



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2009. Information related to positions with a June 30, 2008 close date has been omitted. A Year 2 version of this report will be posted after schools budget for Fiscal Year 2010 in Spring of 2009.

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 Area Instruction Officer, where applicable. The action plan described in the SIPAAA, supported by the school's discretionary 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.**



CPS SIPAAA Planning Report

Beulah Shoemith School : 2008-2010 Year 1

SIPAAA Team

Last Name	First Name	Title	Chairperson	Start Date	End Date
Watson	Patricia	Principal	X		
Burrows	Reginald	Other			
Corbin	Vanessa	Classroom tchr.			
Donald	Sherri	LSC member			
Gates	Sabrina	Asst. principal			
Henderson	Stacey	LSC member			
Lofton	Patricia	Special ed. faculty			
Norwood	LaTanya	LSC member			
Ramsey	Tanya	Lead/resource tchr.			
Reverend Lane	Peter	LSC member			
Reverend Moran	Theodore	LSC member			
Scott	Pearline	Magnet cluster staff			
Tantawy	Latifah	Counselor/case mgr.			
Turay	Ismail	LSC member			
Webb	Candie	Counselor/case mgr.			

Involvement

Summary of Faculty and Stakeholder Involvement:

Parent surveys were distributed during the first quarter report card pickup. A staff meeting was held on December 5th with staff presenting the SIPAAA template for the 2008-2010 school year. The SIPAAA template was also presented to the LSC on December 5th. Teacher and student surveys were distributed on December 19th. LSC met again on January 16th to construct mission and vision statements according to past parent and stakeholder input. Staff members later met to add teacher input.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	8	23	5	28	116	10	3

Summary of Meetings

Meeting Date	Meeting Type	Description
18-Mar-2008	Small group discussion	Leadership Team
11-Feb-2008	Working group	Data Review
25-Jan-2008	Working group	Staff meets to discuss Vision, Mission and review data
16-Jan-2008	Small group discussion	LSC SIPAAA Committee craft Vision and Mission



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Meeting Date	Meeting Type	Description
19-Dec-2007	Other	Distributed Teacher and Student Surveys
05-Dec-2007	Other	LSC Meeting/ SIPAAA Workshop
05-Dec-2007	Other	Discussed SIPAAA template with staff
28-Nov-2007	Working group	SIPAAA training workshop w/ School Improvement Coordinator
12-May-2007	SIPAAA Team	SIPAAA Training Workshop

Five Fundamentals Surveys

Number of Family Survey Responses: 30
 Number of Student Survey Responses: 116
 Number of Teacher Survey Responses: 13
 Number of Staff Survey Responses: 12

Mission/Vision

Mission Statement:

We believe that every student in our school is capable of learning at a high level. We will challenge each student by setting high expectations, utilizing high caliber research-based instructional materials and implementing differentiated instructional practices that will lead them to success.

Shoemith School will meet the academic, social, and emotional needs of our all of our students, including students with disabilities, English language learners, high achievers and struggling learners by implementing a rigorous instructional program of balanced literacy, investigative math, inquiry-based science and authentic writing instruction for all students.

Vision Statement:

We envision a school climate that is a safe and nurturing environment for all stakeholders. One that promotes mutual respect, individuality, and continuous learning for all students, staff, and community members. Our vision focuses on lifelong learning and achievement. It includes a balance of academic and extracurricular activities that promote diversity, growth and development and meet the technological demands of a global society. Our highly effective teachers intend to challenge our students, parents and staff to set, maintain and sustain a high level of expectation for our school community through rigorous, standards-driven instructional practices with an emphasis on literacy, math and science.

Student Outcomes

Strengths: The number of students who met/exceeded standards on ISAT reading and math extended response increased. School-wide focus (demo lessons, professional development) on extended response may be a contributing factor.

Concerns: Although our students' performance on extended response in math and reading increased over time, overall performance in math and reading on ISAT declined. We need to continue to implement instructional strategies that allow teachers to address the needs of individual students--including students



Minimum targets for AYP were met.

with disabilities and second language learners. As we are an Illinois ASPIRE school, we will continue to deepen our understanding and implementation of Response to Intervention (RTI) as a tool to meet the needs of our diverse learning population.

