



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.**



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Date 17-Aug-2011

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
Pollack	Joel	Principal	X		
Kirk	Tonya	Classroom tchr.			
Meyers	Elizabeth	Asst. Principal			
Randonis	Janine	Special ed. faculty			
Robinson	Patrick	Classroom tchr.			
Smith	Augusta	Classroom tchr.			
Thomas	Veronica	Classroom tchr.			
Ware	Richard	Support staff			
Zwolinski	Marjorie	Counselor/case mgr.			

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



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numerous other workshops. "Academy for Urban School Leadership The mission of the Academy for Urban School Leadership is to improve student achievement in Chicago Public Schools by attracting, training and retaining Chicagos next generation of exceptional teachers and school leaders."

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)

Academy for Urban School Leadership
Jarvis Sanford, Managing Director

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.

Through formal and informal conversations with the staff and community we gathered important information and data about how to complete the SIPAAA.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	0	7	1				2

Summary of Meetings

Meeting Date	Meeting Type	Description
01-Jun-2011	Working group	Teacher-led discussion on school-wide non-negotiables, particularly around instruction



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Meeting Date	Meeting Type	Description
18-May-2011	Town hall/community mtg.	Open forum - meeting regarding school culture and climate
04-May-2011	Town hall/community mtg.	Open forum - meeting regarding professional culture
04-Apr-2011	Small group discussion	We discussed priorities and a plan of action for next year.

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: 0
 Number of Student Survey Responses: 0
 Number of Teacher Survey Responses: 0
 Number of Staff Survey Responses: 0

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:

Our mission at the Sherman School of Excellence is to create active thinkers, readers, writers, and problem solvers. To facilitate what is best for every student, we will address the diverse needs of all children including those with special needs.

Vision Statement:

Success at the Sherman School of Excellence will be measured by student achievement in the areas of reading and math. When expectations are not met, we will utilize different learning strategies and modify our instruction. We will engage students in their own learning by using culturally relevant materials and by valuing their personal experiences. We will create an environment conducive to learning by ensuring the safety of our students, by involving the community, and by fostering respect amongst the school family.

Student Outcomes

Student Outcomes Strengths and Concerns

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

the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

Strengths:

*Positive trend 08-09 to 09-10 in 8th grade students meeting or exceeding standards.

*Positive trend in Freshmen On-Track data.

Concerns:

*While Students meeting or exceeding standards shows a positive trend, far too few of our 8th grade students are exceeding standards. This is something that we must address through our curricular and instructional initiatives.

*While Freshmen On-Track data show improvement and a positive trend, with fewer than 3 in 5 of our graduating eighth-grade students on track based on this metric, we need to examine our middle school model and identify ways to more intensively prepare and proactively support our 8th grade students.

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 use the Math Classroom Diagnostic Assessment System (CDAS), and the Measure of Academic Progress (MAP) assessment created by the Northwest Education Association (NWEA). These assessments are aligned to the Illinois Learning Goals and Assessment Frameworks and provide useful data to help us analyze student performance. What we have found is that in Reading our students struggle with inferring, identifying important details, summarizing and extended response writing. In Math our students struggle with Algebraic concepts, measurement, probability, and place value. We are showing progress overall we must continue to dig into this interim assessment data to address specific student needs through targeted and differentiated instruction.

- 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.

High mobility rate contributes to low achievement.

- 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?

High poverty, high mobility schools need to be provided with more funding to provide for lower class sizes so that their academic deficiencies

could be more effectively addressed and so that two full-time social workers (one male and one female) can be provided to address the social and emotional needs of students.

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

We are progressing well in Math and we have upward trends in the core subjects (Reading, Math, and Science).

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

We did not meet AYP in Math or Reading in 2009. However, our two AYP subgroups, Black Students and Economically Disadvantaged Students, met the Safe Harbor Target in reading and math. Virtually all of the students at Sherman are part of both groups (Black and Economically Disadvantaged).

Strengths:

The number of students meeting or exceeding state standards (overall composite) have increased. Students meeting or exceeding standards in reading comprehension have increased. Cohort data in reading and math are show an upward trend.

Concerns:

Reading and Science scores to to be improved upon greatly.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Students reporting that they feel that teachers and staff are supportive has increased from 83% in 2007 to 98% in 2009. The average number of absences per student has decreased from 15.7 to 14.4. Suspensions have decreased as well.

Concerns:

Although there is a decrease in the average number absences per student student attendance continues to be a major area of concern.

