needs of the ELL and SWD populations
  - Provide lower class sizes for low-tiered students

- Both internal and external factors contribute to student academic performance. There needs to be more collaborative, focused review and analysis that disaggregates student data to determine learning priorities, monitor progress and help sustain continuous improvement and achievement. The ability to connect with the teacher and fellow students is important in student achievement and thus expanding the SLC model to the junior level will take place. Additionally, teachers will target students varied learning styles as a factor in student achievement.
- 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?
  - There continues to be an overall downward trend in ACT and PSAE scores. Each of the three PSAE subtests and composite showed at least a 2% decrease from 2007-2008 to 2008-2009. The ACT composite score decreased by .8% from 2007-2008 to 2008-2009, and a decline in scores was seen in each of the three tested content areas.
  - Declines in PSAE success indicate a need to realign and refocus curriculum to more closely parallel tested skills and concepts with more scaffolding from the freshmen and sophomore years. Strategies to increase student motivation must be developed, as it is lacking and reflected in performance.
  - The percentage of freshmen-on-track to graduate, 49.3% in 2008-2009, remains considerably lower than the state's 78% targeted graduation rate.
  - There has been both a decline in the number of students enrolled in AP courses, 1.2%, as well as in those scoring 3 or higher on the AP exams, 7.1%, for the 2007-2008 to 2008-2009 time period.
  - Although lower than the state's target attendance rate of 90%, the attendance rate average is 82.07% since 2006.
  - There has been a significant decrease in the one-year dropout rate from 13.3% in 2007-2008 to 8.8% in 2008-2009.
  - There has been a 3.7% increase in the number of freshmen graduating within five years, from 56.7% in 2007-2008 to 60.4% in 2008-2009.
  - There has been a narrowing in the achievement gap on the ACT for ELL and SPED students. For ELL, the gap decreased from 3.9% in 2007-2008 to 3.4% in 2008-2009. For SPED, the gap decreased from 4.8% to 4.6% in the same time period.
  - There has been an increase in the percentage of students making EPAS gains in reading and math for the 2006-2007 to 2007-2008 time period. In reading, the percentage increase is from 38.1% to 38.9%. In math, the percentage increase is from 43.6% to 50.6%.
  - There has been an increase in the percentage of graduates with clear post-secondary outcomes and in the percentage of graduates enrolled in college.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab)  
<https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>
  - In 2009-2010, AYP continues not to be met in the areas of reading, mathematics and the graduation rate.
  - Between SY08-09 and SY09-10 there has been a 1.9% decrease in percentage of students meetings or exceeding standards in Math.

#### Strengths:

- The percentage of freshmen on-track to graduate is at 60.7%, up from 49.3% last year.
- The percent of students M/E standards in reading is up .1%
- According to the AYP progress document, the % of our students graduating is 68.1%, up from 59.2% last year, an increase of 8.9% For our Hispanic students, this number is 70.1%, up from 57.9% last year representing a 12.2% gain. For our economically disadvantaged students this number is 66.2%, up from 60.8%, representing a 5.4% gain.
- IDS for freshmen and sophomore English, math and science courses has brought a focused, standardized curriculum, supplementary materials/ equipment and support personnel to the school.
- Schurz has been selected to be one of the seven CPS College and Career Academy schools, for Business and Automotive Technology, as our Finance Academy and automotive program continue to expand and thrive.
- We have also been approved to develop two additional CTE academies.
- The ILT, composed of staff members from each discipline, provides instructional focus on the targeted instruction area and other curriculum concerns.
- 97.6% of students tested on the ACT/PSAE exceeds the state AYP minimum target of 95.0%.
- ACT preparation classes will be held during weekdays after school for our junior level students.

#### Concerns:

- Overall academic progress has declined. The percentage of students meeting or exceeding standards on the PSAE fell from 17.5% in 2007-2008 to 14.6% in 2008-2009. There has been a two-year decrease in reading from 22.4% in 2006-2007 to 18.1% in 2008-2009. During this same time period, science has also declined from 17.0% to 12.9%. Math has decreased from 16.5% in 2007-2008 to 12.9% in 2008-2009.
- The average ACT score has declined from 16.3 in 2007-2008 to 15.5 in 2008-2009, with a drop in each of the subtests: reading from 16.4 to 15.4, math from 16.3 to 16.0, science from 16.8 to 16.1, and English from 15.9 to 14.6.
- Percentage of students exceeding state standards on the composite PSAE has increased from 0.1% in 2007-2008 to 0.2% in 2008-2009, specifically, the percentage in reading has increased from 0.0% to 0.3% and in science from 0.0% to 0.3%, both of which are numerically insignificant and require improvement.
- 50.25% of all freshmen and sophomores have received all passing grades for 2009-2010. In part, we attribute this to the school-wide use of Remediation Plans and greater student usage of the CPS Student Portal/Parent Portal to track academic progress. The percentage of students passing all courses needs to be improved.
- Percentage of students scoring 5 or higher on the Workkeys reading has decreased from 35.7% in 2007-2008 to 27.5% in 2008-2009, and the percentage of students scoring 5 or higher on the Workkeys math has decreased from 26.4% in 2007-2008 to 22.4% in 2008-2009.
- Percentage of students scoring 20 or higher on the ACT has dropped from 12.4% in 2007-2008 to 8.8% in 2008-2009.
- Percentage of students enrolled in AP courses has dropped from 6.9% in 2007-2008 to 5.8% in 2008-2009. Also, students scoring 3 or higher on the AP exams fell from 23.6% to 16.5% during this same time period.
- There is a need to incorporate an ACT/PSAE test preparation class into the class schedules of our junior level students.

### Student Connection Strengths and Concerns

#### Strengths:

- The average number of days absent per Student is down 4.3 days from the prior year to 33.7 days.
- The average number of days absent per 9th grader has decreased by to 27.2 days. This is down 3.9 days from 2009 and 10.8 days from 2008.
- Our truancy rate is down .20% from 2009
- Suspensions are at 1250 for the SY2009-2010. This is down 281 from SY2008-2009.
- Expulsions are at 5 for the SY2009-2010. This is down 6 from the SY2008-2009.
- There is strong student participation in extracurricular activities with a figure of 72% in 2008-2009.
- The 78.94% attendance rate in 2008-2009 has increased to 82.91% in 2009-2010.
- The Freshmen Connection summer program and our freshmen academy model have assisted in helping students to make a successful transition to high school. This is evidenced in the freshmen on-track to graduate rate increase and the decline in the failure rate.
- On the most recent Student Connection Survey in 2008-2009, 81% of our students reported that their classes were "academically rigorous", up from 77% in 2007-2008.
- On the same survey, 82% of our students reported that they felt Schurz was a safe and respectful school climate, up from 74% in 2007-2008.
- In addition, the largest increase was demonstrated by students reporting supportive teachers and staff at Schurz, from 64% in 2007-2008 to 83% in 2008-2009,
- The After School Matters Program continues to enroll 120 students for on-site extracurricular activities and training.
- We offer an on-site college fair during the regular school day, with 51 colleges and universities represented.
- Our freshman counselors meet individually with all Freshman Watchlist students and document the various conferences.
- There is a well-organized high school and feeder schools collaboration activity that occurs on High School Investigation Day.

#### Concerns:

- While we have seen a decrease in the truancy rate, the percentage of students truant is still high.

### 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?
  - We serve a high percentage, 94.5% in 2009-2010, of economically disadvantaged students. The percentage of our students receiving specialized services has risen from 19.4 in 2008-2009 to 19.9% in 2009-2010. Our ELL population is at 12.9%. These populations require additional support services and resources to achieve academic success. Many of our freshmen require remedial reading and mathematics instruction delivered through double period math and English classes.
  - There has been a decrease in our mobility rate from 25.8% in SY2008-2009 to 22.3% in SY2009-2010
  
- In what ways, if any, have these attributes and challenges contributed to student performance results?
  - There continues to be a decline in student respect for the staff, and a decline in student ownership and pride in their school.
  - There is a noticeable increase in tardiness to classes and disturbances within the school building, thus reducing the amount of instructional minutes for students.
  - The average days absent per student, 38 in 2008-2009, present a major challenge for academic achievement and student performance. In spite of this challenge, the school-wide failure rate has declined from in previous years.

#### Strengths:

- We consider our cultural diversity to be a strength. Our enrollment data for SY2009-2010 indicates that 81.3% of our students are Hispanic, 8.2% are White, 8.0% are Black, 2.2% are Asian, and 0.3% are Native American.
- The number of National Board Certified Teachers has risen by 50% from four in 2007-2008 to six in 2009-2010.
- The school continues to receive a grade of "B" for cleanliness and is well maintained by an excellent engineering and custodial staff.
- Student artwork is displayed in the halls, and bulletin boards display names and photos of students deserving recognition for various endeavors.
- The ADA building improvements are complete
  - The new dehumidification systems up and running.
- The school campus is continually undergoing environmentally friendly and beautification projects.
- In the most recent data reported, 72% of the parents report satisfaction with the school.
- We are staffed with seven certified counselors and one Post-Secondary Coach, five of whom are bilingual, including three in Spanish, one in Chinese and one in Arabic. They represent diverse multicultural backgrounds.
- There has been a steady increase in the number of course electives available for students.

