



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

### **What is SIPAAA?**

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

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

### SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Krish	Mohip	Principal	X		
Bodmer	Madonna	Classroom tchr.			
Casimiro	Walter	Lead/resource tchr.			
Doran	Brittney	Counselor/case mgr.			
Fonseca	Brenda	Classroom tchr.			
Jackson	Victoria	Lead/resource tchr.			
Mohammad	Tina	Classroom tchr.			
Mohip	Krish	Principal			
Piedra	Orlando	Asst. Principal			
Robinson	Joann	Classroom tchr.			
Strong	Thelma	Classroom tchr.			

### Involvement

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

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

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

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to

provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

 **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)

Dr. Jennifer Cheatham - CAO  
 Ms. Gail Yocum - MSD  
 Ms. Susan-Ansai - Lead Coach  
 Mr. Salvador Valesquez - Reading Coach  
 Ms. Sarah - Math Coach  
 Dr. Falak Almiladi - Science Coach

 **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 the development of this SIPAAA, there was involvement from the faculty and staff of Walsh, parents, and community members. The LSC was also involved in the development of this document. Great efforts were made to incorporate as many stakeholders as possible. Parents, students, and community members were surveyed and their input has been reflected in this plan.

**Summary of Participants**

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	42	7	62	274	10	

**Summary of Meetings**

Meeting Date	Meeting Type	Description
22-Jan-2010	Other	SIPAAA Training

**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: 274  
 Number of Teacher Survey Responses: 42  
 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:**


Walsh Math and Science Academy will provide a safe and challenging learning environment that supports all student' individual needs. We will promote self discipline, motivation, and excellence in learning by emphasizing common academic goals/standards, including the seamless integration of math and science as well as literacy and technology across the curriculum. Walsh will provide opportunities for teachers, parents, and students to learn and collaborate.

**Vision Statement:**

Walsh Math and Science Academy will prepare all students for higher education. Through an emphasis in reading, writing, mathematics, and science, students will develop the skills, knowledge, and values necessary to take an active role in their learning, become critical thinkers, and contribute to society.

**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:**

According to the Data listed with the SIPAAA, the rate of students in 8th grade meeting the standards was highest in 2007. The drop in 2008 can be correlated to a new testing format for ELL students. From 2008 to 2009, we saw an increase of 4 points in this grade level. Some of this increase can be attributed to the decision to make the upper grades departmental, allowing teachers to focus on one subject area.

The data shows a 17 point increase from 2007- 2009 in the number of students who are on-track. This data is limited as it only tracks students who choose to go to a CPS HS. Many of our students get into top performing private high schools, or choose to leave the city in search of better educational options for their HS student.

The School Report Card as well as the CAO Score Card show an increase of 9 points in reading from 2007-2009 and a 5 point increase in math. Science also has had an 11 point increase in this same time frame. The reading, math, and science scores are the highest they have been

**Concerns:**

The SPED and ELL populations continue to be a concern at Walsh as evidenced in this data, the School Report Card and the school's Scorecard. They are not performing as high as their regular education peers. There also seems to be a disconnect with our African-American population as they are underperforming the Hispanic students in the school.

While scores are the highest they have been, there is a need to increase the writing scores which have lagged in the 40th percentile. Reading scores trail the math scores by 13 points. There is a concern that the reading and math curriculums are not meeting the needs of the students and may need to be revamped or replaced.

## 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?

Walsh uses data from the ISAT, Learning First Benchmark Assessment, Scantron Assessment, DIBELS, Explore, IAA, Access, curriculum created assessments, and teacher created assessments. The results of the data show that the ISAT assessment provides the school formative data that does not always correlate with the summative data collected by the Learning First, Scantron, and Dibels. The students seem to perform lower on these assessments than on the ISAT.

Students are also performing higher on the curriculum and teacher created assessments then would be indicated by looking at the benchmark assessments. A review of teacher grade books and report cards show that the percentage of students passing their classes with a C or better is much higher than the amount of students achieving 50% or better on the benchmark assessments. A strong disparity is seen in the writing grades. More study will need to be done in this area

- 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.

Factors effecting the scores are varied. Some students receive very little to no parent support at home, thus often not completing homework or reviewing their lessons at home adequately. Some of the scores reflect special education students who were tested on the ISAT at their grade level. The reason they are in special education is because they are achieving below grade level. Many ELL students were also asked to perform this assessment in an English only format; making it very difficult for students now learning English to find success on this assessment.

- 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?

There is a need to develop mandatory time in the day for interventions for the lower performing students. An extended day and school year would benefit all students. A move to have all schools follow the Track-E schedule would also eliminate some of the summer learning loss experienced. A system wide curriculum and curriculum map should be instituted across the city as many of the low level students have been transferred into Walsh and were not prepared well at their previous school. More funds should be set aside for tutoring before and after school as well as on Saturday. Pre-school and Kindergarten should be full day programs and each classroom should have a full time aide assigned to it. Summer school interventions should happen sooner then 3rd grade and all schools should provide training to parents on a weekly basis.