School Characteristics

Student Characteristics Strengths and Concerns

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

The community surrounding the school is affected by gang violence, high unemployment, and frequent illegal activity. Several of our students experience mistreatment outside of school. Families move into and out of the neighborhood with frequency, and this has caused the school to experience a high mobility rate. These elements have made it difficult for many of our students to arrive at school on time, every day, ready to learn. As a result, we need to ensure that we provide adequate support to students through a strategic plan to take action against the adversity that our students face.

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

The high mobility often leads to poor attendance which affects student performance a great deal. We serve approximately three homeless shelters which in part creates our high mobility.

Strengths:

We have developed a Student Support Leadership team that is helping to drive our work in meeting the challenges our students face. Additionally, the school has fostered partnerships with several organizations, including Chicago Commons, Communities in Schools of Chicago, Urban Gateways, CityYear, and the James Jordan Foundation that are helping augment the programs we have inside the school to meet non-academic needs and support students for success.

Concerns:

Mobility rate is extremely high (38.1%)

Process Analysis

- TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

Five Fundamentals: Instruction

- TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Pearson Scott Foresman				X	X	X	X	X	X			
Reading	McDougal Littell (Houghton Mifflin Harcourt)										X	X	X
Social Studies	Other	McGraw Hill							X	X	X	X	X
Social Studies	Teacher-created				X	X	X	X					
Math	Everyday Math				X	X	X	X	X	X			
Math	Math Thematics										X	X	X
Science	Scott Foresman (Pearson)		X										

 [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).

To assist students who may be deficient in core academic subject areas we have implemented several initiatives. The Power of 5 program is a pull-out program that provides small group instruction for struggling students and students just below the meets threshold. City Year provides literacy tutoring for our struggling primary students. We also have homework help and SES tutoring after school.

- 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...).

We use a variety of assessments along with an semi-inclusion model(most of our special education students take one more classes with their non-disabled peers). Our special education and general education teachers collaborate frequently and we challenge our teachers to provide lessons that embody the necessary differentiation to meet the needs of all of their students.

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

- Next Steps for Instruction:**

We need to ensure that the academic, enrichment and supplemental plans that we offer are clearly aligned to our mission and vision. Most teachers report that their instruction is driven by assessment. Amongst the assessments that teachers use are Running Records, the STAR assessment, Lexia, Learning First, Developmental Reading Assessment, CDAS, student journals, portfolios, and short quizzes. In order to improve instructionally, teachers commented that we need to use the Illinois Assessment Frameworks (earlier in the year) to focus our instruction more. Teachers noted that we need a school-wide writing and grammar program and we need to continue to use the data that we glean from our assessments to gauge our effectiveness and identify areas of improvement. Instructionally, we need to address why our girls are outperforming our boys in every grade level.

Five Fundamentals: Instructional Leadership

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

Many teachers responded that the principal is not supportive enough of teachers and that he needs to improve communication with all stakeholders of the school community. The administrative team needs to continue to effectively allocate and manage school resources to address school priorities and student needs.

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?

More time needs to be provided for teachers to communicate with each other and the administrative team needs to work harder to gain teacher buy-in and support of school-wide initiatives. Professional development needs be aligned to staff and student needs and more opportunities need to be provided for teachers to design and facilitate professional development. The administrative team and teachers need to work to assess the needs of staff and students more effectively and design professional development to meet those needs. Teachers report that more training in the areas of behavior management and social and emotional development of children need to be established. Also, teachers report that there is a need for professional development to help teachers work more effectively with older non/struggling readers

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

- Describe your teacher mentoring program
- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

Our special and general teachers collaborate together during content area meetings and attend professional development together. Data that we glean from NWEA administration and from the ISAT are analyzed in conjunction with each other.

- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.
 - Next Steps for Professional Capacity:

According to the survey, more time needs to be provided for teachers to communicate with each other and the administrative team needs to work harder to gain teacher buy-in and support of school-wide initiatives. Professional development needs be aligned to staff and student needs and more opportunities need to be provided for teachers to design and facilitate professional development. The administrative team and teachers need to work to assess the needs of staff and students more effectively and design professional development to meet those needs. Teachers report that more training in the areas of behavior management and social and emotional development of children need to be established. Also, teachers report that there is a need for professional development to help teachers work more effectively with older non/struggling readers and with African American males.

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).

By placing special education students in classrooms with their non-disabled peers and granting them access to the same resources (textbooks, supplemental materials, technology) along with access to the same non-academic opportunities fosters an inclusive learning environment.