The number of students meeting ILS in reading is greater than the number of students exceeding ILS. We need to continue to implement instructional strategies to address moving of the Power of Ten students(POTS) from the meets to exceeds category.

Academic Progress

Strengths: ISAT science performance improved 3.8%. Increase in classroom use and teacher professional development provided by CMSI are contributing factors.

Learning First data indicated that students in grades 3 made significant improvement from Fall to Winter administration.

DIBELS results indicated that 39% of Kindergarten; 55% of first grade; 52% of second grade students achieved benchmark level on middle of the year assessment which was an increase from the beginning of the year administration.

During the 2007-2008 school year, 99.64% of Shoemith's students were promoted to the next grade.

Only 0.36% of Shoemith students were retained during the 2007-2008 school year.

We held After school Counts and Saturday Enrichment Academy programs for students in grades 3-6 to provide additional academic support.

Tutoring is provided during and after school for struggling students (provided by University of Chicago Neighborhood Schools Program and Kenwood High School Brotherhood

Concerns: Math appears to be trending down. Despite use of approved CMSI materials and teachers participating in professional development the math scores dipped. We need to more closely adhere to the recommended pacing schedule; increase fidelity to the programs; increase opportunities for teachers to look closely at math benchmark data (CIM as the vehicle); and continue teacher professional development that includes looking at student work.

Although science gains are evident, 39% of our students are not meeting the standards in science. We need to fully adopt and implement FOSS and IES science curricula.

The overall number of students meeting/exceeding state standards declined by approximately 8%.

5th and 6th grade ISAT reading scores declined from the previous year. We will continue to progress monitor using DIBELS/3D and Headsprout in grades K-3. During the 2008-2009 school year, we will continue administering Learning First assessment 3 times a year; continue holding data retreats with grade level teams to analyze various data sources; and utilize the benchmark assessment system for progress monitoring with grades 4-6. Also, we are currently seeking



Organization)

4th grade reading scores increased by slightly less than 10% from the previous year.

3rd and 6th grade boys are outperforming girls in reading

AVID essentials are a part of the grade 4-6 curriculum.

proposals that allow us to provide teacher incentives directly related to student achievement.

We are concerned that the AVID essentials aren't fully integrated into core subject areas. Through professional development with teachers and parent workshops we will continue to explore how to more effectively use AVID essentials as tools to help students improve organization and time management, set and meet goals; and increase opportunities for inquiry and meaningful discourse.

There is a need for technology to be integrated more into daily classroom instruction. We will continue to work with CUIP and others to this end.

Student Connection

Strengths: We have increased the number of opportunities for student participation in extracurricular activities to include: track, cross country, competitive double-dutch, Girls on the Run, flag football, basketball, baseball, band, choir, cheer, pom, Battle of the Books, HPAC afterschool art, and the debate team. The number of students (including SWDs) participating in extra-curricular has increased.

We will continue our community partnerships with Hyde Park Art Center (HPAC), Merit School of Music; Chicago Public School University of Chicago Internet Project (CUIP)

There are several clubs: Jr. Beta, math, spanish, audio-visual, drama, and library book club.

With the launch of our new magazine, The Bee Hive, students will be able to apply a variety of literacy, organizational, and interpersonal skills.

The results of the Student Connection survey indicate: 85% of our students feel that Shoemsmith's climate is safe; 64% reported current curriculum as rigorous; 76% of our students reported feeling supported, listened to and cared

Concerns: There is a slight increase in the number of student absences. This may in part be due to: home dynamics such as impoverished living conditions, frequent home relocations, lack of child supervision, and other family issues.

Students with disabilities and males were the largest subgroups to indicate that the curriculum wasn't rigorous enough. Moving forward, we need to continue our professional development with teachers around differentiating instruction. In addition, we need to find ways to get those students more involved in after-school programs both academic and extra-curricular.