#### Concerns:

- There has been a rise in the ELL population from 10.4% in 2007-2008 to 13.8% in 2008-2009, necessitating shifts in resources and continual modifications and updates to address unique needs and enhance the educational experience for such learners.
- The mobility rate has increased from 23.7% in 2007-2008 to 25.8% in 2008-2009. Thus, it is more difficult to maintain educational continuity.
- Nearly 20% of the school population is in need of special education services. Personnel and resource allocation needs to be addressed and monitored to maximize the learning environment for all students and remain compliant with state mandates.
- Although on the rise from 78.94% in 2008-2009, the current attendance rate of 82.91% needs to improve.
- Tardiness to school and to classes throughout the day needs to be reduced.
- The staff needs to focus on greater consistency regarding protocols for student discipline procedures and maintaining rules that are enforceable.
- There needs to be greater parental involvement and communication between the home and school.
- There is a need for increased support to meet the needs of our socially and emotionally troubled students.



Partner Name	Partner Description	# of Students
TCF Bank	Bank that provides funding for field trips and supplies	150
Marwen Foundation	Art foundation that provides buses and substitutes for field trips to their facility	60
Footprints Foundation	Charitable organization that supports initiatives in the automotive industry	150
Roosevelt University Talent Search	Outreach program that works with college bound students	150
University of Illinois Upward Bound	Outreach program that works with the college bound and prepares them for post-secondary education	200
Hispanic Alliance for Career Education	Organization that provides internships, guest speakers and job shadowing opportunities	150
University of Illinois - Chicago	Economics department provides mentorships and the opportunity to earn college credits	30
Junior Achievement	Organization that provides internships and guest speakers	150
Citigroup	Bank that assists with curriculum development and offers summer conferences	30
Federal Reserve Bank of Chicago	Agency that provides job shadowing and sponsors the Fed Challenge	150
Big Brothers, Big Sisters	Facilitates the Morgan Chase Leadership Program	30
J.P.Morgan Chase Leadership Academy	Bank that provides a six-month leadership program for seniors	30
Office of the Comptroller of Currency	Agency that provides internships and job shadowing opportunities	30
Price Waterhouse Coopers	Professional services firm that provides job shadowing and summer internships	40
KPMG	Auditing and accounting firm that provides job shadowing opportunities and guest speakers	30
Deloitte & Touche	Accounting and consulting firm that provides job shadowing opportunities and internships	40
Department of College & Career Preparation	CPS department that assists with preparing graduates for post-secondary education	100
After School Matters	After school activities that offers students hands-on career experience and job training	120
CDI	Local Business -Supports our NAF program and donates to the school	200

 **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).
  - The ILT continues to work with school administration in identifying staff professional development needs, designing PD sessions, and delivering those sessions to all staff during professional development days.
  - Teachers meet weekly in SLC teams to discuss the academic, behavioral, and attendance data for students who are struggling in their classes. During each meeting the team decides on appropriate interventions and implements them. Subsequently, the Data Lead collects this information and tracks the progress of students through the interventions.
  - Common planning time is in place for all core content area teachers to meet to discuss and plan around instruction, assessments, and results.

- Teachers voted on restructured instructional day for next year to include an hour each week during the regular work day for Small Learning Community Intervention Teams to meet.
  - NCLB Evening School is offered as a credit recovery opportunity for all year levels.
  - Freshmen on Pace Credit Recovery Classes are available to keep freshmen-on-track to graduation.
  - The SES tutorial program is offered two days per week by SES of Illinois, Babbage, Education Masters, AIM High, and other CPS approved SES programs.
  - Volunteer tutoring continues to be provided by teachers during their non-teaching periods.
  - Professional development sessions continue to be provided by America's Choice, EDC and IIT for those teachers involved with IDS.
- 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...).

-A variety of instructional practices, strategies and resources are used to close the achievement gap between students with and without disabilities. Special education teachers work collaboratively with general education teachers and other service providers to clearly identify the student's strengths and areas of needs. Pertinent information on a student's IEP is made available on SSM to each classroom teacher. Teachers utilize information about the student's areas of needs, including reading comprehension, letter word recognition and math computation skill, and then plan their lessons accordingly. The student's learning style, interests, and group preference are also identified in each IEP.

- In addition, various collaborative teaching models are available to meet the needs of students with disabilities. They receive instruction in the general education settings, inclusion classrooms and instructional setting classes. Placement is determined by the IEP team. These students are assigned to a special education service provider. This service provider collaborates weekly with the general education teacher to identify successful instructional strategies for the student, to monitor progress and concerns, and to implement interventions as needed. On an on-going basis, special education and general education teachers attend professional development trainings to further enhance their knowledge and ability to make the general education curriculum accessible to the student with disabilities.

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

- Next Steps for Instruction:

- Continue to improve academic achievement in English, mathematics and science through IDS and the SLC in all academic years.
- Continue to use data from standardized tests and classroom based assessments to identify and target specific skills for improvement across the content areas.
- Continue to improve differentiated instruction through the professional development and the sharing of best practices.
- Increase the use of classroom based formative assessments.
- Expand tutoring opportunities via an academic support center.
- Encourage greater participation in the AVID program as it continues into the Senior year.
- Provide support and funding for AP coursework and training of new AP teachers that will allow additional honors and AP classes to be offered.
- Provide before and after school workshops for AP students.
- Implement an ELL plan for ACT/PSAE preparation.
- Improve academic achievement and enhance technology skills by using Internet resources to supplement classroom instruction.
- Improve literacy achievement by providing student resources that focus on comprehension, vocabulary and language arts aligned to both the College Readiness Standards and Common Core Standards
- On-going use of grammar materials to increase PSAE English, writing and reading achievement.
- Support the inclusion team model of special education teachers and regular teachers in general classrooms to help the special needs students and give these students an equal opportunity to access the information successfully
- Continue to offer double period algebra and English classes for at-risk freshmen students
- Support reading through the Mayor Daley Book Club and the Battle of the Books
- Offer after school ACT prep for Juniors.
- Implement Service Learning initiatives school-wide.
- Continue to support the Academic Decathlon and Debate team for participation in interscholastic competition.

### ***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:

- Continue to communicate the Small Learning Communities philosophy and model to all students, parents, staff and community members.
- Continue to track and share student performance data to enhance student achievement.
- Continue to work with the ILT to develop and implement high quality needs-based professional development for our teachers.
- Identify and effectively use staff expertise to strengthen school initiatives and programs.
- Maintain continuous communication of available resources and funds.
- Update an organizational chart that clearly identifies the structure and components of all programs and initiatives and how they work together to ensure academic achievement.
- Continue to observe and mentor teachers to increase skills for classroom success; including classroom management, organizational skills and relating to a diverse student population.
- Engage all stakeholders in creating a positive learning environment to ensure the success of all students.
- Continue to monitor and enhance attendance and discipline initiatives by funding an administrative position in order to keep students on track for graduation.
- Provide additional support in the development, organization and maintenance of Departments and Course Teams through leadership development.
- Revisit procedures and expand activities to bring more parents and community members into the school for positive experiences.
- Recommend and encourage full staff participation in school-wide professional development with a focus on best practices in math and/or reading.

### ***Five Fundamentals: Professional Capacity***

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

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?
  - There is an established professional development structure in place.
  - There is continued administrative support and encouragement of attendance at professional development activities and workshops.
  - Teachers meet within departments and across the content areas to share best practices.
  - The number of National Board Certified teachers and candidates has increased.
  - The improved attendance rate has contributed to keeping freshmen-on-track and sophomores-on-pace.

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

- Describe your teacher mentoring program

Schurz is committed to supporting teachers new to the profession and seasoned teachers new to Schurz. Each month, new teachers will meet with school administration and Chicago New Teacher Center Coaches to celebrate success and collaborate around challenges.  
¿New to Schurz¿ teachers receive support within their departments from department chairs and course team leaders.

- 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...)
  - Special education and general education teachers attend professional development workshops that focus on the inclusion model and the roles of both

teachers in the inclusion setting. Additionally, where appropriate, they both attend IDS trainings. Our school programmer schedules common planning time for co-teaching teams. The special education department meets weekly to discuss updates in state mandates and procedures, curriculum modifications, supplemental aids and services provided at our school.

- Special education service providers collaborate with the general education teachers via weekly e-mails and meetings that are held during the regular school day and on non-attendance days for students. As a result of such interactions, collaborative logs for quarterly review are submitted to the administrative team.