- 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?

While we see an upward trend in most areas, there still exists a considerable amount of students who can benefit from some additional support from the school. There needs to be a stronger emphasis in the literacy at Walsh as the scores have stagnated. The current 6th grade needs increased support, especially for their ELL learners. The achievement gap between the Hispanic and African-Americans needs to be closed. We will need to continue to find ways to differentiate to our neediest sub-groups. Well planned professional development will be infused into the school year to help Walsh close these gaps.

- 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>

The areas of deficiency on the AYP were the SPED students and the ESL students

**Strengths:**

We have seen great gains in our academic areas. More work is needed to develop teacher skills in order to strengthen our core programs. Some of the largest gains we saw in the past 2 years has been in the third grade. Different staff members were brought into this grade level whose skills were more suited for this grade level. From 2007 to 2009 there was an increase in the reading scores of 30% and 26% in Math. Another strength that was observed was the Math scores in 4th, 6th, 7th, and 8th grades. These grades also saw a change in staff. The 4th grade scores improved 20%. This grade was changed into a quasi-departmental grouping for math and

**Concerns:**

Overall there is a need to increase the writing proficiency in the school as writing is the lowest area of performance in the school. The gains in reading over the past 2 years have been over 9 points, but the data compared to the previous years showed no gain on the ISAT's. The scores are also lower then expected on the benchmark and Scantron assessments. There has been gains in the DIBELS as compared to previous years, however there should be more students in the green level on this test. The ISAT scores reported from the 5th grade was less then desirable. With large decreases in the reading and math scores, these students have been identified for extra assistance and

science. The 4th grade math teacher was able to service all the students in the 4th grade. The 6th, 7th, and 8th grades departmental setting allowed all the students in the grade to be serviced by one teacher. 6th grade scores improved 12%, 7th grade improved 9%, and 8th grade improved 9% as well. The science results were similar in the upper grade. An improvement of 13% was realized. The results by gender were similar while girls outperformed the boys in some areas by an insignificant amount and the boys outperformed the girls by a slight margin in some areas. The only outlier was in 3rd and 4th grade. 100% of the boys in 3rd grade met the standards in reading. Promotion rates have dropped slightly in recent years. This is due to increased rigor by the teachers as well as a more challenging promotion policy by the Board of Education.

interventions. This group of learners has consistently scored low over the years. Although we offered interventions to them during the year, we made them mandatory for them this year.

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

According to the data listed on the SIPAAA, the students reported that they feel more supported by their teachers. The increase went from 76% to 93%. In a Performance Management session led by Ron Huberman, Walsh was listed as one of the top 5 schools in the system in the amount of hours of additional programming offered at the school. The amount of hours that we offer rival and surpass some of the schools that are funded to be community schools. We offer programs from 7:30-8:30am every morning and 2:45-5:00pm everyday. We offer academic programs from 2:45-3:45pm and high interest programming from 4:00-5:00pm. On average, 300 students stay after school on any given day which is 65%. The national average is 20%. Walsh's after school programs was highlighted in a nationwide publication.

**Concerns:**

The data on the SIPAAA report is not accurate. It reports that 87% of students were involved in extracurricular activities in 2006 was 87%. However, that school year there was only two programs being offered which served 75 students. It is reported that students feel less safe at Walsh, however, we have had less violent acts at the school and more students have been involved in mentoring. It has reported less rigor in the academics, however, new policies have increased the amount of homework given and that the teachers and parents must sign it everyday. The work given to the student learners is of a higher level than we have had in the past.

## 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 mobility rate is on the rise from 10% to 14%. We are finding more and more students transferring into Walsh that are well behind their peers. Many of the parents do not work with their children at home. Some parents do not speak English and have a difficult time helping their children, especially after their students have exited the ESL program. Teachers report that they struggle to get through the curriculum adequately because the instructional day is too short. The pacing chart mandated by CPS does not correlate well with the ISAT test. Parents have reported that they do not like the Math Trailblazers program because it is too hard for them to understand and they can not help their children. Many student learners also miss school because they serve as language brokers for their parents and are pulled out of school to assist their parents in activities where the child is needed for translation. Students only receive physical education once or twice per week and recess is given to the students but does take away from instructional time. The fine arts position is only a .5 position so the entire school does not get the benefits of the art teacher.

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

We believe these attributes have affected our results in a negative manner. Some of the issues we face are in areas we have little control. We are struggling with transfer students who are much further behind their peers academically. Because of the short school day, teachers are finding it hard to teach all the components of their lessons as in depth as they would like, thus students are not learning as much as we would prefer.