- Next Steps for Learning Climate:

Students have reported that they feel that the climate at the school is a safe and respectful one and they feel that the teachers and staff are supportive. Moving forward, the teachers and staff have to remain consistent as we work to provide and maintain a disciplined and orderly learning environment. The school is clean, we have 6 National Board Certified teachers and a highly qualified and talented staff, however, we need to maintain consistency and earn buy-in from all stakeholders.

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?

N/A

- 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.

We did not provide written notice to parents about the schools academic status identification. We have, however, been very public with our achievement data and often refer to both attendance and achievement in our parent newsletters and bulletins.

Next Steps for Family & Community Involvement:

There is regular, effective, two-way communication between school staff and families about expectations and student progress. We have seen an increase in parent participation at Report Card Pick-Up and family literacy nights, however, less than half of our parents report to be satisfied with the school and parents do not show up regularly for LSC or PTA meetings. Teachers report that while we have high expectations for staff and students we have low expectations for families. We need to take a more hands-on approach to engaging parents in a substantial way. We need to invite parents to be more involved in the decision making process, teachers need to be more intentional in involving families in student learning and we need to develop more opportunities for parents to demonstrate their interest in their children's learning.

Priorities / Categories

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ **TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✔ **TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Core Classroom Instruction	Hire Primary, Intermediate, and Upper grade teachers to provide instruction.	Increased student performance in literacy and math on the NWEA and ISAT tests.		
2	Literacy	Improve literacy achievement with a focus on providing professional development opportunities to train teachers in working with all students, especially struggling/ non-readers as well as advanced readers.	By the end of the 2011- 2012 school year 60% of our African American students will have met or exceeded the state standards in reading.	We will administer the NWEA- Reading three times during the 2010-2011 school year. After every administration we will meet in grade level teams to analyze data and we will provide	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				professional development that will provide best practices, strategies and techniques that will inform teachers on how to address their students' deficiencies.	
3	Mathematics	Improve mathematics achievement by increasing staff knowledge of best practices for mathematics instruction and targeted instruction to meet the needs of all students.	By the end of the 2011- 2012 school year 70% of our African American students will have met or exceeded the state standards in reading.	We will administer the NWEA- Math three times during the 2010-2011 school year. After every administration we will meet in grade level teams to analyze data and we will provide professional development that will provide best practices, strategies and techniques that will inform teachers on how to address their students' deficiencies.	Yes
4	Science	Provide outstanding science instruction to all students (not just in grades 4 and 7 as they prepare for ISAT).	ISAT Science - 2012 goal of 65% of students Meeting or Exceeding Standards, with at least 15% exceeding standards.	Quarterly CDAS assessments in Science to measure progress in key criteria, and 3x per year, students will take the MAP assessment to assess progress in General Science Knowledge, as well as Concepts and Processes	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Enrichment Instruction	Develop academic supports in all content areas that meet the instructional needs of students in grades 4-8, with an emphasis on struggling/ non- readers, students with disabilities, and unmotivated boys.	During the 2009-2010 school year, grades 4-8 became departmental with course offerings in language arts, math, science, and social social studies. This shift has provided these sub groups with more opportunities for classroom success. We would like to arm these content area teachers with a toolbox of strategies to best serve all their students, but in particular the subset of students previously identified.	We will analyze these subsets of students' NWEA reading and math assessment data and review their progress reports and teacher gradebooks.	Yes
6	Learning Climate / Safety	Improve our learning climate by addressing the social and emotional needs of our children and providing a safe and productive learning environment.	We will see an increase number of students reporting that they feel safe and supported at school.	We will analyze Consortium data.	Yes
7	School leadership	Hire high quality administrative team to help improve the culture and climate of the school and improve student achievement.	The Sherman School of Excellence will realize significant achievement improving from 50-60% meets/exceeds (overall composite) and a decrease in disciplinary incidences.	We will monitor this by looking at ISAT and NWEA data and by monitoring disciplinary offenses.	Yes
8	Technology	Hire a technology coordinator to assist with technology initiatives.	Technology will permeate all facets of our learning environment.	Classroom observations and technology walks will be used to monitor the performance of our technology coordinator.	Yes
9	Family/Community Involve.	Improve family and student attitudes regarding the Sherman School of Excellence and the overall importance of education.	Only 80% of parents report that they are satisfied with the school. By the end of the 2011-2012 school year this number will increase to 100%. Our student attendance will increase to 97 by the end of the 2011-2012 school year.	While we have met the state minimum attendance target of 91%, we want to increase our attendance rate to 97% as this exceeds the the average attendance rate of the top five elememntary schools in Chicago. We will monitor our attendance rate by releasing and analyzing weekly classroom attendance reports to both teachers and parents. We will also	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				provide incentives for classrooms that reach the 96% threshold.	