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

- **Next Steps for Professional Capacity:**

- Continue to regularly share Best Practices across the content areas and within course teams during common planning time
- Continue to provide common planning time to allow course teams to meet.
- Schedule relevant guided professional development to support our Small Learning Communities Model.
- Offer targeted professional development of our first cohort of teachers in the Curriculum Framework Project.
- Offer a year-long professional development plan designed by the ILT and school administration
- Expand the use of IDS coaches to junior level English, math and science courses
- Continue to offer the Chicago New Teacher Center Mentoring Program
- Facilitate on-going workshops in all the nuances of Gradebook.
- Schedule additional Internet related training to assist with the access and utilization of electronic resources
- Maintain a peer collaboration program around instructional practices, student achievement, student behavior, and student attendance
- Continue to develop relationships with local universities and organizations.

## ***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).**

- Our school cultivates an inclusive learning environment by providing teachers an opportunity to attend a wide-range of professional development activities.
- The Office of Specialized Services (OSS) provides feedback to the special education department via an inclusive practices scorecard. With this evaluative information, the administrative team works with the OSS to provide appropriate training to the staff on our areas of need.
- Students with and without disabilities continue to interact in physically and socially integrated settings, such as clubs and sports programs. Students with disabilities are integrated with non-disabled peers to the maximum extent possible and have access to the same curriculum, activities and programs, with supplemental aids and supports as necessary.

- **Next Steps for Learning Climate:**

- Continue to focus the work of the Small Learning Community houses to build identity and community among students as well as support struggling students.
- Focus on enhanced consistency regarding protocols for student discipline procedures.
- Continue to maintain high learning and behavioral expectations for all students through the implementation of a Positive Behaviors Interventions and Supports program.
- Establish a "lunch hour" detention program that will include academic activities.
- Develop strategies to minimize tardiness to classes and hall disturbances.
- Continue to provide academic electives based on student population and interests.
- Continue to support the freshmen academy mediation room and expand the program where feasible .
- Continue to implement the Big Brother/Big Sister Program and expand peer support for academic achievement programs.
- Continue to provide a nurturing and supportive environment that is both secure and safe.
- Continue to update computer labs and purchase more equipment as needed.
- Establish a gang prevention and conflict resolution program that provides for a staff of counselors, social workers, psychologists and police officers to support student growth and development and promote a safe and secure educational environment.
- Continue to providing a welcoming atmosphere with strong communication to our school community.
- Continue to update and replace problematic copiers throughout the school.
- Redesign the student development program through PBIS for school-wide implementation.

### ***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?
  - Additional parent open house events for academy students.
  - Freshmen Connection orientation program .
  - Increased use of the Student/Parent Portal for attendance and grade monitoring purposes and communication with the home.
  - Orientation sessions for parents of incoming freshmen.
  - Multi-week Saturday classes and one-day workshops for parents.
  - Use of the school marquee, local newspapers, and the school website to communicate with parents and the community.
  - Bimonthly mailings to the home that include the school calendar, progress and grade reports, and other important announcements and information.
  - Phone calls to the homes of absent 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.
  - The school website provides regularly updated information in eight languages by activating the Google language tool.
  - A copy of the SIPAAA is available on the school website.
  - Handouts and school progress reports created by the District are distributed at Parent-Teacher Conference Days.

- Progress and grade reports are mailed to the home.
- The Gradebook Parent Portal provides parents with access to student progress at all times.

### Next Steps for Family & Community Involvement:

- Schedule additional training for parents on the CPS Parent Portal.
- Create a parent e-mail contact list for better communication.
- Continue to offer articulation meetings between our school and our feeders schools to improve the quality of the relationships among schools and improve the quality of transitional IEPs for incoming 9th graders.
- Continue to schedule evening activities, such as "Movie Night" and recognition assemblies.
- Continue to schedule progress report and grade pick up nights for the academies with incentives offered to parents for their participation, i.e., raffles, door prizes.
- Allow family and community members to utilize the school library and computer labs on days and evening school is in session and when they can be staffed.
- Designate a staff member for public relations purposes and to reach out to community members and businesses.
- Implement a series of parent meetings at the beginning of the school year to dialogue about school policies, procedures and expectations, offering a substantial discount off the student activity fee for attendance.
- Offer additional FAFSA workshops.
- Continue to provide opportunities for parents to participate in a college and career night.
- Offer a workshop on financial literacy with representatives from local banks, mortgage companies and insurance agencies.
- Continue to include parental involvement through the NCLB Advisory Committee.
- Continue to provide parent workshops and seminars that will offer strategies to enhance the academic achievement of students.
- Provide additional Internet-based resources to enhance school-family partnerships.
- Update student emergency cards with current information including cell phone numbers and e-mail addresses.
- Promote greater participation in LSC meetings by parents and the community.
- Offer a partial waiver of incurred debts or credit toward future debts for parents of at-risk students who attend an early involvement workshop on various

### 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.



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	- Improve reading skills school-wide with an increased emphasis on Hispanic, SWD and Economically Disadvantaged students. AYP standards were not met in these groups (Hispanic 15.9%, SWD 12.8% and Economically Disadvantaged 19.5%). Focus on instruction and achievement by expanding IDS and AVID to junior level classes, thus increasing academic rigor.	- Increase Hispanic PSAE reading subtest scores meets/exceeds from 15.9% to 17.4% in 2011 and to 18.9% in 2012, Economically Disadvantaged meets/exceeds from 19.5% to 21.0% in 2011 and to 22.5% in 2012, and SWD from 12.8% to 13.9% in 2011 and to 15.0% in 2012. - Decrease English failures by 4%, 80 students, in all English classes by June 2011, and by an additional 3%, another 60 students, by June 2012.	-The ILT, the Data Mentoring Team, and the freshmen, sophomore and junior academies teachers and leads will continue to collect quarterly, disaggregate and analyze the data from various sources. - Instruction will be modified as needed. - Greater administrative oversight of teacher performance by frequent walkthroughs and utilizing the Danielson framework for observation and evaluation. - Junior classes will continue using standardized and teacher-generated PSAE/ACT test prep materials.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Mathematics	<p>- Improve math skills school-wide with an increased emphasis on Hispanic, SWD, and Economically Disadvantaged students. These groups did not meet AYP standards in math (Hispanic 12.8%, SWD 14.1% and Economically Disadvantaged 14.9%). Focus on instruction and achievement by expanding IDS to junior level classes. Expand math offerings, update curricula and equipment.</p>	<p>- Increase Hispanic PSAE math subtest scores meets/exceeds from 12.8% to 14.8% in 2011 and to 16.8% in 2012, Economically Disadvantaged from 14.9% to 16.9% in 2011 and to 18.9% in 2012, and SWD from 14.1% to 15.1% in 2011 and to 16.1% in 2012.</p> <p>- Show a 7% improvement, 49 students, in the freshman passing rate for Algebra 1 by June 2011, and an additional 8% improvement, another 56 students, by June 2012.</p> <p>- Show a 7% improvement, 42 students, in the sophomore passing rate for Geometry by June 2011, and an additional 8% improvement, another 48 students, by June 2012.</p> <p>- Show a 7% improvement, 39 students, in the junior passing rate for Algebra 2 by June 2011, and an additional 8% improvement, another 44 students, by June 2012.</p>	<p>-The ILT, the Data Mentoring Team, and the freshmen, sophomore and junior academies teachers and leads will continue to collect quarterly, disaggregate and analyze the data from various sources.</p> <p>- Instruction will be modified as needed.</p> <p>- Greater administrative oversight of teacher performance by frequent walkthroughs and utilizing the Danielson framework for observation and evaluation.</p> <p>- Junior classes will continue using standardized and teacher-generated PSAE/ACT test prep materials.</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Science	- Improve science instruction and academic success by expanding IDS to the junior level, offering additional science classes, increasing rigor and updating equipment in order to attain success on the science and science reasoning subtests. Increase the focus on Hispanic(12.0% meets/exceeds), SWD, and Economically Disadvantaged populations (12.0% meets/exceeds).	- Increase Hispanic science subtest scores meets/exceeds from 12.0% to 14% in 2011 and to 16% in 2012, and Economically Disadvantaged meets/exceeds from 12% to 14% in 2011 and to 16% in 2012. - Increase science fair participation by 25%, 25 students, for Hispanic and Economically Disadvantaged populations by 2011, and by an additional 20%, another 20 students, in 2012. - Show a 7% improvement, 49 students, in the freshman passing rate for Biology by June 2011, and an additional 8% improvement, another 56 students, by June 2012. - Show a 7% improvement, 42 students, in the sophomore passing rate for Chemistry by June 2011, and an additional 8% improvement, another 48 students, by June 2012. - Show a 9% improvement, 49 students, in the junior passing rate for Physics by June 2011, and an additional 10% improvement, another 55 students, by June 2012.	-The ILT, the Data Mentoring Team, and the freshmen, sophomore and junior academies teachers and leads will continue to collect quarterly, disaggregate and analyze the data from various sources. - Instruction will be modified as needed. - Greater administrative oversight of teacher performance by frequent walkthroughs and utilizing the Danielson framework for observation and evaluation. - Junior classes will continue using standardized and teacher-generated PSAT/ACT test prep materials.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	On Track to Graduation	- Increase the number of students who are on-track to graduate at every grade level , by increasing the quantity and quality of supports to those at risk. As of 2008-2009, there are 49.3% freshmen on-track to graduate, an increase of 1.4% from 2007-2008.	- Increase the percentage of freshmen on-track to graduate by 8% to 57.3%, 52 students, in 2011, and by an additional 10% to 67.3%, another 65 students, by 2012. - Decrease the average number of days absent per student by 5, from 38 days to 33 days in 2011, and by another 5 days to 28 days in 2012. - Students will opt to stay in school and the graduation rate will increase by 6% to 65.2%, 42 students, in June 2011 and by an additional 6% to 71.2%, another 42 students, in June 2012, with an emphasis on improving graduation rates for the Hispanic, Economically Disadvantaged and SWD populations, as additional support systems are put into place.	- Review and analyze data on the CPS websites (REA & Dashboard) at quarterly intervals, more frequently for some data. - Track progress for those students who appear on the Freshmen Watchlist. - Continuous evaluation and credit checks by freshmen, sophomores, and junior academies teachers, leads, and counselors. - Review of student attendance data on a monthly basis. - Continue remediation initiatives. - Continue student-counselor conferences for all failing students.	
5	Operations Schools	- Maintain the physical plant to allow for a quality educational environment for all students and staff.	- Improve the grade of "B" to a grade of "A" in the annual CPS Blitz Inspection.	- Monthly inspections of the classrooms and physical plant will be made by the school engineer to identify areas of non-compliance with city codes.	