**Strengths:**

The Walsh family is high in school pride and parents go out of their way to bring their children to the school. The students are very well behaved and are willing to actively support the school. Although the school is not very diverse, the students are tolerant of differences when they are presented with them. The staff is very caring and the students feel welcomed here at Walsh. We are proud of our Math and Science designation and our school mission to prepare students for higher learning.

**Concerns:**

There are concerns when it comes to integrating the students in the TMH program with the regular education students. We need to create more opportunities for these populations to work together. Parents in the Pilsen neighborhood are very close-knit, but often their children do not travel outside of the community and experience other parts of the city. While we keep over 300 students per day after school, we would like to keep more of them. Parental involvement has increased over the years, but the need exists for more involvement to be made by parents. The outdoor physical space of the school is deteriorating. While the school does try hard to keep the space clean, costly landscaping projects are needed for which the school does not have funding to provide to enhancements. More instruction must be spent on tolerance and bullying, as well as other character education traits. The school does not have a comprehensive curriculum to teach these and health related learning goals.

**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	Open Court				X	X	X	X	X				
Math	Math Thematics				X	X	X	X	X	X			
Math	Math Trailblazers										X	X	X
Science	FOSS Kits				X	X	X	X	X	X			
Science	SEPUP										X	X	X
Social Studies	Other		X										
Arts Education	Teacher-Created		X										

Partner Name	Partner Description	# of Students
Chicago Run	Running Program	350
Urban Initiatives	Soccer/character Development	30
Working in the Schools (WITS)	Tutoring Program	60
Pro's Arts	Arts Program	400
CAPE	Arts Program	100
EP Theater	Drama Program	20
Pilsen Junior Tennis Club	tennis Program	25
SAME Network (Rush University)	Science Program	500
Rehabilitation Center of Chicago	Health Partner	60
Chicago Cares	Service to school	600
Stakeholders Collaboration to Improve Student Health	Health Partnerships	600
DARE/GREAT Program (Chicago Police Department)	Gang/Drug Prevention	120
Pilsen Neighbor's farmer's Market	Community Involment Program	600
Frieda Kohl	Parent Training Class	50
Boys Scouts of America	Character Development and Self Esteem	50
Brownies	Character Development and Self Esteem	50
Juniors/Cadettes	Character Development and Self Esteem	50
Girl Scouts	Character Development and Self Esteem	50
Girls on the Run	Character Development and Self Esteem	50

Partner Name	Partner Description	# of Students
Girls on Track	Running Program	30
Master Rodriguez Tae Kwon Do	Martial Arts	35
Band for Today	Music Program	10
George Insurance	Economic Partner	600
Horizons for Youth	Mentoring Program	600
Alivio Medical center	Health Partner	600
ISAC	Parent Training	200
UIC Athletics	Partnership	100
Met Life	Parent Training	100
Illinois Soccer Association	Economic Partner	600
recording for the Deaf abd Blind	SPED Partner	85
DePaul University	Parent Training	50
CLOCC	Health Partner	600
Jamba Juice	economic Partner	600
Guitar	Music Program	15
Major League Soccer	Soccer Summer Camp	85
Luna Negra Dance Company	Dance Program	60
Illinois Math and Science Academy	School Mentor	600

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

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

The practice of departmentalizing students in grades 6-8 helps teachers focus on instruction of a single subject matter. In grades 4 and 5 students are provided instruction in Math and Science by one specialist in the grade. In addition, students and their families are encouraged to become part of the after-school programs. The first hour of the program is designed to provide support for students academically, while the second part of the program is designed for social and athletic activities. The Instructional Leadership Team has met all year and has looked for trends in data. Using this data and articulating it to the staff has helped increase their awareness of negative trends that need to be addressed. Weekly grade level meetings help focus the teachers on the skills taught and the identifying the students who did not master the objective. Discussions have been centered around what types of interventions to provide these students as well as when and how to do so. The Instructional Leadership Team is now discussing the possibility of a school-wide intervention time.

- 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...).

Scaffolded instruction with a focus on intervention and cooperative learning. Weekly grade level meetings help focus the teachers on the skills taught and the identifying the students who did not master the objective. Discussions have been centered around what types of interventions to provide these students as well as when and how to do so. The Instructional Leadership Team is now discussing the possibility of a school-wide intervention time.