There's a need for a crossing guard at busy streets surrounding the school. In addition, there is a need for a parent patrol to assist with monitoring students on the playground and park areas before and after school.

There is a continued need to provide increased opportunities for all students to develop effective and reflective learning experiences.



about by adults in the school; 69% reported that their peers displayed good social and emotional skills during school.

School Characteristics

Strengths: Mobility rate is stable.

Most of our faculty have earned Master's Degrees or are currently pursuing advanced degrees (1 teacher is pursuing National Board certification and 6 teachers are participating in the Type 75 cohort offered by the ACE).

The majority of our teachers are "highly qualified" according to NCLB standards. The remaining 2 teachers are alternative teaching fellows who will be "highly qualified" at the conclusion of their programs.

50% of the teachers have endorsements in math or science. In addition, as a part of the Math/Science Cluster Initiative, our teachers participate in monthly professional development and implement the strategies learned within the instructional program.

Many of our teachers take part in the FOSS loan program and participate in training on a quarterly basis.

Our school cleanliness rating was B.

Concerns: Less than 50% of parents report that they are satisfied with the school. We will continue to encourage parents to participate more in school activities (side by side day, parent orientation, open house, family winter fest, LSC/PTA/PAC meetings). In addition, we plan to host instructional workshops for parents at each grade level.

When surveyed, teachers indicated a desire to have more voice in decision making and more coherent programs across the grade levels. We will continue Friday Feedback and weekly administrative grade level team meetings with staff. In addition, we will explore additional ways to get teachers more involved in the decision making such as after school planning sessions and/or study guides.

We plan to implement quarterly spot checks in the classrooms to reduce amount of clutter.

Process Analysis

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Math	Everyday Math	Everyday Math Program			X	X	X	X	X	X			
Reading	Other	Novels, non-fiction text and leveled books	X										
Math	Connected Mathematics Project	Connected Math									X		



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Science	FOSS Kits	Foss Science			X	X	X	X	X	X			
Science	IES	Science Program									X		
Writing	Writers' Workshop	Units of study and teacher created activities	X										
Social Studies	Other	Harcourt and teacher created activities	X										

Partner Name	Partner Description	# of Students
Hyde Park Art Center	Provide arts integration	115
Merit School of Music	Choir Instruction	45
CUIP	Technology integration	375
Old Town School of Music	Global Roots Program	60
Experiencia	Provide real world experiences in finance and management	110
University of Chicago	Neighborhood Schools Program, provides tutors	120
Art Institute	MAPS Program	45
Oriental Museum	Museum Partners participant	60
First Baptist Church	Provides camp scholarships	10
Church of St. Paul & the Redeemer	Provides tutoring	12
Chicago Park District	Provides after-school programming	50
Rockets Program	Provides after-school programming	50
YWCA	Character education	375
Junior Achievement	Economic education	300

Next Steps for Instruction:

We need to more closely adhere to the recommended pacing schedule; increase fidelity to the programs; increase opportunities for teachers to look closely at math benchmark data (CIM as the vehicle); and continue teacher professional development that includes looking at student work.

During the 2008-2009 school year, we will continue administering Learning First assessment 3 times a year; continue holding data retreats with grade level teams to analyze various data sources; and utilize the benchmark assessment system for progress monitoring with grades 4-6. Also, we are currently seeking proposals that allow us to provide teacher incentives directly related to student achievement.

We need to fully adopt and implement FOSS and IES science curricula.

Through professional development with teachers and parent workshops we will continue to explore how to more effectively use AVID essentials as tools to help students improve organization and time management, set and meet goals; and increase opportunities for inquiry and meaningful discourse.

There is a need for technology to be integrated more into daily classroom instruction. We will continue to work with CUIP and others to this end.



**Next Steps for
Instructional Leadership:**

Shoemith School will hire two additional teachers to reduce class size and additional ESP to support instruction and learning climate.

Designate funds for teacher study groups, curriculum planning, fees for external professional, and to purchase professional texts, and obtain substitute teachers to cover classes for data retreats, internal walk-throughs and classroom intervisitations.