### 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(positions)		X		OMB Budget Analyst	\$2,429,306.00	\$2,674,854.05	INCOMPLETE	442340,394816,111669,430347,428207,442894,443789,426860,442901,428202,443400,426128,394546,442721,426861,272041,425857,442926,430348,425928,425863,270185,118188,134984,428208,442782,425859,425861,442777,426882,426364,430689,428206,394494,	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
									425862,111971, 428204,442690, 430688,443395, 442770,427216, 428205	
N	Placeholder for potential additional expenses; i.e. 4% raises.	Budget line to place additional funds pending decision on additional expenses related to payroll and other costs not yet determined.		X	Principal	\$68,972.00	\$0.00	INPROGRESS		46281.332.54105.221234.430106.2012_\$0.00 + 46281.225.54105.221234.000703.2012_\$0.00 + 46281.332.54105.221234.430119.2012_\$0.00
N	Private vocal coach and accompanists (miscellaneous employees) to prepare vocal majors for performances, concerts and competitions.	This activity will increase student proficiency in artistic performance by providing consultants to work with students individually and in small groups.	X		Choral Teacher			INCOMPLETE		
N	Fund consultants and other offsite personnel to assist students in reaching their academic potential.	This activity will allow departments; i.e. music to fund accompanists for rehearsals, recitals and competitions.		X	Principal			INPROGRESS		
N	Maintain school-wide video network system to enhance instruction.			X	Assistant Principal			INPROGRESS		
N	Support award-winning Academic Decathlon team.			X	Math Chair			INPROGRESS		
N	Provide opportunities for			X	PD Coordinator			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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 to attend workshops, conferences, and seminars to enhance the professional learning community.									
N	Fund substitutes through NCLB for teachers attending professional development.		X		Payroll Clerk			INPROGRESS		
N	Purchase supplies for security initiative.			X	Assistant Principal			INPROGRESS		
N	Provide funding for fees and admissions etc. for teachers attendance at professional training.			X	Assistant Principal			INPROGRESS		
N	Purchase software renewal license for web-hosting software.			X	Assistant Principal			INPROGRESS		
N	Provide extended day for webmaster to develop and maintain school website.		X		Assistant Principal			INPROGRESS		
N	Provide essential community based instruction and daily living skills instruction for students with low-incidence disabilities			X	Assitant Principal, Special Ed. Chair, Autism teacher			COMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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	Provide funding for community based instruction for students with low-incidence disabilities.			X	Assistant Principal			COMPLETE		
N	Provide students and staff with a safe and secure learning environment. - 2		X		Principal, Assistant Principal	\$59,209.00	\$58,003.09	INCOMPLETE	149863	46281.225.51320.290001.000703.2012_\$8,000.00
N	Provide students and staff with a safe and secure learning environment. - 1		X		Principal, Assistant Principal	\$399,210.00	\$392,946.85	INPROGRESS	165019,150891,156352,149722,149939,167032,150917	
N	Work with teachers and students in utilizing technology to enhance classroom instruction and student achievement through software integration into the curriculum. - 1		X		Principal, Assistant Principal	\$70,011.00	\$68,805.66	INPROGRESS	265008	
N	(Default) Continue to fund existing SGSA and NCLB positions.		X		Principal, Assistant Principal	\$56,762.00	\$55,556.63	INPROGRESS	167369	
N	Light refreshments, supplies and textual materials for the parent workshops and training.			X	Teacher Presenters	\$800.34	\$508.11	INPROGRESS		46281.332.53205.390030.430115.2012_\$0.00 + 46281.332.53205.390030.430128.2012_\$800.00
N	Fund personnel (teachers and ESP staff) to		X		Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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 parent workshops and training to enhance student achievement and solidify the school-home connection.									
N	Fund Tech XL Network Support Fee using NCLB funds			X	Assistant Principal			INPROGRESS		
N	Fund Tech XL Network Support Fee using SGSA funds			X	Assistant Principal			INPROGRESS		
N	Provide opportunities for parents to attend off-site workshops and seminars that will assist them in increasing their own skills and enable them to be more effective role models (PAC funds).			X	PAC Chair Coordinator			INCOMPLETE		
N	Fund transportation reimbursement for school personnel required to attend mandatory meetings, hearings, etc.			X	Assistant Principal			INCOMPLETE		
N	Provide student support through school office services; such as programming, transcripts,		X		Principal	\$54,583.00	\$73,855.01	INPROGRESS	452513,157305,442664	46281.336.51330.290001.543517.2012_\$918.33