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

- Next Steps for Instruction:

\*-As a school, we believe that the mission of the school is reflective of the curriculum that is offered in the school. It encompasses the fact that we are a Math and Science Academy. Teachers are becoming comfortable using lesson plans and will be adding the state goals to these plans as well as their plan for differentiated instruction. They are also becoming proficient with the technique of scaffolding lessons. We currently scaffold 4-5 lessons per week with the goal of all teachers scaffolding all of their lessons. The curriculum presented to the students does follow the guidelines of the CPS pacing guides. Data is discussed with the staff in an attempt to shape the focus of their teaching to help improve student learning. As a Math and Science Magnet Cluster School the disciplines are taught in a hands-on manner. The curriculums are problem based and engaging for the students. We continue collaboration between grade levels following the academic data and developing pacing guides aligned to the Illinois Learning Standards, which will be used for guiding instruction. Teachers will continue to differentiate instruction to provide for the diverse learning styles and needs in our school. They will continue to communicate with the students that students themselves are responsible for their own learning. Finally teachers will develop vertical alignment of grades and curriculum mapping for the school. Two hours per day will be allocated to instructional time for reading, and guided reading will continue throughout all grades. Inclusion model of our special education children will continue throughout the day. After school programs, in addition to Saturday programs, will continue with the focus on students' needs.

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

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

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

#### Next Steps for Instructional Leadership:

The mission and vision were reviewed several times throughout the year to ensure that it still holds true. The administration and coaches have high expectations of all stakeholders in the building and has increased workload and accountability for students and teachers alike in an effort to make improvements. Teaching strategies have been discussed in professional development with an emphasis on differentiated instruction. A major commitment has been made to ensuring that teachers have supplies that are needed as well as increasing the technology within the building. Partnerships and parent involvement have been used in order to increase student achievement. More teacher initiated communication between parents is needed. Committees are used as often as appropriate to help make decisions regarding the school. As a Math and Science Magnet Cluster School we have a supportive principal and two MCLTs who promote the progress of both math and science in the building. They help develop the teacher's capacity as educators in these areas. A strong effort has been made to build teacher leadership abilities in the school. The Instructional Leadership Team is a high functioning group of teacher leaders which is teacher led. The leadership style of the principal is to be more of an instructional coach than anything else. The Danielson Framework has been studied and will be implemented next year as a tool to increase teacher effectiveness.

### ***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?

Common planning time is used for professional collaboration regarding instruction. Also Professional Development days are used to discuss improvement to instruction, and provide the necessary time for walkthroughs that examines teaching strategies currently used. The Instructional Leadership Team disaggregates data and looks for trends that would be beneficial for the staff so that they can alter their instruction so that it is more beneficial for the learner.

✓ **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...)

LRE funds will be used for professional development regarding this issue. Inclusion will be a major topic developed and teachers will learn how to create and reinforce accommodations for students. All students receiving special education services are enrolled in a regular education homeroom so that they can build a bond with their peers. They are involved in all activities such as specials, lunch, and field trips as well as any inclusion push-in as designed by their IEP. These students are involved in all after school activities and sports. Teachers have copies of all their students IEP's and are aware of their goals and accommodations. Regular education teachers provide copies of their lesson plans to the appropriate special education teacher. Special education teachers attend grade level meetings as they are available and collaborate with teachers during their morning preparation time.

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

- **Next Steps for Professional Capacity:**

As a Math and Science Magnet Cluster School the administration and MCLTs work to build the professional capacity of the teachers through professional development, observation, grade level meetings, and mentoring/coaching. Teachers are sent to professional development outside of the school as often as appropriate. We continue to promote higher education opportunities with staff. A particular focus of development will be the understanding of Least Restrictive Environment and of Scaffolded Instruction.

The Instructional Leadership Team has done an outstanding job of creating, planning, and finding resources for professional development. Walsh also participates in the Area 9 professional development series. Teachers use the insights from the development in their lessons.

## ***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).

Professional development with teacher regarding an inclusive learning environment will be completed. Programs on tolerance will be delivered to students and staff. Walsh will be involved with the Best Buddies program, pairing our severe and profound students with our regular education students. Regular education, special education, and second language learners will all be given the same opportunities, will have access to the same curriculum, and will be included in all school-wide and grade level activities. All special education students are assigned to a regular education homeroom, eliminating self-contained special education homerooms. Special education teachers seamlessly push in and pull out students as needed.

- Next Steps for Learning Climate:

Expectations for the students have been raised and teachers have been asked to articulate their expectations to the students. Teachers are communicating with the parents regularly regarding their child's progress. Parents come into meet with appropriate staff when areas of concern arise. Lesson plans outline how we differentiate instruction for high level, low level, special education, and ELL students. Scaffolded lessons will continue next year with all literacy lessons and will incorporate math and science lessons as well. Parents express happiness with the experiences and interactions that they have with the school. Sufficient materials exist in the school for the instruction and climate to be a positive one. Parents feel comfortable in the building and have a good relationship with the school. As a Math and Science Magnet Cluster School, we strive to exhibit the students work in math and science throughout the building.

### ***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?

Factors include the WIT Program supporting children in Reading, the partnership with Horizon for Youth, which is another form of tutoring support, and the After School Program supporting academics. Non-profit support has also been helpful in creating a better learning environment for students. Chicago Run and Urban Initiatives have been strong partners with the school that have increased students self-esteem and character. With these programs parents are also engaged and help improve parent involvement at Walsh

- 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.

