



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

What is SIPAAA?

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

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Weiden	Chad	Principal	X		
Bancroft	Becky	Special ed. faculty			
Becker	Linda	Lead/resource tchr.			
Cisneros	Rosie	LSC member			
Herrera	Ana	Support staff			
Hogan	Katherine	Lead/resource tchr.			
Lemus Perez	Lili	ELL faculty			
Morales-Doyle	Danny	Asst. Principal			
Nambo	Cynthia	Lead/resource tchr.			
Perez	Alexandra	Support staff			
Sia	Joyce	Lead/resource tchr.			
Silva	Illiana	Counselor/case mgr.			
Stoval	David	Partner			

Involvement

- ✔ **TIP** You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

- ✔ **TIP** Schools may add more information related to services or resources provided by the district in the open text box below.

- Specify the services and resources that the district has provided to revise your school improvement plan and other services the district will provide toward implementation of strategies and activities. (i.e., data analysis, identifying professional development needs for instruction, and analysis/revision of the school's budget).

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops.

 **TIP** You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is it's own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

CAO- Melissa Megliola-Zaikos
MSD- Jackie Davis
Partner- Roosevelt University

 **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.

We utilized the 5 Fundamental surveys to parents, staff and students.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	1	5	5	1	0	1	1

Summary of Meetings

Meeting Date	Meeting Type	Description
05-May-2010	Small group discussion	Activities



Meeting Date	Meeting Type	Description
17-Mar-2010	Small group discussion	Process Analysis- Categories
03-Mar-2010	SIPAAA Team	Outcome Analysis
24-Feb-2010	SIPAAA Team	Outcome Analysis
17-Feb-2010	SIPAAA Team	First Meeting/Process Calendar/Roles

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: 55
 Number of Student Survey Responses: 250
 Number of Teacher Survey Responses: 18
 Number of Staff Survey Responses: 7

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:

The Little Village Lawndale High School is a reality because of the principles of social justice. Our belief in self-determination inspired a community to act on its convictions to affirm its right to a quality education. Through a system of support, guidance, and accountability our students will graduate high school, be prepared for college and implement a post secondary plan. Our students will cherish and preserve their ethnic and cultural identity, will serve and determine the future of our community, and will have a passion for peace, justice and the dignity of all people.

Vision Statement:

The purpose of the school of social justice is to assure that all students become critical thinkers through a curriculum that is rigorous, innovative, and implemented through meaningful school relationships.

Project based and problem based learning that addresses real world issues through the lenses of race, gender, culture, economic equity, peace, justice, and the environment will be the catalyst for developing our curriculum.

Service learning will be the center of our curriculum. Our community and the city will be our classroom. All learning will be relevant to the lives of our students.

We will increase student learning and achievement by building on what our students know and utilize their everyday experiences in order to build the excellence of basic skills and literacy.

The professional community composed of administrators, teachers, students, parents and other community members will learn together and from one another.

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:

- *90%-95% of seniors accepted to college
- *1.5 million in scholarship money
- *90% attendance rate
- *85% of all students on track to graduate

Concerns:

- *10% to 5% of students not applying to college in relation to documentation status.
- *Attrition rate Freshman Year to Senior year
- *Chronic absent students
- *15% of student population not on track

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?

Our school employs a wide variety of assessment data to inform our decisions such as: summative course assessments, reading advantage assessments, Springboard Online Assessments, New leaders for New Schools Interim Assessments as well as our in house reading diagnostic for struggling readers. Overwhelmingly, the data shows a strength in both science and writing. However, our weakness is both in the areas of reading and math.

- 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.

There are a wide variety of internal and external factors that might contribute to certain low achievement: 95% of our students are on free and reduced lunch, increase in student pregnancies, homelessness, family dynamics, community violence, gang activity, home foreclosures.

And an important aspect to note, a majority of our students English is not their first language. Acquisition of a new language is incredibly difficult.

This is significant to note in terms of our reading scores.

- 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?