We will continue to use internal walk-throughs and daily instructional snapshots as a lens to support vertical and horizontal curricular alignment.

We will increase the frequency of classroom intervisitations to share effective practices school-wide.

**Next Steps for
Professional Capacity:**

Continue focused, school-wide professional development to support writing workshop.

We will encourage teachers to complete self-assessments to determine areas of strength and challenges as related to the implementation of the instructional program. Based on the results of the self assessments; we will offer study groups to support teachers in setting SMART goals, employing strategies, and reflecting on how the strategies affected student learning, quality and delivery of instruction.

Continue using data retreats as an internal tool to assist staff in analyzing various data sources and make instructional decisions based on the data to support the diverse learning needs of our students including SWDs, ELL, high achievers and struggling learners.

**Next Steps for Learning
Climate:**

Launch a new student incentive: Student of the Month (criteria will be determined by staff, students and parents).

Departmentalize instruction in grades 5 and 6.

Continue to integrate AVID in grades 4-6.

Increase the amount of assistive technology in classrooms.

Continue to encourage and increase student participation in both academic and extra-curricular activities; as well as contests i.e. Battle of the Books, Young Authors, Spelling Bee, Science Fair, Metro History Fair.



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Next Steps for Family & Community Involvement:

Increase involvement of families in student learning through parent workshops, materials, and other resources that support learning at home. Encourage parents to participate in LSC, PTA and PAC activities.

Increase the number of parent volunteers. Implement a parent patrol to assist staff with security on and around school grounds.

Develop the alumni association to acquaint former students with current students, parents and present initiatives. Utilize the accomplishments of former Shoemith students to demonstrate that college is a viable option that leads to career choices.

Priorities

Priority #	Priority Type	Priority Description	Indicator of Success
1	Mathematics	Improve overall math achievement with a focus on problem solving and inquiry.	Fidelity to the Everyday Math and Connected Math programs.
2	Literacy	Improve overall literacy achievement with a focus on writing throughout the curriculum at every grade level with emphasis on technology integration.	By 2010 75% of the instructional staff will use writing workshop as an approach to deliver writing instruction. Overall achievement levels on the ISAT will increase by 5 percent per year.
3	Science	Improve overall science achievement with a focus on hands on activities and inquiry.	Full implementation to the FOSS and IES science curricula.

Activities

1 - Mathematics						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	To provide extended day teacher bucket Math PD	X		Principal		
N	Manipulative and supplies		X	Principal	\$1,000.00	25371.332.53405.119016.430072
N	Provide additional funds for instructional		X	Principal		



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1 - Mathematics						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
	supplies - 1					
N	Provide funds for the Experiencia Program		X	Principal	\$3,000.00	25371.332.54505.210001.430072
N	Provide substitute coverage for teachers attending math professional development	X		Principal	\$4,058.00	

2 - Literacy						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	After School Matching Grant program teacher extended day bucket	X			\$4,058.00	
N	Literacy books		X	Principal		
N	To provide ESP bucket to support after school programs	X		Principal		
N	To provide literacy sub bucket	X		Principal		
N	To provide clerk bucket for extended day programs	X		Principal		
N	Magazine Subscriptions		X	Principal	\$1,000.00	25371.332.54505.119010.430072
N	Furniture and Equipment		X	Principal	\$10,000.00	25371.332.55005.119015.430072
N	CUIP Technology integration		X	Principal	\$8,000.00	25371.332.54125.119015.430072



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2 - Literacy						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	Literacy Consultant		X	Principal	\$2,000.00	25371.332.54125.119015.430072
N	Technology consultant		X	Principal	\$25,000.00	25371.225.54125.119045.000703
N	Provide additional funds for instructional supplies - 2		X	Principal	\$9,203.00	25371.332.53405.119015.430072
N	Provide funds for RIF		X	Principal	\$2,000.00	25371.332.53305.119015.430072
N	Provide funds for Study Island Program		X	Principal	\$1,800.00	25371.332.54505.119045.430072
N	Provide funds for teacher extended day to be used for professional development.	X		Principal	\$4,058.00	
N	Provide substitute coverage for teachers attending professional development activities.	X		Principal	\$3,043.50	
N	Purchase of teacher aides to assist classroom teachers in providing individual and/or small group instruction.	X		Principal	\$40,432.17	268844
N	Purchase of regular education teachers to reduce class size and improve reading instruction.	X		Principal	\$84,283.67	268986