Report cards and progress reports have been issued in both languages and they have been supported with parent conferences throughout the school year. In addition, many parents have been trained in the use of the new CPS Parent Portal, which develops communication between teachers and the families even further. All communication sent home is done so in English and Spanish. All meetings are done in both languages and there are translators on staff to assist parents so they feel welcome in the building.

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

The vision of the school is articulated to the parents often. Staff understands the vision to prepare students for higher education. Parents work with the teachers as often as possible and opportunities for parents to interact with the school after school hours at various meetings and activities at least 5 times per month. The school works with many outside agencies to help improve the climate and instruction within the school. The LSC, PTA, and BAC work with the school and help shape the direction of many activities and policies. Report card pick up percentage was 95%. As a Math and Science Magnet Cluster School we work with Midwest Generation to increase the funding for our math and science program. Alivio Medical Center has partnered with the school and is assisting in health education and after school activities such as Family Health Club. We also provide math and science nights during the year to help promote and highlight the math and science in the building. We also strive to increase the familiarity with the program through newsletters, notes home, and programming. The partnership with Pros Arts Studio will continue to provide families with cultural arts experiences within and outside of the school. In addition, the Working in the Schools (WITS) program will continue to pair off volunteers with third grade students on Saturdays in order to improve their reading skills. Walsh School will continue to offer adult ESL and Technology classes to be held on Saturdays. We will continue to provide opportunities for collaboration between families with the purpose for fundraising for others.

**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	Students will increase their reading abilities as measured by the ISAT by 5%. ELL students will increase their reading abilities as measured by the ISAT by 10%	There will be an increase of 5% of students meeting or exceeding on the Learning First and Scantron assessments. There will be an increase of 10% of ELL students meeting or exceeding on the Learning First and Scantron assessments.	Teachers will use data to monitor the achievement levels of the students. The data will look at teacher created assessment, publisher created assessment, as well as formative benchmarks throughout the year. Writing portfolios with 2 well developed writing samples each quarter	Yes



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				will be reviewed by the principal as well as by teacher colleagues. ILT will continue to review literacy based data in their weekly meetings. Students artifacts will be reviewed at weekly grade level meetings.	
2	Mathematics	Students will increase their math abilities as measured by the ISAT a total of atleast 5%	5% increase of students meeting or exceeding on the Learning First and Scantron assessments.	Teachers will monitor students achievement by continually reviewing students artifacts and assessment data. Pacing guides will help guide teachers as necessary. Students artifacts will be reviewed at weekly grade level meetings.	
3	Science	Students will increase their science abilities as measured by the ISAT a total of at least 5%	5% increase of students meeting or exceeding on the Scantron assessment.	Teachers will monitor students achievement by continually reviewing students artifacts and assessment data. Pacing guides will help guide teachers as necessary. Students artifacts will be reviewed at weekly grade level meetings.	
4	Family/Community Involve.	Parental involvement will continue to be encouraged and the school will look for ways to increase their participation by 10%	Parent involvement before, during, and after school will increase by 10%. A 10% increase of parents will be better equipped to perform their funtions and responsibilities as parents.	Through routine surveys developed by the school, parents will be asked what obstacles are keeping them from being involved in the school. The My School My Voice will be used as the end of year assessment.	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	Walsh will work to create a professional learning community with staff members who are reflective in their practices	The learning climate will be more reflective of a professional learning climate where all stakeholders are interested in becoming better at their profession and to increase educational opportunities for students by 5%	Staff climate surveys and leadership surveys will be monitored throughout the year. the Instructional Leadership Team will also check regularly that we are on track with our professional development plan and are focused towards our Theory of Action	
6	Core Classroom Instruction	The staff will enhance the core curriculum by teaching with research based strategies that are proven to work.	Staff will increase the the quality of instruction by scaffolding literacy instruction 90%, math instruction 50%, and science instruction 25%.	Monitoring will take place at weekly grade level meetings, internal school walk-throughs, and informal/formal observations.	
7	Bilingual/Multicultural Ed	Increase the level of achievement from our Second Language Learners. There will be an increase their reading abilities as measured by the ISAT by 10%.	There will be an increase of 10% of students meeting or exceeding on the Learning First and Scantron assessments.	Teachers will use data to monitor the achievement levels of the students. The data will look at teacher created assessment, publisher created assessment, as well as formative benchmarks throughout the year. Writing portfolios with 2 well developed writing samples each quarter will be reviewed by the principal as well as by teacher colleagues. ILT will continue to review literacy based data in their weekly meetings. Students artifacts will be reviewed at weekly grade level meetings.	Yes

### 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										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$2,862,655.00	\$2,802,622.59	INCOMPLETE	130843,128005,114090,142235,112719,158166,116899,130033,151698,163555,114785,218100,440851,142853,131508,111719,442270,164472,431550,442160,125372,234539,127864,442160,	