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		X		OMB Budget	\$153,092.00	\$152,231.87	INCOMPLETE	258854,248919	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	SIPAAA(position s)				Analyst					
N	Hire/ retain an qualified Tech Coordinator.	A Tech Coordinator will provide the technical expertise that the teachers, staff, and students need.		X				INCOMPLETE		
N	Fund Tech XL network support using NCLB funds			X	Principal			INCOMPLETE		
N	Purchase copier maintenance agreement to ensure all staff have adequate access.			X	Principal			INCOMPLETE		
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		

9 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Establish Parent Involvement Days	Parent Involvement days will increase parent		X	Principal, Assitant Principal, Teachers			INCOMPLETE		



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9 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		involvement across all grade levels.								
N	Develop and distribute a monthly newsletter and other correspondence to students and families.	The monthly newsletter will increase parent awareness of school happenings and increase parent involvement in school activities.		X	Assisstant Principal			INCOMPLETE		
N	Hire someone to make phone calls and home visits to students who have been identified as chronically absent.	This will result in a decreased number of chronically absent students.		X	School clerk and Truant Officer			INCOMPLETE		
N	Provide incentives for students with great or improving attendance.	These incentives will decrease in student absences.		X	Principal			INCOMPLETE		
N	Provide supplies for family workshops (literacy night, parent involvement days, math night, etc.)			X	Principal			INCOMPLETE		
N	Conduct a community walk during the 1st and 3rd quarter, to raise awareness about school-wide issues and forge positive relationships with	the community walk will result in increased parent awareness of school happenings and increased parent involvement in school activities.		X	Entire school staff			INCOMPLETE		



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9 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	parents.									
N	Provide training for parents that will enable them to participate more actively in their child's education.	Our parental involvement is extremely low and we would like to improve the rate in which our parents participate in their children's lives.		X				INCOMPLETE		
N	Provide postage supplies for school mailings.	Postage is needed for 5 and 10 day letters, adjudication, etc.		X	Attendance Clerk			INCOMPLETE		

8 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire a technology coordinator to oversee technology initiatives at the school.	We need to incorporate technology throughout our school and use technology to administer assessments to gauge the quality of instruction.	X			\$86,268.00	\$85,061.68	INCOMPLETE	251214	



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2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase supplies to support literacy instruction.	We need to provide supplies that support literacy instruction (ex. whiteboards, composition books, journals, etc.).		X		\$5,000.00	\$6,000.00	INCOMPLETE		25341.332.53405.111069.430119.2012_\$3,500.00 + 25341.332.53405.111069.430106.2012_\$0.00 + 25341.115.53405.119015.000575.2012_\$1,090.21 + 25341.115.53405.119015.000575.2012_\$1,090.21
N	Fund substitute teachers for teacher professional development opportunities.	Our overall strategy is to increase staff development time for teachers so that they become more versed in their subject matter. They then will be able to provide better instruction which will thereby improve student performance. In order to provide extra time for professional development, substitute teachers need to be provided to allow for teacher release time.	X		Principal			INCOMPLETE		
N	Provide an afterschool tutoring program to provide intensive literacy instruction for our most struggling readers.	We want to increase the amount of time that our students are receiving literacy instruction (particularly our most struggling students). Our	X		Principal			INCOMPLETE	450230	



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2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		students who are in the third and fourth quartile in reading will meet after school with teachers and work towards improving their reading skills. Analysis of classroom assessments at grade level meetings will and NWEA will help in the monitoring of this program.								
N	Form a committee of teachers and staff to develop staff- led professional development opportunities for teachers and staff.	The key to improving literacy at the Sherman School of Excellence is to engage teachers in developing professional development that will address key areas of concern in literacy. The teacher advisory board will develop and lead these professional development sessions. The principal and assistant principal will monitor these professional development		X	Principal			INCOMPLETE		25341.115.53205.221234.000575.2012_\$1,000.00



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2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		sessions by attending and being active participants in these sessions.								
N	Provide incentives for students who meet quarterly reading goals.	We want to create a culture of reading. Students who meet quarterly reading goals will be provided with incentives which we hope will motivate more students to read. Primary and Language Arts teachers will monitor the number of books that students read per quarter.		X				INCOMPLETE		
N	Purchase copier maintenance agreement to ensure all staff have adequate access.	The copier will allow teachers to provide their students with supplemental materials to enhance their core curriculum.		X	Principal	\$3,000.00	\$3,000.00	INCOMPLETE		25341.115.54105.241001.000575.2012_\$3,000.00