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	cashier and bookroom									
N	Fund Crisis Prevention Institute's "Nonviolent Crisis Intervention" training targeting teachers and ESP Personnel in order to give the staff skills to guide students toward more positive behavioral choices.			X	Assistant Principal			COMPLETE		
N	Reload FY10 Parent Involvement funds. Funds to be used for parent involvement by Aug 31, 2010.		X		Principal, Asst. Principal, NCLB PAC Chair			INPROGRESS		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to implement the Academic Support Center for English students to improve academic achievement.	This activity will establish The Academic Support Center which will provide assistance to English students with homework and classwork, and provide a supervised study hall, either before or after-school. Students are referred to the center by their classroom teacher, via the remediation plan, and receive proof of attendance to present to the classroom teacher. Two teachers from the content area staff the center. Academic improvement will be tracked at the time of grade reports and future remediation plans. This support piece will help our Hispanic and Economically Disadvantaged populations, both of whom did not meet AYP in	X		Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		reading.								
N	Replace and upgrade technology to enhance instruction and student achievement.	This activity will ensure that upgraded software and hardware are in place to assist and enhance literacy instruction. Such technology allows for independent student practice and immediate feedback. Included in IDS are the extensive use of LCD projectors and overhead projectors, allowing for a visual display of lectures and mathematical examples. Increased use of these media options increases comprehension of concepts and will help close the gaps in existing test scores and AYP and Safe Harbor threshold.		X	Assistant Principal, Tech Coordinator			INPROGRESS		
N	Continue the Write Zone Program that supports the	This activity will ensure that the The Write Zone provides a	X		Write Zone Coordinator	\$45,591.00	\$44,373.02	COMPLETE	390897	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	writing projects across the content areas, i.e., Science Fair and History Fair. - 1	support site and a staff to aid the students with writing lessons, the completion of projects, and a helping hand for those needing either peer or teacher guidance.								
N	Provide instruction, via additional AVID classroom teachers, targeting students who have the potential to attend a four-year college.	This activity will allow for additional teachers (AVID) who will provide rigorous instruction to students who meet the criteria of the program and provide them with strategies to be successful at a four-year college/university. The AVID program will be fully implemented across all grade levels.	X		Assistant Principal, Cathy Wrenn-AVID Coordinator	\$90,211.00	\$89,496.48	COMPLETE	406029	
N	Fund the Wilson Reading System, a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding. WRS directly teaches	This activity will model the WRS which will provide a reading intervention for special education students with evidenced reading scores at the 3.5 grade		X	Assistant Principal, Linda Lochmiller			COMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	the structure of words in the English language so that students master the coding system for reading and spelling.	equivalent and below ,causing them to have significant deficits. Expected gains of one to two years reading improvement per year of instruction.								
N	Provide additional instructional materials ie. novels etc. for recreational reading for staff and students in selection and maintenance of classroom libraries and Accelerated Reader.	This activity will allocate both instructional and recreational reading materials so that students may better understand the passages and questions on any assessment. Both teachers and department chairs will be responsible for the selection of materials.		X	Assistant Principal, Department Chairs			UPCOMING		
N	Purchase supplies such as headphones, flashdrives, to be utilized in the computer labs for implementation of language arts instruction.	This activity will fund the purchase of headphones and flashdrives that create the student's "owning " of the information being dispensed. Headphones allow for multiple users in a lab setting to actively engage in lessons		X	Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		without disruption to other users. Headphones also allow students to hear correct pronunciation and usage, which is particularly beneficial to our Hispanic population.								
N	Design curriculum collaboratively with staff to implement the school-wide literacy program which promotes and models effective reading strategies.	This activity will allow for the continued implementation of Writing to Learn, the Targeted Instructional Area, by the use of Cornell Notetaking and a second school-wide strategy in order to promote and model to our Hispanic and Economically Disadvantaged students effective organization. Teachers will monitor and tweak students' work, and at bi-monthly meetings will adjust strategies as necessary to move the students along	X		Assistant Principal, English Chair			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		by 4% per quarter.								
N	Continue to offer a public speaking class as an elective for junior and senior students.	This activity will increase the number of lessons Hispanic students, Students with Disabilities and the Economically Disadvantaged students will spend on developing oral and written language skills. Teacher collaboration on lesson plans and curriculum will guide the students towards enhanced proficiency.	X		Assistant Principal, Programmer, Dept. Chair			INPROGRESS		
N	Provide instruction, via additional AVID classroom teachers, targeting students who have the potential to attend a four-year college.	This activity will provide additional teachers (AVID) who will offer rigorous instruction to students who meet the criteria of the program and provide them with strategies to be successful at a four-year college/university. The AVID program will be fully implemented	X		Assistant Principal, Cathy Wrenn- AVID Coordinator	\$88,170.00	\$87,449.21	COMPLETE	405971	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		across freshmen, sophomore and junior levels.								
N	Fund AVID tutors (two tutors per elective class), no more than twenty hours per week, per tutor.	This activity will provide tutors who will regularly facilitate collaborative inquiry-based groups in the AVID classroom.	X		Assistant Principal, Cathy Wrenn, Matthew Lombardo			COMPLETE		
N	Purchase materials and supplies for expanding the AVID program through the junior year.	This activity will support the use of specified AVID materials that will allow for a fully implemented program focusing on organizational strategies complying with the four pillars of the program. Writing, Inquiry, Collaboration, Reading.		X	Assistant Principal, AVID team	\$2,170.00	\$2,170.00	INPROGRESS		46281.332.53405.119060.430106.2012_\$0.00 + 46281.332.53405.119060.430119.2012_\$2,170.00
N	Provide funding to support the AVID Family Workshop and college field trips.	This activity will establish parental workshops and college field trips to support students in the academic middle who envision success in rigorous courses and will increase enrollment in a four-year college/ university.		X	Assistant Principal, AVID Team			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide substitutes to allow teachers to attend off-site professional development training.	This activity will fund substitutes, thus allowing our teachers to attend PD to increase their knowledge in specific reading strategies. Our IDS teachers will receive additional training in curriculum development and preparation for IDS assessment. Both Hispanic and Economically Disadvantaged subgroups will benefit. The assisatant principal and payroll clerk will supply the necessary coverage and process the necessary paperwork.	X		Principal, Payroll Clerk			INPROGRESS		
N	Utilize IDS to provide a comprehensive curriculum for freshmen, sophomore, and junior level English courses.	This activity will ensure that English teachers will continue to work with our IDS provider to make certain that mandated curriculum is being covered and that all resources are being utilized to	X		Assistant Principal, IDS leads and coaches, Course Team Lead			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		promote student learning. English teachers will continue to attend PD sessions to enhance thier knowledge and skills and support delivery in the classroom.								
N	Purchase language arts supplies for supplemental literacy events and activities.	This activity will allow Students with Disabilities, Hispanic and Economically Disadvantaged students to be rewarded with motivational incentives. The administration will monitor these purchases.		X	Assistant Principal, English Chair			INPROGRESS		
N	Create Language Arts competitions between classrooms to improve grammar and vocabulary.	This activity will establish in-school writing competitions that will foster language development, with an emphasis on the writing process. A team of teachers will collect and analyze the completed writing assignments. The vertical team will score the work with a rubric.		X	Assistant Principal, English Chair			UPCOMING		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Utilize common planning time and "cluster" periods to design curriculum collaboratively with staff to implement the school-wide literacy program which promotes and models effective reading strategies.	This activity will continue to promote Writing to Learn, the Targeted Instructional Area, by the use of Cornell Notetaking and summarizing in order to promote and model to our Hispanic and Economically Disadvantaged students and Students with Disabilities effective organization. Extended day for teachers will allow monitoring and assessing students' work, and at bi-monthly meetings will adjust strategies as necessary to move the students along by 4% per quarter.	X		Assistant Principal, Dept. Chairs, SLC teachers			INPROGRESS		
N	Continue to expand hours in the library and labs in order to do research and utilize the computers for various projects.	This activity will support extended library hours to provide both research opportunities and a suitable environment to complete homework through the use of the Internet	X		Liibrary Chair			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and the computers. The use of these resources for our Hispanic population and Economically Disadvantaged students is vital. A sign-in log is kept by our librarians to document usage.								
N	Involve students in school-wide literacy programs, such as Accelerated Reader book selection and on-line testing.	This activity will promote the school-wide Accelerated Reader which enhances and improves both vocabulary and reading skills. On-line assessment and the teacher-generated reports provide an opportunity for increased comprehension for our Hispanic and Economically Disadvantaged students. Teachers will monitor the points accumulated by the students.		X	Assistant Principal, English Chair			INCOMPLETE		
N	Provide maintenance for Accelerated Reading	This activity will help to provide maintenance for the Accelerated		X	Assistant Principal,			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	program.	Reading program.								
N	Monitor the school-wide writing plan to ensure that students are focused on becoming proficient writers.	This activity will fund materials that will support the writing plan designed by the teachers in order to help support the writing process. All our students including Students with Disabilities, our Hispanic and Economically Disadvantaged students will benefit from the use of these supplies. Teachers will utilize these materials in their classroom and will keep a check list to that end.		X	Principal, Assistant Principal			UPCOMING		
N	Retest all freshmen during the first two weeks of the school year to validate placement.	This activity will provide additional data for the incoming freshmen to offer a more complete picture of the individual and his/her academic needs. The Freshmen IDS lead will be responsible for making sure this takes place. The school		X	IDS Lead, English Chair, Course Teams			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		programmer will make program adjustments based upon Gates test results.								
N	Provide extended day opportunities for teachers to attend professional development training and workshops in such areas as reading, writing, math, curriculum development, etc.	This activity will allow for continuing education to provide a greater scope of training for teachers in all departments in order to bring clearer instruction to the classroom. If possible, a "train the trainer" method can be used to bring all teachers into the arena. Teachers involved will need to document their participation with sign in sheets and logs and will then be required to disseminate information to their respective teams. Teachers will need to seek out extended day opportunities that focus heavily on strategies to improve performance by Hispanic and Economically	X		Principal, Asst. Principal, Dept. Chairs			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		Disadvantaged students.								
N	Update software for ELL labs.	This activity will generate the continual updating of our ELL labs which will make our students more proficient in English, resulting in a better connection and better understanding of their environment and improvement across the content areas. Student progress will be closely monitored by their teachers to ensure the identification of the strengths and weaknesses in our students, and thus drive future instruction.		X	Tech Coordinator			INPROGRESS		
N	Fund materials and supplies for implementation of PSAE /ACT preparation activities and implementation of actual standardized assessment.	This activity will direct our efforts to eliminate the AYP deficiency through practice PSAE/ACT materials in order to raise scores for Schurz students by 15% in reading and 5%		X	Assistant Principal, Test Coordinator			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		in math, for both our Hispanic and Economically Disadvantaged populations. Department chairs will submit requests for materials and distribute them to their team members. They will be responsible for collecting back data and leading monthly assessment reviews								
N	Create in-house publications and reproduce locally-created instructional materials.	This activity will promote the well-oiled workings of our digital duplicator which provides the students with any supplementary materials teachers have brought in to enhance and reinforce the learning for Hispanic and Economically Disadvantaged students.		X	Assistant Principal			INPROGRESS		
N	Provide funds for curriculum driven books for use in library circulation.	This activity will make certain that all students will benefit from additional books that have been purchased for		X	Assistant Principal, Library Chair			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		specific projects assigned by teachers.								
N	Purchase from Riverside Scoring Service the Gates-MacGinitie assessment materials and scoring component to provide diagnostic test results and data.	This activity will allow teachers to obtain accurate test results, measure growth, and design curriculum and assessments to better meet student needs. Additionally, reading levels of our current freshmen and sophomores, by subgroups, can be ascertained and reported.		X	Assistant Principal, English chair			UPCOMING		