# CPS SIPAAA Planning Report

25731 - John A Walsh Elementary School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									143796,218100, 119129,241450, 112782,127865, 442160,120725, 426227,143262, 234538,160734, 447759,147895, 163555,385854	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE Plan.		X					INCOMPLETE		

4 - 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	Provide support for parents regarding homework; especially in the areas of Math and Reading.	Continue to develop and to help parents ability to work with their children at home.		X	Krish Mohip			INCOMPLETE		
N	Create individualized plans for all students who are at risk of failure.	In order to have a better understanding of each student's strengths and weaknesses.		X	Krish Mohip			INCOMPLETE		
N	Increase the amount of parent training and workshops.	Will develop parental understanding on helping their children with school work.	X		Krish Mohip			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to share Walsh's Theory of Action and instructional plan with stakeholders.	Keep all stakeholders in informed about the plan of instruction for the year		X	Krish Mohip			INCOMPLETE		
N	Meet weekly with the Leadership Team to discuss trends in data.	Continually probes the practices of the school and how those practices can be changed to improve instruction	X		Krish Mohip			INCOMPLETE		
N	Provide data to teachers from the DASHBOARD system on an ongoing basis.	Give teachers reports that are up to date and current		X	Krish Mohip	\$1.00	\$0.00	INCOMPLETE		25731.332.53405.119015.430119.2012_\$0.00 + 25731.332.53405.119015.430106.2012_\$0.00
N	Create assessment binders for all homeroom teachers.	Helps teachers keep all assessments in a single location	X		Krish Mohip			INCOMPLETE		
N	Allocate time to review data.	Ensures that everyone is up to date with the progress of Walsh students	X		Krish Mohip			INCOMPLETE		
N	Create a year long plan for literacy professional development.	Helps focus the development plan for the year and allows teachers to know what to expect		X	Krish Mohip			INCOMPLETE		
N	Create a time for intervention to be done in the classroom during the day.	Ensures that interventions are done daily so that students needs are being		X	Krish Mohip			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		met								
N	Attend workshops and conferences regarding interventions and RTI.	Build educators skills and understanding of RTI	X		Britney Zeller			INCOMPLETE		
N	Continue to develop strategies to use for interventions with students and keep this in their binders.	Gives the teachers a reference guide for interventions		X	Britney Zeller			INCOMPLETE		
N	Teachers are aware of their students in red, yellow, and green zones for their benchmark, Scantron, and DIBELS.	Teachers will continually review data sets as they become available to help them create interventions groups		X	Walter Casimiro			INCOMPLETE		
N	All teachers are provided and use LCD projectors and document camaras.	The enhancement of technology will make the delivery of the lesson more appealing to students and will allow teachers to do more sophisticated lesson using better materials	X		Krish Mohip			INCOMPLETE		
N	All classrooms arranged for group work.	Ensures that an easy transition between whole group, indepeendent work, and group work exists	X		Orlando Piedra			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Teachers will share their experiences with current scaffolded lessons.	Assists with teachers knowledge of strategies that can be used when scaffolding		X	Krish Mohip			INCOMPLETE		
N	Share information learned at Area 9 PD and other trainings for the entire Walsh staff.	Allows whole staff to benefit from the PD that select staff attended		X	Krish Mohip			INCOMPLETE		
N	Transform Walsh lesson plan to support scaffolded lessons.	Helps focus teacher lesson development to reflect scaffolding		X	Krish Mohip			INCOMPLETE		
N	Attend all area PDs.	Attendance and participation is vital to gaining the knowledge from the PD		X	Krish Mohip			INCOMPLETE		
N	Attend workshops and conferences regarding literacy.	Builds teacher knowledge base regarding literacy and how to improve their instruction and student learning	X		Krish Mohip			INCOMPLETE		
N	Visit high performing literacy programs at schools in CPS and surrounding suburbs.	Show the staff the possibilities that exist for Walsh and for them to take pride in the improvements made.	X		Krishi Mohip			INCOMPLETE		
N	Continue to build on the professional library available to staff.	Give staff the opportunity to refer to books to help them increase their effectiveness as teachers	X		Krish Mohip			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Create a comprehensive literacy map for all grade levels.	Allows teachers to competently cover the the goals for literacy in a timely manner	X		Krish Mohip			INCOMPLETE		
N	Increase the amount of support for ELL students in the regular education classroom.	Examine the data and determine how time can be used to incorporate ELLs into the regular education program. ELL teacher in conjunction with the classroom teachers.	X		Krish Mohip			INCOMPLETE		