Within our SIPAAA Team, we noted that individualized instruction and a shared scope and sequence of skills are vital in increasing student achievement. Through the work of differentiated instruction, one on one reading instruction and our co-teaching model, we have seen significant growth in terms of student learning. In addition, our faculty is creating an aligned and articulated scope and sequence which will address the gaps we see in student learning.

- 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?

The data below is very clear in terms of strengths and weaknesses. However, there is growth from 2008-2009 which is important to note.

- 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>

Graduation Rate is 73% below the 78% for meeting standards. In addition, not enough of our students meet or exceed standards on the PSAE in terms of Math or Reading.

Strengths:

- *Nearly 100% of students took the PSAE
- *Very close to acceptable graduation rate

Concerns:

- Concerns:
- Students scoring 20 or above and .8% exceeding on the PSAE.

Student Connection

Student Connection Strengths and Concerns

Strengths:

- *Student voice is heard and respected
- *Student's social emotional skills are heard and addressed
- *Classes are engaging and fun
- *Students believe that they have at least adult they can trust and talk to.
- *Students feel proud of their school
- *Students feel safe and affirmed in their school

Concerns:

- *Students want more challenging classes
- *Students want more after school programming and sports opportunities
- *Attendance rate
- *Truancy rate

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?

From our data we have a significant population of both ELL and SPED students. It is our responsibility to ensure every student has the knowledge and skills to succeed. However, it is a significant challenge to build capacity to differentiate, modify and provide one on one instruction for all our students. And within population, many of our students battle both poverty and homelessness. This is significant factor in attendance and student performance and one we as a school do not ignore.

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

See answer to the left.

Strengths:

Our student's are passionate and resilient. Despite the challenges they face, they have shown growth in both their academic and personal lives. Because of the student centered and high expectation we create as a school, we believe that our students will continue to get into and succeed at college.

Concerns:

See answer to the left.

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	Other	Reading Advantage											
Science	Teacher created		X										
Social Studies	Teacher-created	DBQ, History Alive, Zinn Project, MIKVA Curriculum	X										
English (HS)	Other	College Board-Spring Board	X										
Math (HS)	Other	Integrated Mathematics Program	X										

Partner Name	Partner Description	# of Students
Roosevelt University	Provides support, grants and scholarships for students	50
Upward Bound	Provides intentional post secondary support for college preparaton	75
ENLACE	Community Schools Partner	350
Gear Up	Provides intentional post secondary support for college preparaton	200

 [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).

As a collective community of educators, we have a variety of policies and practices that assist students who need extra help in their core subject areas. Teachers provide homework hall before and after school in every subject area. Our Special Education Department hosts a homework studio during advisory for students who need extra accommodations. We also offer an Academic Support Class on our half days for students who are struggling with academics. Students are also assigned Saturday School if they are on either academic probation or warning (D's and F's). Teachers meet in both grade level and department meetings on a weekly basis to discuss common foci and student support. In addition, we meet as praxis professional learning communities to address school based problems as they relate to student achievement. The topics include: Differentiated Instruction, Assessment, Social Justice Curricular Framework, Classroom Management, Community Outreach, and Literacy Strategies. In addition, we have intentional partnerships with Roosevelt University, Upward Bound and Gear Up to support student success in the areas of academics and post secondary success.

- 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 value the different learning styles and strengths of all our students. A constant professional development strand is an inquiry into a differentiated classroom at all grade levels. We employ a co-teaching model between both our special education and regular education faculty. Teacher plan together throughout the week to ensure proper accommodations and modifications. Currently, we are piloting a response to intervention structure called Success for all Students Team (SFAST) that supports students with specifics interventions. Teacher take anecdotal records and the team puts best practice and research based strategies to best serve students.

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

- Next Steps for Instruction:

Many of our students responded that our curriculum is relevant and challenge but in juxtaposition a large majority responded that the curriculum is not challenging enough. In order to improve instruction, we plan on developing an aligned and articulated scope and sequence based on our social justice framework of education(Classical, Critical, Community Skills). In addition to the skills based scope and sequence, we seek to develop an interim assessment system that assess our agreed upon skills to show students growth and plan for differentiated instruction. Lastly, we seek to re-assess our current Integrated Mathematics Program. As a core SIPAAA Team, and based on survey results, we would like to plan for an intensive ramp up class for Freshman to address missing algebraic and geometry skills.