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	Continue to implement the Academic Support Center for math students to improve academic achievement.	This activity will provide assistance to English students with homework and classwork, and provide a supervised study hall, either before or after-school. Students are referred to the center by their	X		Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		classroom teacher, via the remediation plan, and receive proof of attendance to present to the classroom teacher. Two teachers from the content area staff the center. Academic improvement will be tracked at the time of grade reports and future remediation plans. This support piece will help our Hispanic and Economically Disadvantaged populations, both of whom did not meet AYP in math.								
N	Provide substitutes to allow teachers to attend off-site professional development training.	This activity will allow our teachers can attend PD to increase their knowledge in specific reading strategies. Our IDS teachers will receive additional training in curriculum development and preparation for IDS assessment.	X		Assistant Principal			INPROGRESS		46281.332.51500.221234.430119.2012_\$2,000.00



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		Both Hispanic and Economically Disadvantaged subgroups will benefit. The assisatant principal and payroll clerk will supply the necessary coverage and process the necessary paperwork.								
N	Provide opportunities for greater student participation in math related activities and events.	This activity will promote participation in local and off-site competitions. The school website will continue to announce math activities and competitions. We will target our Hispanic students, SWD and Economically Disadvantaged populations so as to increase learning and comprehension, accelerate study practices and ultimately raise our test scores.		X	Math League Coaches			INPROGRESS		
N	Utilize IDS to provide a comprehensive curriculum for freshmen,	This activity will ensure that math teachers will continue to work with our IDS	X		Assistant Principal, Math Chair, Area Coaches			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	sophomore, and junior level math courses.	provider to make certain that mandated curriculum is being covered and that all resources are being utilized to promote student learning. Math teachers will continue to attend PD sessions to enhance thier knowledge and skills and support delivery in the classroom.								
N	Implement a math tutorial program for at-risk students during lunch periods with a maximum of five students per period.	This activity will implement a math tutorial program during the regular school day that provides opportunities for one-on-one instruction and allows the student to receive the additional support necessary to meet academic standards. Our Hispanic students, Students with Disabilites and Economically Disadvantaged student populations are well-served by	X		Assistant Principal, Math Chair			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		such a support program that can move students along at their own pace.								
N	Analyze test data from prior standardized tests to determine student needs to drive classroom instruction.	This activity will allow course teams to meet bi-monthly to assess data from various sources, as well as standardized tests. Data analysis will drive future instruction and influence assessment design. Areas that require reteaching and reinforcement are targeted, with specific strategies put in place for Students with Disabilities, Hispanic and Economically Disadvantaged students. Our goal is to make significant improvement in our AYP and Safe Harbor statistic.		X	Assistant Principal, Math Chair, Course Team Leads, Coaches			INPROGRESS		
N	Develop a continuum of critical math skills and strategies for all grade levels.	This activity will allow course teams to meet bi-monthly to develop and refine a		X	Math Chair			UPCOMING		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		continuum of math skills and strategies that will be added to course team binders. Specific attention will be paid to the development of skills and strategies that will best assist our Hispanic and Economically Disadvantaged populations, so as to promote a 5% growth rate in PSAE/ACT scores. Workkeys math skills will be added to all math course curriculum. The math chair will oversee the work of the course teams and will make monthly recommendations to the course teams.								
N	Offer a class after school or on Saturday to provide instruction in calculator usage.	This activity will enable students to effectively use calculators and to apply mathematical knowledge in different settings. This is paramount and will help solidify learning and make responses	X		Assistant Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		more fluid and natural. Our Hispanic students, Students With disabilities and Economically Disadvantaged students will profit from ths after school class opportunity. Students need to be adept at calculator usage for success on the PSAE/ACT, so that gains of 6% can be met for these populations.								
N	Provide opportunities for teachers to attend professional development training and workshops in math.	This activity will provide for opportunities that allow teachers to attend off-site PD training and workshops which will allow them to disseminate information gained. Teachers will be better equipped to use IDS concepts and materials after specific training. Many such PD sessions focus on new strategies and methodologies aimed at serving		X	Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		at-risk students, many of whom are Students with Disabilities, Hispanic and Economically Disadvantaged.								
N	Replace and upgrade technology to enhance instruction and student achievement.	This activity will upgrade software and hardware to assist and enhance math instruction. Such technology allows for independent student practice and immediate feedback. Included in IDS are the extensive use of LCD projectors and overhead projectors, allowing for a visual display of lectures and mathematical examples. Increased use of these media options increases comprehension of concepts and will help close the gaps in existing test scores and AYP and Safe Harbor threshold.		X	Assistant Principal			INPROGRESS		
N	Incorporate a variety of	This activity will allow for the		X	Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	interactive materials such as performance systems and manipulatives to address different learning styles to engage students.	purchase of additional interactive performance systems and manipulatives that will provide greater concrete experiences and thus solidifying learning. In the past, Hispanic, Economically Disadvantaged students and SWD have responded well to varied instructional strategies and activities.								
N	Initiate an intra-school math challenge competition to increase math advancement.	This activity will encourage math students to participate in math challenge competitions. Teachers will offer incentives to students and will work to collaborate on scheduling intra-school competitions.		X	Assistant Principal, Math Chair			INPROGRESS		
N	Provide collaborative opportunities to develop math curriculum to drive instruction.	This activity will allow for all freshmen and sophomore teachers to have 4th period common planning time. Teams will meet minimally	X		Assistant Principal, Programmer			COMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		bi-monthly to develop and refine math curriculum and assessments. Such meetings and work will be done in collaboration with the IDS provider.								

3 - 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	Utilize IDS to provide a comprehensive curriculum for freshmen, sophomore, and junior level science courses.		X		Assistant Principal, Course Team Leads and Coaches			INPROGRESS		
N	Replace and upgrade technology to enhance instruction and student achievement.			X	Assistant Principal, Tech Coordinator			INPROGRESS		
N	Provide substitutes to allow teachers to attend off-site professional development training.		X		Assistant Principal			INPROGRESS		
N	Participate in the			X	Department			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

3 - 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						
	"Chicago Science in the City" program.				Chair					
N	Recruit additional feeder school participation in Eco Fest to increase awareness in science programs and careers.			X	Assistant Principal, Science Chair			INPROGRESS		
N	Provide collaborative opportunities to develop science curriculum to drive instruction.		X		Assistant Principal, Programmer			INPROGRESS		
N	Mandate participation of AP and honors classes in the Science Fair.			X	Assistant Principal, Science Chair, AP & Honors Teachers			COMPLETE		
N	Support activities related to science curriculum, ie. Science Fair and other related and non-related science activities.			X	Assistant Principal			INPROGRESS		
N	Provide extended day opportunities for teachers to attend professional development training and workshops in science.		X		Assistant Principal			INPROGRESS		
N	Continue to		X		Assistant			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

3 - 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						
	implement the Academic Support Center for science students to improve academic achievement.				Principal, Science Chair					
N	Expand and improve Clean and Green Initiative with paper, cell phone and ink cartridge recycling.			X	Assistant Principal			INPROGRESS		
N	Provide opportunities for science teachers to attend professional development opportunities off-site for professional growth and to enhance classroom instruction.	This activity will provide substitute teachers to cover classes when the regular teacher is attending professional develop training.	X		Assistant Principal, Payroll Clerk			INPROGRESS		46281.115.54205.113111.000000.2012_\$ 0.00