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue weekly grade level meetings with leadership team, MCLT, and staff recommended topics including student data analysis	Provide opportunity for discussion of shared issues, to be reported to the principal on a weekly basis.		X	Walter Casimiro			INPROGRESS		
N	MCLTs and teacher led PD on use of centers across subject areas.	Will develop a common understanding of use of centers throughout.		X	Walter Casimiro			INCOMPLETE		
N	Math and Science family	Develop interest in our focus of		X	Walter Casimiro			UPCOMING		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	night	Math and Science.								
N	Purchase consumable instructional to support math program (\$5000)	Facilitate ability to reinforce concepts taught in school.	X		Walter Casimiro			INCOMPLETE		
N	Purchase math supplies for student use (\$2500)	Maintain manipulatives used in the classroom.	X		Walter Casimiro			INCOMPLETE		
N	MCLTs to provide parent workshops in math, science, and technology.	Provide assistance to parents to help their children in the homes.		X	Walter Casimiro			INPROGRESS		
N	Increase awareness of magnet cluster status through monthly calendars, newsletter, and web site	Maintain parents informed as to activities occurring throughout the school year. AP will compile information and will be approved by the principal.		X	Walter Casimiro			INPROGRESS		
N	MCLTs continue to attend LSC meetings to increase awareness of magnet cluster program	Reports will be given on a monthly basis for the purpose of sharing information with LSC members		X	Walter Casimiro			INPROGRESS		
N	Use Math manipulatives in activities for Special Education students.	To augment the amount of hands on activities will develop understanding of concepts.	X		Walter Casimiro			INPROGRESS		
N	Develop math journals with ELL students	To improve communication skills teacher will introduce		X	Walter Casimiro			INPROGRESS		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		journals to include vocabulary descriptors of the concepts taught.								
N	Increase frequency used for problem solving with ELL students.	Vocabulary development will increase student's ability to understand problems and concepts taught.		X	Walter Casimiro			INPROGRESS		
N	Increase review and practice time of general facts for Special Education students.	Trend is for students in this subgroup to loose focus on the question and spend more time on determining the facts. Facts will be reviewed and tested on a weekly basis by the classroom teacher.		X	Walter Casimiro			INPROGRESS		

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	Attempt to involve other Magnet Cluster Schools for joint PD sessions once per year	Gain an understanding of other schools and what they are doing to be successful.		X	Vickoria Jackson			INCOMPLETE		
N	Host a Science Family Reading Night regarding	Tighten family involment in the school and make		X	Victoria Jackson			INCOMPLETE		



## CPS SIPAAA Planning Report

25731 - John A Walsh Elementary School : 2010-2012 Year 2

3 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Earth Day	them aware of a world wide event.								
N	Purchase instructional materials for K-8 Science.	Replace consumables used throughout the year.	X		Victoria Jackson			INCOMPLETE		
N	Continue partnership with Midwest Generation.	Provides financial resources for the purchase of Science materials.		X	Victoria Jackson			INCOMPLETE		
N	Support high quality instruction through bi-weekly modeling of science instruction in the classroom.	Provide specific non-evaluative feedback to teachers.		X	Victoria Jackson			INCOMPLETE		
N	MCLT led PD on incorporation of Math and Science in writing.	Develop writing skills necessary for Math and Science.		X	Victoria Jackson			INCOMPLETE		
N	Quarterly vertical team meetings in the areas of concern, including measurement and Science.	Give teachers the opportunity for discussion and to report issues to the principal.		X	Victoria Jackson			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

7 - Bilingual/Multicultural Ed										
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	Increase the amount of support for ELL students in the regular education classroom	Examine the date and determine how time can be used to incorporate the ELL's into the regular education program.		X	Elizabeth Rios			INCOMPLETE		
N	Provide additional literature in Spanish for classroom and schoolwide library	Ensure that appropriate materials are available for ELL students.		X	Elizabeth Rios			INCOMPLETE		
N	Provide professional development for teachers regarding ELL instruction	Build the ease of all teachers regarding ELL instruction		X	Elizabeth Rios			INCOMPLETE		

6 - 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	Increased communication from all stakeholders in the group.	Increase communication throughout the school.		X	Krish Mohip			INPROGRESS		
N	Increase the amount of parent training and workshops.	Will develop parental understanding on helping their children with school work.		X	Krish Mohip	\$3,276.00	\$3,276.00	INPROGRESS		25731.332.54125.390030.430115.2012_\$2,800.00 + 25731.332.54125.390030.430128.2012_\$3,276.00
N	Provide needed classrooms	Provides for basic teaching		X	Krish Mohip	\$13,818.00	\$13,818.00	INCOMPLETE		25731.225.54105.119015.000703.2012_\$1,868.98 +