3 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase supplies to support math	We need to provide supplies that support		X		\$3,000.00	\$7,500.00	INCOMPLETE		25341.225.53405.111069.000703.2012_\$1,500.00 + 25341.115.53405.119016.000575.2012_\$



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3 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	instruction.	mathematics instruction (ex. calculators, rulers, etc.).								1,500.00 + 25341.225.53405.119016.000703.2012_\$ 5.67
N	Provide an afterschool tutoring program to provide intensive mathematics instruction for our most struggling students.	We want to increase the amount of time that our students are receiving mathematics instruction (particularly our most struggling students). Our students who are in the third and fourth quartile in math will meet after school with teachers and work towards improving their basic skills. Analysis of classroom assessments at grade level meetings will and NWEA will help in the monitoring of this program.	X		Principal			INCOMPLETE		
N	Establish a "BuddyMath" program to facilitate sharing and collaboration across grade levels.	Sharing and collaborating amongst grade levels is key. The program requires no money but it requires teachers working together to schedule time for students to work		X	Assistant Principal			INCOMPLETE		



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3 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		together. This will provide more time for struggling students to receive math instruction and will help build leadership among our students. Math teachers will coordinate and monitor this program.								
N	Provide training on how to use existing mathematics software.	The mathematics software we possess adds another layer of math instruction for students who need it. Once teachers become more versed in the software we currently have they will be able to use it to differentiate their math lessons more effectively. Our math team will meet to discuss the software and then provide training for other teachers and we will track its effectiveness by analyzing NWEA math data.		X	Tech Coordinator			INCOMPLETE		



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3 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Conduct annual Math Bowl to celebrate and promote mathematics achievement.	This program will promote math skill development and motivate students to improve their math skills.		X				INCOMPLETE		

1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire/ retain qualified Educational Supprt Personnel.	Hiring qualified ESPs will provide another layer of support in our mission to increase student performance in literacy and math on the NWEA and ISAT tests.	X			\$359,679.00	\$355,954.49	INCOMPLETE	246668,447758, 447892,386276, 407573,246669, 257755,447906, 168311	
N	Purchase supplies to support science instruction.	We need to provide supplies that support science instruction (ex. goggles, aprons, scales).		X		\$600.00	\$600.00	INCOMPLETE		25341.115.53405.119017.000575.2012_-\$ 600.00
N	Hire/ retain staff whose professional practices reflect proficiency and showcases best practices.		X		Principal and Assitant Principal	\$1,958,196.00	\$2,097,333.76	INCOMPLETE	246557,246556, 246546,246552, 246554,296135, 246543,246549, 246563,246699, 285421,250895, 250896,246555, 246542,403233, 451967,295884,	



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									246559,246544, 451326,246547, 246566	
N	Purchase software to assist students in basic skill acquisition in reading, math, science, and social studies.	These software programs will reinforce the skills and concepts that teachers are introducing in the classroom.		X	Principal and Tech coordinator			INCOMPLETE		

5 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Partner with CityYear to provide educational services.	City Year Corps to build culture & climate and provide enrichment instruction to grades 6-8		X	Principal	\$35,000.00	\$35,000.00	INCOMPLETE		25341.332.54125.119060.430106.2012_\$ 0.00 + 25341.332.54125.119060.430119.2012_\$ 20,000.00 + 25341.225.54125.119067.000703.2012_\$ 15,000.00 + 25341.225.54125.119067.000703.2012_\$ 15,000.00
N	Provide money to cover costs of field trips.	Exposing students to entities outside the community will improve academic achievement.		X	Principal			INCOMPLETE		
N	Provide monies for admission fees for field trips	One of the major issues facing our students is lack of exposure to things outside of the community. They have very		X				INCOMPLETE		



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5 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		little prior knowledge from which to approach text. Teachers in all grades are encouraged to provide that exposure through field experiences. The principal and assistant principal will provide funding for these trips.								
N	Create a student council that will advise the administrative team on issues affecting students and ways to motivate students.	The creation of a student council will result in decreased numbers of student absences and discipline referrals.		X	Upper Grade Team			INCOMPLETE		
N	Provide transportation for students to attend field trips.	One of the major issues facing our students is lack of exposure to things outside of the community. They have very little prior knowledge from which to approach text. Teachers in all grades are encouraged to provide that exposure through field experiences. The principal		X	Principal	\$2,400.00	\$2,400.00	INCOMPLETE		25341.115.54210.111053.000575.2012_\$600.00 + 25341.115.54210.111004.000575.2012_\$300.00 + 25341.115.54210.111052.000575.2012_\$1,500.00