4 - 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 funds for vertical teams to meet to track the progress of student cohorts and design scaffolding		X		Assistant Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	strategies.									
N	Hire consultants and/or miscellaneous employees to assist students in classroom instruction to enhance student performance; i.e. vocal majors.	Consultants and/or miscellaneous employees will work collaboratively with students to enhance skills and knowledge to increase student achievement and be prepared for student performance assessments.		X				INPROGRESS		46281.115.54125.113083.000000.2012_\$0.00
N	Provide support and assistance to students in order for them to make positive career choices and help them improve their personal and social characteristics. -1		X		Assistant Principal, Counseling Office	\$79,009.00	\$83,476.92	INPROGRESS	443364,392160	
N	Provide extended day opportunities for teachers to attend professional development training and workshops in such areas as reading, writing, math, curriculum development etc.		X		Assistant Principal			INPROGRESS		46281.332.54505.221234.430119.2012_\$5,000.00
N	Provide		X		Assistant			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	opportunities for teachers to attend workshops, conferences and seminars.				Principal					
N	Provide substitutes to allow teachers to attend off-site professional development training.		X		Assistant Principal			INPROGRESS		
N	Provide supports and assistance to students in order for them to avoid conflicts with their peers and other behaviors that result in disciplinary action. - 1		X		Assistant Principal, Discipline Office	\$105,054.00	\$104,700.47	INPROGRESS	165037,158396	
N	Support service learning coordinator and initiatives to ensure that students complete the graduation requirement of 40 SL hours in a timely manner and stay on track towards graduation.		X		Principal, Assistant Principal, Counselors			INPROGRESS		
N	Fund ESP staff for summer school support beginning in 2011.		X		Principal, Assistant Principal			INPROGRESS		
N	Purchase supplies,			X	AP Teachers			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	materials and equipment to support Advanced Placement classes.									
N	Provide support and assistance to students in order for them to make positive career choices and help them improve their personal and social characteristics. - 1		X		Principal, Attendance Co-ordinator	\$119,959.00	\$127,177.04	INPROGRESS	158475,344134,442669	46281.225.51130.212041.000703.2012_\$7,000.00 + 46281.225.53405.212041.000703.2012_\$5,000.00
N	Fund additional class for juniors through a class on test taking strategies.		X		Programmer, Testing Coordinator			INPROGRESS		
N	Provide administrative leadership and support in the areas of attendance, discipline and security.		X		Principal			INPROGRESS		
N	Provide supplies for Saturday or after school academic support classes for at-risk students.			X	Assistant Principal			INPROGRESS		
N	Offer Saturday or after school academic support classes for at-risk students, while providing the		X		Assistant Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	necessary ESP/PSRP personnel, such as security, tutors, translators or lab coaches.									
N	Provide educational support personnel to translate during parent training activities and assist the teachers in workshops i.e. ESL and computers.		X		PAC Assistant Principal			INPROGRESS		
N	Arrange for outside speakers or community partnerships to support students.			X	Assistant Principal			INPROGRESS		
N	Provide student support through school office services, such as programming , transcripts, cashier and bookroom. - 1		X		Principal, Assistant Principal	\$447,849.00	\$439,326.46	INPROGRESS	163892,165066,153148,150268,152576,390893,149070	
N	Purchase postage for mailings to increase the parent-home connection.			X	Assistant Principal, NCLB PAC Chair			INPROGRESS		
N	Provide needed supplies for parent training activities and incentives for attendance at workshops (PAC			X	PAC Chair	\$500.00	(\$49.17)	INPROGRESS		46281.332.53405.390030.430115.2012_\$0.00 + 46281.332.53405.390030.430128.2012_\$500.00



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	funds).									
N	Maintain strong parent-home connection by providing workshops with the training and information needed in the following areas: Student Portal, Parent Portal, Schurz Webside , What's Next Illinois, Collegeboard Website, Fastweb, FAFSA, Freshmen Survey, Senior Survey.		X		Assistant Principal, NCLB PAC Chair			INPROGRESS		
N	Provide opportunites for Big Brother/Big Sister members to attend off-site workshops and training to enhance their peer mentoring skills and enable them to be more effective role models while promoting a safe school environment.		X		Assistant Principal, Big Brother/Big Sister Coordinator			INPROGRESS		
N	Provide a safe environment for students in physical education		X		Assistant Principal, Athletic Director, PE Chair	\$40,171.00	\$39,544.77	INPROGRESS	314492	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	classes during the swimming block as required by CPS mandates to complete PE requirement necessary for graduation..									
N	Fund continued ILT meetings minimally twice a month with Assistant Principal.		X		Principal, Assistant Principal			INPROGRESS		
N	Fund student fees for AP exam.			X	Assistant Principal			INPROGRESS		
N	Increase the number of AP classes with more course offerings.		X		Assistant Principal, AP coordinator			INPROGRESS		
N	Raise attendance rates by closely monitoring freshmen on-track and sophomores on-pace.			X	Principal, Guidance Counselors, Assistant Principa			INPROGRESS		
N	Hire one full-time substitute to staff the lunch hour instructional study that has been established to improve student attendance by recovering the first period "AUX" due to tardiness, and subsequently, to		X		Principal, Assistant Principal			UPCOMING		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	decrease the failure rate. The substitutue will perform attendnce office duties during non-lunch periods.									
N	Provide supports and assistance to students in avoiding behaviors which may contribute to truancy and/or students dropping out as identified in the schools Attendance Plan. -1		X		Principal, Assistant Principal	\$248,716.00	\$244,147.27	INPROGRESS	150254,263132, 344138,156768	
N	Provide common planning time for staff to develop and coordinate school-wide initiaves such as the freshman, sophomore, and junior academies, IDS, and SLC.		X		Programmer, Assistant Principal			INPROGRESS		46281.336.51130.221033.543517.2012_\$324.00 + 46281.336.54125.221033.543517.2012_\$64.00
N	Purchase supplies for after school non-classroom and extra-curricular activities.			X	Assistant Principal			INPROGRESS		
N	Provide funding for extended day for teachers to work with small groups of students to		X		Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	enrich their learning experience.									
N	Provide students and parents with the following services; Individual Student Conferences, Transcript Credit Checks, Letters to Homes, Credit Recovery Registration, Freshman Connection, College Career/Financial Aid, 4-Year Graduation Plan, Group parent sessions, 9th, 10th, 11th, 12th Orientations.			X	Principal, Guidance Team, Social Worker, Counselors			INPROGRESS		
N	Provide transportation for extra-curricular activities.			X	Assistant Principal			INPROGRESS		46281.225.54210.320020.000703.2012_\$11,851.00
N	Provide student transportation for educational experiences.			X	Assistant Principal			INPROGRESS		46281.332.54210.119015.430119.2012_\$2,500.00
N	Provide supplies and materials to homeless students so they may participate in all classroom activities.			X	School Treasurer	\$7,500.00	\$7,500.00	INPROGRESS		46281.332.53405.111069.430106.2012_\$0.00 + 46281.332.53405.111069.430119.2012_\$7,500.00
N	Provide extended day for teachers involved in extra-curricular		X		Assistant Principal			INPROGRESS		46281.225.51130.320020.000703.2012_\$5,000.00



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	activities.									
N	Purchase supplies for the digital duplicator with NCLB funds to duplicate supplemental instructional materials and study aids to enhance the curriculum.			X	Assistant Principal			INPROGRESS		
N	Purchase supplemental books and tests as needed to enhance student performance.			X	Assistant Principal			INPROGRESS		
N	Promote student connections with feeder schools.			X	Counseling Recruiters			INPROGRESS		
N	Provide software for parent training i.e. ESL writing and reading (PAC funds).			X	Tech Coordinator			INPROGRESS		
N	Replace and upgrade technology to enhance instruction and student achievement.			X	Assistant Principal			INPROGRESS		
N	Provide incentives for students who do well on ACT and PSAE tests and assorted competitions at the school level.			X	Assistant Principal			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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 staff to develop and implement strategies to improve attendance services such as counseling students and parents and provide workshops for staff members.		X		Principal, Assistant Principal	\$86,127.00	\$87,362.88	INPROGRESS	422559,432781, 422560	
N	Offer Saturday or after school academic support classes for at-risk students by funding extended day for teaching staff.		X		Assistant Principal			INPROGRESS		
N	Fund supplies for various Honor Societies.			X	Assistant Principal			INPROGRESS		
N	Establish an on-site gang prevention and conflict resolution program to support student growth and development and maintain a safe and secure environment.			X	Counselors, Social Worker, Psychologist, Police Officers			UPCOMING		
N	Provide staff to implement effective teaching strategies in the classroom setting to increase student		X		Principal, Assistant Principal	\$9,441,474.00	\$9,618,183.68	INPROGRESS	116191,124698, 356073,125283, 146358,128283, 122439,131789, 125592,121112, 409543,115735, 355906,422251, 122369,116517,	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	achievement.								355915,124699, 123149,145815, 122369,126629, 443295,135428, 114096,122336, 214211,341546, 141449,122540, 409545,443823, 123293,125494, 142353,116453, 116854,127527, 119707,122927, 447157,121961, 443826,115358, 137391,124700, 126785,147205, 129105,140121, 443829,145796, 136256,129550, 142711,443824, 115876,422250, 121592,140945, 125413,451872, 116281,116447, 142321,127741, 114832,443828, 119358,355915, 427637,427638, 121249,341546, 125949,128654, 132137,117599, 116981,310545, 116069,138329, 121386,326224, 143499,366466, 114955,422249, 122338,116797, 126391,121062, 140981,124196, 443819,125592, 341707,147205, 443820,119226, 122540,114236, 143233,131789, 422252,113709, 310544,356076	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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 special education staff to implement and enhance classroom instruction for greater student achievement.		X		Assistant Principal, Payroll Clerk	\$2,654,640.00	\$2,627,146.48	INPROGRESS	111937,342368, 143837,122023, 146509,117566, 120805,138784, 143166,312704, 386858,355723, 120535,387426, 355725,387426, 355870,342367, 133851,114590, 295184,127787, 113163,126227, 140055,135365, 355721,120234, 295192,145403, 130270,342366, 312705	
N	Provide instructional materials, supplies and equipment to implement and enhance classroom instruction.			X	Assistant Principal			INPROGRESS		46281.332.53405.119015.430119.2012_\$5,621.00
N	Provide needed instructional materials for parent training activities and incentives for attendance at workshops (PAC funds).			X	Assistant Principal, NCLB PAC Chair	\$402.00	(\$98.00)	INPROGRESS		46281.332.54505.390030.430115.2012_\$0.00 + 46281.332.54505.390030.430128.2012_\$402.00
N	Provide the opportunity for parents to attend workshops / training offsite to enhance their skills.			X	Assistant Principal, NCLB PAC Chair			INPROGRESS		
N	Provide non-classroom teachers to		X		Principal, Assistant Principal	\$1,388,589.00	\$1,367,010.47	INPROGRESS	139486,124001, 142137,125264, 130328,452110,	