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

6 - 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						
	supplies so that teachers can appropriately deliver instruction.	supply needs.								25731.225.53405.119015.000703.2012_\$902.67
N	Leadership team develops quarterly calendar of SIPAAA related and school wide activities to ensure follow through.	In order to maintain focus on SIPAAA progress and the effectiveness of the plan.		X	ILT			INCOMPLETE		
N	Reduce class size	Increase student to teacher ratio	X		Krish Mohip	\$650,473.00	\$760,781.00	INCOMPLETE	421550,421549, 427267,410289, 130049,440847, 421551,410308, 407082,427302, 407084	25731.332.51300.290001.430119.2012_\$0.11
N	Students will be offered an extended amount of time to develop their Math and Reading skills.	Extended programming for a minimum of 90 minutes per day. These services will also be available for ESL and SPED students.		X	Krish Mohip			INCOMPLETE		
N	Increase learning opportunities for all students including ELL and SPED students.	Students will receive at minimum 90 minutes of learning in the areas of Math and Reading		X	Krish Mohip			INCOMPLETE		

5 - 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/	Non-Sal						



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

			Position	Line						
N	Enhance the learning climate by providing access to programs offered by outside agencies.	Students will be able to participate in programs not typically offered in CPS schools before and after school programs	X		Krish Mohip			INCOMPLETE		
N	Increase communication from all stakeholders in the group.	Increase communication throughout the group.		X	Krish Mohip			INCOMPLETE		
N	Character education for students as well as tolerance programs for both students and staff.	To develop self control and examination, and to lower the number of disruptive instances in our school.		X	Krish Mohip			INCOMPLETE		
N	Additional professional development regarding the issue of inclusion.	Provide a practical way to carry out inclusion in our school.	X		Krish Mohip			INCOMPLETE		
N	Increase the rigor and amount of homework given to students.	Provide more practice in areas supported by classroom teachers during the day.		X	Krish Mohip			INCOMPLETE		
N	PD for Walsh teachers based on choice, teacher survey, and student needs as indicated by the data.	To offer PD requested by staff and developed according to school's needs.		X	Krish Mohip			INCOMPLETE		
N	Continue with Saturday detention program to reduce disruptive behavior.	To deter disruptive behaviors and to promote school community activities.		X	Krish Mohip			INCOMPLETE		
N	Continue extended	Offer extra time related to school	X		Krish Mohip			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

Pos itio n	Line	activities.								
	learning opportunities for students on Saturdays and after school.									

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		25731.312.53205.256009.000000.2012_\$0.00 + 25731.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		25731.230.54105.254021.000000.2012_\$0.00 + 25731.230.54105.254011.000000.2012_\$0.00 + 25731.230.54105.254008.000000.2012_\$4,680.00 + 25731.230.54105.254027.000000.2012_\$2,572.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		25731.230.56105.254008.000000.2012_\$31,171.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		25731.230.53405.254008.000000.2012_\$7,146.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		25731.230.53115.254002.000000.2012_\$0.00 + 25731.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		25731.230.53120.254002.000000.2012_\$0.00 + 25731.230.53125.254002.000000.2012_\$0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		25731.230.54125.009574.000000.2012_\$0.00 +



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										25731.230.54125.266410.000000.2012_\$0.00 + 25731.230.56105.266414.000000.2012_\$0.00 + 25731.230.54125.254901.000000.2012_\$0.00 + 25731.230.53306.266407.000000.2012_\$0.00 + 25731.230.54125.266407.000000.2012_\$0.00 + 25731.230.53306.254901.000000.2012_\$0.00 + 25731.230.54125.266402.000000.2012_\$0.00 + 25731.230.53306.009573.000000.2012_\$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		25731.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		25731.115.54210.255004.376712.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		25731.225.54105.266408.000703.2012_\$10,920.00



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		25731.115.55005.254403.000000.2012_\$2,825.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		25731.115.53405.119035.000000.2012_\$3,852.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		25731.115.53305.119035.000000.2012_\$8,312.53
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 Bilingual TBE grant		X		OMB Budget Analyst	\$39,492.00	\$37,784.50	INCOMPLETE	410274	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		25731.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	331/430100) supplementary funded activities.									
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		25731.115.57305.119027.376619.2012_\$ 0.00
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		25731.115.55005.119035.000000.2012_\$ 5,686.00 +



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										25731.115.56105.119035.000000.2012_\$954.00
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	\$150,469.00	\$154,768.85	INCOMPLETE	157440,153114,148358,148277,157384	
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			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
					Analyst					
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	\$28,345.00	\$27,533.11	INCOMPLETE	425482	
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) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Language Acquisition									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		25731.115.54215.241013.000000.2012_\$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	\$61,501.00	\$59,300.55	INCOMPLETE	160659	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded			X	OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25731 - John A Walsh Elementary School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	by SGSA									
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		25731.225.57940.119020.000703.2012_\$0.00 + 25731.332.57940.119031.430106.2012_\$0.00 + 25731.332.57940.390030.430115.2012_\$179.90
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		25731.332.54125.390030.430115.2012_\$2,800.00 + 25731.331.57940.390030.430103.2012_\$3,308.70 + 25731.332.57940.390030.430115.2012_\$179.90 + 25731.332.53405.390030.430115.2012_\$541.00