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:

We practice a shared sense of instructional leadership at Social Justice High School. From the principal, to the faculty, to clerks to paraprofessionals are all expected to become leaders throughout our instructional purpose and vision. Currently, we have 6 teachers who are National Board certified with over 6 teachers pursuing advanced degrees within the fields of education and youth development. We have functioning teams who use a employ a consensus model of decision making in terms of decisions, policies and practices. We have an incredibly talented and dedicated staff.

Our next steps are to continue to support the growth of every staff and faculty member as an instructional leader. Our large foci for the next two years consists of creating an aligned and articulated scope and sequence through a framework of social justice pedagogy. In addition, from the scope and sequence, a common interim assessment practice that will inform our instruction and assist in supporting student's academic success.

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?

The data within the self-assessment surveys indicated we have a very strong sense and practice of professional capacity. In particular, each of our current practices contribute directly to student performance results. As mentioned, teachers meet in both grade level and department teams every week to address curriculum, instruction and student interventions. Department Chairs meet bi-weekly in our Instructional Leadership Team to address school wide goals and practices to constantly assess and improve student achievement. As a staff we meet for 2 hours on every full week Wednesday for focused professional development within our Praxis communities.

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

- Describe your teacher mentoring program

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

We meet during common planning time in teams on a weekly basis, both special education and regular education faculty, to discuss the implementation of inclusive practices. In addition, co-teacher meet to plan collectively on a weekly basis. We have a variety of resources, such as research, professional development and buckets for sub to ensure teacher are communicating and collaborating on modifications and accommodations for all students.

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

- **Next Steps for Professional Capacity:**

Reflecting on the results of the data and surveys, it is clear we have 3 focused areas for improvement: Support and Development of New Teachers, Developing our Differentiated Instructional Practices and Student Management. Internally, in addition to the Golden Mentor Program, we must establish an intentional group and one on one support for new and developing teachers. In addition, a large portion of the faculty asked for extensive support and development regarding structuring an effective differentiated classroom. And lastly, many faculty members still require one on one support in the area of student management and classroom culture.

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).

According to the data, we have a very strong learning climate according to all stakeholders. Overwhelmingly, students and parents feel we have high expectations for students while intentionally listening and supporting them along the way. We award students for the accomplishments through our Essential 7 Awards. We plan and allow student voice through our monthly town hall meetings, student senate meetings and our campus wide Peace and Leadership Council. We practice a restorative version of discipline through the leadership of our Dean of Students and faculty. We have incredible partners that helps establish our learning climate such as Roosevelt University, Upward Bound, Gear Up, Violence Intervention Program. We have intentional orientation for all students during the summer. And we have mandatory Freshman Connection classes for all Freshman in addition to a two day retreat where we build on ideas of race, community power and common struggle. Our students are constantly modeling and teaching our shared Essential 7 Values.

- **Next Steps for Learning Climate:**

Overwhelmingly, stakeholders only wanted us to continue to refine the current work around learning climate. We seek to continue to refine and develop our Town Hall Meetings, Advisory Curriculum, Awards Ceremony and our Restorative Discipline Model.

Five Fundamentals: Family & Involvement

- ✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
- ✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.
- ✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.
- ✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

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

Our family and community involvement continues to grow and improve. We begin to year by doing home visits to all of our Freshman students. Throughout the year, we have a community involvement professional learning community, comprised of both parents and teachers, who do home visits for our struggling students. We hold monthly Parent University classes that focuses on a wide variety of issues. Throughout the year we host parents for a wide variety of events such as Community Night, Math Night, Sports Awards, Choir Concerts, Plays, etc. We always have a very strong presence at both report cards pick ups. Monthly, we have a parent shadow day where parents are encouraged to follow their student through a normal school day. Lastly, we have an very active and wonderful Local School Council who involved themselves in the daily struggle of our school. They are powerful advocates and support within our community.