3 - Science						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
Y	Grades K-5 CMSI Science				\$1,849.00	



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3 - Science									
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)			
		Bucket/ Position	Non-Sal Line						
	Budget Lines								
	Item	Fund Type		Fund	Account	Program	Grants	Amount	Year
	FOSS Fabric Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$573.00	2009
	FOSS Insects Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$1,276.00	2009
Y	Grades K-5 CMSI Science					\$12,438.00			
	Budget Lines								
	Item	Fund Type		Fund	Account	Program	Grants	Amount	Year
	FOSS Air and Weather Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$1,426.00	2009
	FOSS Animals 2x2 Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$458.00	2009
	FOSS Earth Minerals Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$519.00	2009
	FOSS Human Body Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$540.00	2009
	FOSS Insects Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$1,276.00	2009
	FOSS Levers and Pulleys Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$702.00	2009
	FOSS Magnetism and Electricity Additional Teacher's Edition	PSB Funds (FY09)		332	53305	111100	430072	\$81.00	2009
	FOSS Magnetism and Electricity Refurbishment Set	PSB Funds (FY09)		332	53305	111100	430072	\$28.00	2009
	FOSS New Plants Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$2,724.00	2009
	FOSS Solar Energy Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$573.00	2009
	FOSS Structures of Life Classroom Package (English)	PSB Funds (FY09)		332	53305	111100	430072	\$497.00	2009
	FOSS Water Refurbishment Set	PSB Funds (FY09)		332	53305	111100	430072	\$18.00	2009
	STC Land and Water Classroom Package	PSB Funds (FY09)		332	53305	111100	430072	\$1,030.00	2009
	STC Measuring Time Classroom Package	PSB Funds (FY09)		332	53305	111100	430072	\$1,051.00	2009
	STC Microworlds Classroom Package	PSB Funds (FY09)		332	53305	111100	430072	\$1,020.00	2009
	STC Weather Classroom Package	PSB Funds (FY09)		332	53305	111100	430072	\$495.00	2009
N	To provide extended day teacher bucket science PD	X		Principal		\$1,014.50			
N	To provide sub bucket for science PD.	X		Principal		\$2,029.00			



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3 - Science						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	Foss program materials		X	Principal		25371.332.53405.119017.430061

Other - related activities						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	ESP summer school bucket	X				
N	Homeless program supplies		X		\$1,000.00	25371.332.53405.111069.430072
N	NCLB Parent Consultant		X	Principal	\$861.00	25371.332.54125.390030.430081
N	NCLB Parent Seminar		X	Principal	\$700.00	25371.332.54505.390030.430081
N	NCLB Parent Training Supplies		X	Principal	\$700.00	25371.332.53405.390030.430081
N	To provide office supplies		X	Principal	\$11,631.00	25371.225.53405.241006.000703
N	Provide funds for business manager		X	Principal	\$10,000.00	25371.225.54125.241006.000703
N	Provide funds for school copiers		X	Principal	\$8,000.00	25371.332.56105.119015.430072
N	Provide funds for postage		X	Principal	\$2,000.00	25371.225.53510.241006.000703
N	Provide funds to support the art program		X	Principal	\$4,000.00	25371.332.54125.119045.430072



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Other - related activities						
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	PSB Details (Budget / Position number)
		Bucket/ Position	Non-Sal Line			
N	Provide funds for the Merit Music Program		X	Principal	\$3,500.00	25371.332.54125.119045.430072
N	Provide funds for internet usage		X	Principal		
N	(Default) Continue to fund existing SGSA and NCLB positions.	X		Principal		
N	Provide a percentage of matching funds for the After School Counts Program		X	Principal		
N	Provide funds for extended day to be used for professional development	X		Principal		