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5 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and assistant principal will provide funding for these trips.								
N	Provide teachers with extended day professional development opportunities in conjunction with AUSL.	This professional development will provide teachers with strategies and techniques that will allow to reach all learners.	X		Principal			INCOMPLETE		
N	Use staff development to provide more opportunities for teachers to share best practice strategies.	Our overall strategy is to increase staff development time for teachers so that they become more versed in their subject matter. They then will be able to provide better instruction which will thereby improve student performance. Mr. Allen and Ms. Anthony will provide time during the day for professional development. We will monitor student performance in literacy by analyzing NWEA data.		X	Principal			INCOMPLETE		
N	Purchase general office and school supplies needed for the "everyday			X	Principal	\$4,000.00	\$4,000.00	INCOMPLETE		25341.115.53405.241006.000575.2012_\$4,000.00



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5 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	functioning" of a school.									
N	Fund an art or music teacher position	It is vital that the students of the Sherman School of Excellence experience high-quality instruction in fine and performing arts.	X		Principal	\$34,771.00	\$28,675.31	INCOMPLETE	450226,450226,450226	

7 - School leadership										
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	Hire high quality administrative team to support teachers in providing high quality instruction.	A quality instructional leadership team will help improve the climate and culture of the building and help push academic achievement.	X			\$164,338.00	\$284,154.10	INCOMPLETE	451398,247740	

6 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Hire a full time social worker to	Addressing the social and	X					INCOMPLETE		



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6 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	address the social and emotional needs of children.	emotional needs will help maintain a supportive and productive learning environment.								
N	Hire security officers to assist with maintaining a safe and orderly learning environment.	The security officers will help provide a safe and orderly school.	X					INCOMPLETE	452604	

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		25341.312.53210.256009.000000.2012_\$0.00 + 25341.312.53205.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		25341.230.54105.254020.000000.2012_\$3,000.00 + 25341.230.54105.254002.000000.2012_\$2,112.00 + 25341.230.54105.254021.000000.2012_\$0.00 + 25341.230.54105.254022.000000.2012_\$0.00 + 25341.230.54105.254027.000000.2012_\$4,000.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		25341.230.56105.254002.000000.2012_\$26,088.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		25341.230.53405.254002.000000.2012_\$8,844.67
N	Electricity			X	OMB Budget			INCOMPLETE		25341.230.53115.254002.000000.2012_\$



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Services				Analyst					0.00 + 25341.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		25341.230.53120.254002.000000.2012_\$ 0.00 + 25341.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		25341.115.54210.131002.000000.2012_\$ 0.00
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		25341.230.56105.266414.000000.2012_\$ 0.00 + 25341.230.53306.266407.000000.2012_\$ 0.00 + 25341.230.53306.009573.000000.2012_\$ 0.00 + 25341.230.53306.254901.000000.2012_\$ 0.00 + 25341.230.54125.009574.000000.2012_\$ 0.00 + 25341.230.54125.254901.000000.2012_\$ 0.00 + 25341.230.54125.266402.000000.2012_\$ 0.00 + 25341.230.54125.266410.000000.2012_\$ 0.00 + 25341.230.54125.266407.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		25341.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network			X	Principal			INPROGRESS		25341.225.54105.266408.000703.2012_\$



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	support funded by SGSA									3,864.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Bilingual TBE grant									
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Lunchroom position(s)		X		OMB Budget Analyst	\$208,696.00	\$199,523.68	INCOMPLETE	252196,252438, 252194,253712, 252195,252436, 252437	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		25341.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$49,175.00	\$47,969.72	INCOMPLETE	410589	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		25341.225.57940.119020.000703.2012_\$172.00 + 25341.332.57940.390030.430115.2012_\$215.60 + 25341.115.57940.119035.000575.2012_\$1,383.00 + 25341.332.57940.119031.430106.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		25341.332.53405.390030.430115.2012_\$102.00 + 25341.331.54125.390030.430103.2012_\$1,047.20 + 25341.332.57940.390030.430115.2012_\$215.60 + 25341.332.54505.390030.430115.2012_\$2.00
N	Facilities/Operations overtime during summer		X		OMB Budget Analyst			INCOMPLETE		