- 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 provide many notices throughout the year in both English and in Spanish. They include but are not limited to:

1. Quarterly Family Newsletters
2. Progress Reports
3. Report Cards
4. Student Debt Letters
5. Special Events
6. Parent University
7. Community Alerts

Next Steps for Family & Community Involvement:

A major mission of our school is ensure have student representation from both North Lawndale and Little Village. We must continue to do intentional outreach to both neighborhoods but in particular North Lawndale. We hope to refine and grow the success of our Parent University, Parent Involvement Learning Community and attendance at all events. Ideally, we want to build a core parent leadership team who lead volunteer opportunities throughout our school year.

Priorities / Categories

- ✔ **TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.

✓**TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.

✓**TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Infuse literacy instruction across content areas and sustain a school wide culture of literacy by improving student's literacy skills across grade levels	<ul style="list-style-type: none"> *90% of teacher's unit plan include literacy strategies *100 % of teachers attend on-going professional development *Improve ACT score by two points *Aligned and articulated scope and sequence that includes literacy across content and grade levels. *Interim Assessment system that assess the development of our literacy instruction 	<ul style="list-style-type: none"> *Unit Plans/Lesson Plans *EPAS Results *On-going formative assessments *PD Completion rate 	
2	Mathematics	Improving the use of an integrated mathematic program that links the abstract thought of applied mathematics with ACT skills that will raise students test scores by 2 points.	<ul style="list-style-type: none"> *Improve ACT tests scores by 2 points *Aligned and articulated scope and sequence that includes numeracy across content and grade levels. *Interim Assessment system that assess the development of our math instruction *100% of math teachers attend PD in relation to mathematics instruction 	<ul style="list-style-type: none"> *Unit Plans/Lesson Plans *EPAS Results *On-going formative assessments *PD Completion rate 	
3	Science	Builds students laboratory skills in order to prepare them for college coursework and scientific literacy	<ul style="list-style-type: none"> *Each course will contain laboratory performance assessments *Each student will complete a lab report portfolio that shows improvement by the lab report rubric *Evidence in Unit Plans/Lesson Plans *Increased rate in AP classes 	<ul style="list-style-type: none"> *Scope and Sequence *Unit Plans/Lessons Plans *EPAS Results *Laboratory Portfolios 	
4	Postsecondary Prep	Create a college going culture that permeates all grade levels and curricula to ensure all students are on track to graduate	<ul style="list-style-type: none"> *Increase parent involvement *90% apply to college *90% complete FASFA *90% admitted to college 90% of all students on track 	<ul style="list-style-type: none"> Students have access to tours, fairs or reps 4 times a year Quarterly grades, Semester grades, Progress Reports On track statistics Participation by community partners 	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Core Classroom Instruction	Provide rigorous college preparatory courses that incorporates intentional skills instruction with our social justice pedagogical framework, technology, multimedia arts while providing support for a wide variety of learners.	<ul style="list-style-type: none"> *100% of unit plans aligned with scope and sequence *90% involvement in benchmark assessment system *Increase participation in AP classes *20% increase in students meeting standards on the PSAE 	<ul style="list-style-type: none"> *EPAS Results *Benchmark assessments results *Unit Plans/Lesson Plans *Department Meetings *Grade Level Meetings 	
6	Learning Climate / Safety	Sustain a school wide climate and culture, rooted in our Essential 7 Values, that promotes safety, shared responsibility, college going culture and intentional academic and social emotional interventions.	<ul style="list-style-type: none"> *Decrease in school referrals *Increase in students on honor roll *Increase in student attendance rate (95%) *Increase in students attending college 	<ul style="list-style-type: none"> *Referrals *Weekly attendance reports *Post Secondary Data *Awards Ceremonies 	

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$414,343.00	\$555,222.41	INCOMPLETE	443121,443114, 426993,394587, 443164,275224, 426310,443116, 426526,394679	
N	Principal position to oversee the vision and mission of the school in addition to the execution of said mission and vision.		X		ALSC	\$153,154.00	\$152,681.55	INCOMPLETE	126201	
N	laptop replacement			X				INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