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

4 - 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						
	support classroom instruction and student achievement.								123889,388643, 452112,138232, 359502,123731, 139529,142705, 126503	
N	Provide non-instructional support staff; i.e. cafeteria personnel to promote the health and well-being of the students.		X		Principal, Lunchroom Mgr.			INPROGRESS		
N	Provide administrative personnel who will develop and implement schoolwide initiatives to support instruction, enhance student achievement and provide a climate that is conducive to learning.		X		Principal, Assistant Principal	\$579,263.00	\$576,893.65	INPROGRESS	427546,132499, 119978,113444	

5 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to maintain and upgrade the school infrastructure; both interior and exterior, in order			X	Engineers			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz High School : 2010-2012 Year 2

5 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	to provide an educational climate that is conducive to learning.									
N	Provide non-instructional support staff; i.e. engineering and custodial personnel to maintain the interior and exterior of the physical plant to promote a positive learning environment.		X		Principal, Chief Engineer	\$435,252.00	\$431,361.89	INPROGRESS	168068,168069, 168066,167897	

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INPROGRESS		46281.312.53205.256009.000000.2012_\$ 0.00 + 46281.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INPROGRESS		46281.230.54105.254022.000000.2012_\$ 0.00 + 46281.230.54105.254002.000000.2012_\$ 11,204.51 + 46281.230.54105.254020.000000.2012_\$ 5,000.00 + 46281.230.54105.254027.000000.2012_\$ 4,000.00 + 46281.230.54105.254021.000000.2012_\$ 0.00 + 46281.230.54105.254011.000000.2012_\$ 0.00
N	Custodial			X	OMB Budget			INPROGRESS		46281.230.56105.254002.000000.2012_\$



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	Repairs				Analyst					152,564.20
N	Custodial Supplies			X	OMB Budget Analyst			INPROGRESS		46281.230.53405.254002.000000.2012_\$ 38,394.86
N	Electricity Services			X	OMB Budget Analyst			INPROGRESS		46281.230.53105.254002.000000.2012_\$ 0.00 + 46281.230.53115.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INPROGRESS		46281.230.53125.254002.000000.2012_\$ 0.00 + 46281.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INPROGRESS		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46281.230.54125.254901.000000.2012_\$ 0.00 + 46281.230.54125.266402.000000.2012_\$ 0.00 + 46281.230.53306.254901.000000.2012_\$ 0.00 + 46281.230.53306.009573.000000.2012_\$ 0.00 + 46281.230.53306.266407.000000.2012_\$ 0.00 + 46281.230.54125.266410.000000.2012_\$ 0.00 + 46281.230.54125.009574.000000.2012_\$ 0.00 + 46281.230.56105.266414.000000.2012_\$ 0.00 + 46281.230.54125.266407.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED			X	OMB Budget			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	transportation				Analyst					
N	Telecom Services			X	OMB Budget Analyst			INPROGRESS		46281.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46281.225.54105.266408.000703.2012_\$ 13,368.00
N	Tech XL Leasing funded by NCLB			X	Principal			INPROGRESS		46281.332.54105.266411.430106.2012_\$ 0.00
N	Tech XL Leasing funded by SGSA			X	Principal			INPROGRESS		46281.225.54105.266411.000703.2012_\$ 10,399.00
N	SPED transportation			X	Principal			INPROGRESS		46281.115.54215.255004.376712.2012_\$ 0.00 + 46281.115.54210.255004.376712.2012_\$ 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			INPROGRESS		46281.115.55005.254403.000000.2012_\$ 19,969.00
N	115 Supplies			X	OMB Budget Analyst			INPROGRESS		46281.115.53405.119035.000000.2012_\$ 27,231.00
N	115 Textbooks			X	OMB Budget Analyst			INPROGRESS		46281.115.53305.119035.000000.2012_\$ 154,480.25
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INPROGRESS		46281.369.53306.149014.322016.2012_\$ 10.00 + 46281.369.55005.149003.322016.2012_\$



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
										976.00 + 46281.369.54210.149005.322016.2012_\$ 400.00 + 46281.369.53405.144701.474555.2012_\$ 5,305.00 + 46281.369.53405.149014.322016.2012_\$ 1,051.00 + 46281.369.53306.149003.322016.2012_\$ 6,080.00 + 46281.369.54210.144701.474555.2012_\$ 400.00 + 46281.369.55005.144701.322015.2012_\$ 33,000.00 + 46281.369.53405.149005.322016.2012_\$ 1,051.00 + 46281.369.53405.149003.322016.2012_\$ 2,222.00 + 46281.369.55005.149005.474552.2012_\$ 10.23 + 46281.369.53306.149005.322016.2012_\$ 6,080.00 + 46281.369.53306.144701.474555.2012_\$ 0.00 + 46281.225.51300.290001.000703.2012_\$ 24,584.49 + 46281.369.55005.149005.322016.2012_\$ 976.00 + 46281.369.55005.149014.322016.2012_\$ 976.00 + 46281.115.53305.144701.000000.2012_\$ 0.00 + 46281.369.54210.149003.322016.2012_\$ 400.00 + 46281.369.55005.144701.474555.2012_\$ 5,729.56
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INPROGRESS		46281.225.54105.320020.000703.2012_\$ 2,000.00 + 46281.225.53405.320020.000703.2012_\$ 10,000.00
N	After school activities		X		OMB Budget Analyst			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	(positions)									
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$45,870.00	\$45,219.99	INCOMPLETE	408505	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46281.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INPROGRESS		
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			INPROGRESS		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INPROGRESS		
N	Continue to fund ARRA (Fund 331/430118) turnaround		X		OMB Budget Analyst			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	funded activities.									
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INPROGRESS		46281.115.56105.119035.000000.2012_\$6,743.00 + 46281.115.55005.119035.000000.2012_\$40,198.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			UPCOMING		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INPROGRESS		
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		X		OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	position(s)				Analyst					
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INPROGRESS		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$490,991.00	\$468,720.76	INPROGRESS	149040,157886,168503,253613,168964,168508,168557,157949,163808,216103,168506,168507,150732,168240,167610	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INPROGRESS		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		46281.369.53405.140050.322014.2012_\$0.00 + 46281.369.53405.140050.322016.2012_\$5,969.00
N	Parent involvement activities			X	OMB Budget Analyst			INPROGRESS		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded by the Office of Academic		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	Enhancement for magnet program(s).									
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INPROGRESS		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INPROGRESS		
N	Principal travel reimbursement			X	OMB Budget Analyst			INPROGRESS		46281.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INPROGRESS		
N	School improvement grant activities			X	OMB Budget Analyst			INPROGRESS		
N	School		X		OMB Budget			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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						
	improvement grant activities (positions)				Analyst					
N	Security and Safety position(s)		X		OMB Budget Analyst	\$240,401.00	\$234,519.01	INPROGRESS	153923,162636,161192,168425,162555	
N	Student IDs			X	OMB Budget Analyst			INPROGRESS		46281.210.53405.254607.000000.2012_\$5,828.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INPROGRESS		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INPROGRESS		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INPROGRESS		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INPROGRESS		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INPROGRESS		46281.332.57940.119031.430106.2012_\$0.00 + 46281.225.57940.119020.000703.2012_\$0.00 + 46281.332.57940.390030.430115.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INPROGRESS		



# CPS SIPAAA Planning Report

## 46281 - Carl Schurz 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	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INPROGRESS		46281.332.53405.390030.430115.2012_\$0.00 + 46281.331.54505.390030.430103.2012_\$304.00 + 46281.332.53205.390030.430115.2012_\$0.00 + 46281.332.54505.390030.430115.2012_\$0.00 + 46281.332.53305.390030.430115.2012_\$0.00 + 46281.332.57940.390030.430115.2012_\$0.00 + 46281.326.57940.113109.490005.2012_\$3,000.00
N	Summer clerk		X		OMB Budget Analyst			INPROGRESS		
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INPROGRESS		
N	Summer programming activities		X		OMB Budget Analyst			INPROGRESS		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INPROGRESS		