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	Purchase books to build literacy program and culture of school wide literacy			X	Department Chairs, Principal			INCOMPLETE		
N	Purchase			X	Principal	\$21.00	\$21.00	INCOMPLETE		55171.332.55005.119067.430119.2012_ \$



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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						
	computers for support of literacy and technology instruction.									21.00 + 55171.332.55005.119067.430106.2012_\$ 0.00
N	Purchase software and supplies to support literacy development in both the Visual Art and Music classrooms.			X	Department Chairs, Principal			INCOMPLETE		
N	Purchase non-fiction and primary sources materials for the social studies classrooms to support reading, writing and research strategies with general education text funds			X	Department Chairs, Principal	\$100.00	\$100.00	INCOMPLETE		55171.332.53305.119015.430119.2012_\$ 100.00 + 55171.332.53305.119015.430106.2012_\$ 0.00
N	Purchase supplies for the Implementation of school wide literacy plan using sgsa funds			X	Principal, Dept. Chairs			INCOMPLETE		
N	Funds for professional membership, conferences and staff development materials using nclb - 1			X	Principal, Dept. Chairs	\$50.00	\$50.00	INCOMPLETE		55171.332.54505.119016.430119.2012_\$ 25.00 + 55171.332.54505.119016.430106.2012_\$ 0.00 + 55171.332.54505.119015.430106.2012_\$ 0.00 + 55171.332.54505.119015.430119.2012_\$ 25.00
N	Purchase literacy coach using NCLB money for implementation and support of		X		Principal			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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						
	literacy plan.									
N	Purchase 9th College Board Springboard Curriculum in addition to grammar usage books for all student using general education funds.			X	English Dept. Chair			INCOMPLETE		
N	Purchase supplies to assist in the implementation of quarterly literacy assessments			X	Dept. Chairs, Literacy Coach, Principal	\$25.00	\$25.00	INCOMPLETE		55171.332.53405.140070.430106.2012_\$0.00 + 55171.332.53405.140070.430119.2012_\$25.00
N	Supplies and Textbooks so Freshmen can go through a four-week basic skills recovery to catch students up as much as possible on basic literacy skills during Freshman Connection			X	Principal, Counselor			INCOMPLETE		
N	To purchase textbooks to support Bilingual students in both ESL and Core classrooms.			X	ESI Lead, Principal. Dept. Chairs			INCOMPLETE		
N	expose students to a variety of careers via fieldtrips and guest speakers as a way to spark interest in			X	Post secondary Coach			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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						
	advanced classes sgsa									
N	Purchase positions to sustain our electives, AP classes and to ensure appropriate class size(28 students or less).		X		Principal, Dept. Chairs			INCOMPLETE	442711,442708, 442714,443108	

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	Freshmen will go through a four-week basic skills recovery to catch students up as much as possible on basic math skills during Freshman Connection			X	Principal, Counselor			INCOMPLETE		
N	Interim Assessments implemented at the beginning of each quarter will show students progress over time in various strands in math			X	Principal, Dept. Chairs, Literacy Coach			INCOMPLETE		
N	Technology (graphing calculators, sophisticated			X	Principal, Dept. Chairs	\$13,396.00	\$13,396.00	INCOMPLETE		55171.225.55005.119067.000703.2012_\$13,396.00



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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						
	geometry and algebra computer software such as Geometers Sketchpad and Derive), students will gain a more in-depth understanding of math and the IMP Curriculum									
N	Purchasing texts and other materials inorder to expose students to materials and math problems that resemble standardized test questions more closely than problems in IMP			X	Principal, Dept. Chairs			INCOMPLETE		
N	Funds for professional membership, conferences and staff development materials using nclb - 1			X	Principal, Dept. Chairs			INCOMPLETE		
N	Purchase teachers using SSGA and possible NCLB money to ensure a college access and graduation requirements as well as appropriate class size(28 or less).		X		Principal, Dept. Chairs			INCOMPLETE	442720,443566	



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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						
N	Purchase supplies to support college prep labs and AP chemistry and AP biology classes			X	Principal, Science Team			INCOMPLETE		
N	Purchase science equipment to ensure proper lab and curricular equipment for both regular education classes and AP classes			X	Principal, Science Team			INCOMPLETE		

4 - Postsecondary Prep										
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	Academic Counselor to keep all students on track to graduate in addition the importance of social emotional health.		X		Principal	\$117,835.00	\$207,864.08	INCOMPLETE	269945,451244	
N	To fund a College and Career Coach to ensure 100% college accpetance for our current senior classes as		X		Principal	\$30,867.00	\$30,408.91	INCOMPLETE	370806	



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

4 - Postsecondary Prep										
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						
	well as access for our underclassmen.									
N	Transportation for college tours and visits from SGSA Funds			X	Post Secondary Coach			INCOMPLETE		
N	Supplies to ensure a college going culture and climate			X	Principal	\$10,000.00	\$10,000.00	INCOMPLETE		55171.225.53405.212041.000703.2012_\$3,258.13
N	Our priority is for all of our graduating seniors to have a viable postsecondary plan an/or alternate. College/Career planning sessions with students and parents through Choices Planner.College Night Forums for students and parents on financial aid, academic life, student life, application and scholarship process.			X	Post Secondary Coach	\$5,000.00	\$5,000.00	INCOMPLETE		55171.225.54210.140070.000703.2012_\$2,525.00
N	Purchase Typing Softwear for computer lab to increase career skills in technology			X	College/Career Coach			INCOMPLETE		
N	Pay for a .2 ESP to support and lead alumni relations		X		College and Career Coach			INCOMPLETE	443194	



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide quality and rigorous classroom instruction for math, social studies, English, Science, Fine Arts, World Language, and Physical Education		X		Principal	\$1,439,582.00	\$1,472,414.08	INCOMPLETE	443189,269953, 201405,201384, 269949,250342, 201493,201479, 248577,250561, 201438,269955, 293243,238124, 250188,426731	
N	Provide quality modification and accommodations for all students with special needs within a co-teaching model.		X		Principal	\$279,923.00	\$277,609.01	INCOMPLETE	214769,251956, 433379	
N	Para-profesionals to support students with disability based on needs found in the student's IEP		X		Principal, Case Manager	\$51,130.00	\$92,112.95	INCOMPLETE	452575,241468	
N	Pay for faculty attendance in Social Justice conferences in the Midwest over the next school year to support the schools mission using grant funds.			X	Department Chairs, Principal			INCOMPLETE		
N	Supplies to ensure teachers can plan and implement a quality college			X	Principal, Dept. Chairs			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	preparatory curriculum									
N	To fund Tech XL support and internet services for our entire school			X	Principal			INCOMPLETE		
N	Pay teachers extended day for Homework Hall Response Tp Intervention, Saturday School and structured time for students who not only need help with academic work, but also for those students who wish to do test-prep (practice ACTs).		X		Principal, Science Team			INCOMPLETE		
N	Pay for substitutes so teachers can continue to work on our scope and sequence in addition to our common quarterly assessments		X		Principal, Science Team			INCOMPLETE		
N	Pay for extended day buckets so the Instructional Leadership Team and teachers can continue to discuss students data and our plan for student improvement.		X		Principal, Dept. Chairs			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

5 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Recruit students for AP courses and offer extra support to students in those courses through extended time, resources or supplies			X	Dept. Chairs, Counselor			INCOMPLETE		
N	Purchase a .2 position to create an articulation program for 8th grade students throughout the year focusing on literacy and math		X		Principal, Counselor, Dept. Chairs			INCOMPLETE		
N	Pay for extended buckets for RTI interventions with a focus on Freshman, ESL and mathematics sophomore year		X		Principal, Counselor, Dept. Chairs			INCOMPLETE	443567	

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	To purchase PSB Accounting Service due to the cut in overall funding and positions.			X	Principal, Clerk			INCOMPLETE		
N	Purchase supplies that continues to build our college going climate			X	Principal	\$2,000.00	\$2,000.00	INCOMPLETE		55171.225.53510.212041.000703.2012_\$2,000.00



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

6 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	that is both safe and affirming									
N	To purchase a Dean of Students to ensure students are adhering to our culture and to celebrate students that exemplify our school culture.		X		Principal			INCOMPLETE		
N	To purchase an asst. clerk that leads attendance initiatives and community relationships that contribute to our school culture		X		Principal	\$66,900.00	\$140,693.82	INCOMPLETE	443174,154046,443166	
N	to pay for services and supplies to support our school wide culture and climate in the area of the essential seven, town hall meetings and academic awards assembly			X	Dean of Students			INCOMPLETE		
N	To provide external supports to struggling students in areas of leadership development, conflict resolution and violence prevention as a means of			X	Counselor			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

6 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	supporting academic success.									
N	Create support programs for students who qualify for homeless services			X	Counselor			INCOMPLETE		
N	Fund Parent University supplies at the school to help bridge the gap between home, school, partnerships and community agencies. After-school parent-teen talk that emphasizes/focuses on behavior mods.			X	Counselor	\$2,782.00	\$2,782.00	INCOMPLETE		55171.332.53405.390030.430128.2012_\$2,765.20 + 55171.332.53405.390030.430115.2012_\$2,634.51
N	To purchase supplies to fund our advisory program that focuses on post secondary, school culture, academic counseling and social emotional health			X	Counselor			INCOMPLETE		
N				X				INCOMPLETE		
N	Purchase services by Community Schools Partner to supply			X	Principal			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

6 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	enrichment and remediation programs in Math, Reading and Science.									
N	Purchase rolling lockers to ensure every student has a locker due to increased enrollment			X	Dean of Students			INCOMPLETE		
N	Purchase outside vendors to support students social emotional needs(Blackstar, Alternatives) in leu of Culture of Calm Support			X	Dean of Students			INCOMPLETE		
N	Evaluation system for the purchasing assessing inside internal inventions and programs			X	Principal			INCOMPLETE		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		55171.230.54105.254021.000000.2012_\$0.00



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		55171.230.54125.009574.000000.2012_\$ 0.00 + 55171.230.53306.009573.000000.2012_\$ 0.00 + 55171.230.56105.266414.000000.2012_\$ 0.00 + 55171.230.54125.254901.000000.2012_\$ 0.00 + 55171.230.54125.266402.000000.2012_\$ 0.00 + 55171.230.53306.266407.000000.2012_\$ 0.00 + 55171.230.53306.254901.000000.2012_\$ 0.00 + 55171.230.54125.266407.000000.2012_\$ 0.00 + 55171.230.54125.266410.000000.2012_\$ 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		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		55171.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		55171.225.54105.266408.000703.2012_\$2,256.00
N	SPED transportation			X	Principal			INPROGRESS		55171.115.54210.255004.376712.2012_\$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			INCOMPLETE		55171.115.55005.254403.000000.2012_\$381.29
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		55171.115.53405.119035.000000.2012_\$4,154.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		55171.115.53305.119035.000000.2012_\$20,167.21
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		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$34,192.00	\$36,349.95	INCOMPLETE	409390	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		55171.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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	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		55171.115.56105.119035.000000.2012_\$ 1,029.00 + 55171.115.55005.119035.000000.2012_\$ 6,133.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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	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		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		X		OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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 out of Title II - Teacher Quality				Analyst					
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		55171.115.54215.241011.000000.2012_\$75.00
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			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		55171.210.53405.254607.000000.2012_\$920.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

55171 - School of Social Justice (at Little Village) : 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	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		55171.332.57940.119031.430106.2012_\$0.00 + 55171.225.57940.119020.000703.2012_\$0.00 + 55171.332.57940.390030.430115.2012_\$151.20
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		55171.332.53405.390030.430115.2012_\$2,634.51 + 55171.332.57940.390030.430115.2012_\$151.20 + 55171.331.57940.390030.430103.2012_\$2,558.40
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		