



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
Lewis	Elyse	LSC member	X		
Anderson	Karen	Asst. Principal			
Chin	Jerry	LSC member			
Danaher	Patrick	Classroom tchr.			
Escude-Jesus	Marta	LSC member			
Hall	Kimara	Classroom tchr.			
Hui	Joyce	LSC member			
Jiang	Jing	ELL faculty			
King	Pamela	LSC member			
Lopez	Anna	LSC member			
Luciano	Rose	LSC member			
Negrette	Bernadette	LSC member			
Penn	Leslie	LSC member			
Randle	Ivy	Classroom tchr.			
Rojek	Maria	Classroom tchr.			
Wilcher	Sharon	Principal			
Zheng	Shuying	LSC member			

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. "Chief Area Officers (CAO) Directed oversight over the local school's budgetary and curricular decisions, to strengthen or replace the instructional materials, practices and supports available to the school." 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)

 **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.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	8	32	4	327	167		

Summary of Meetings



Meeting Date	Meeting Type	Description
19-May-2011	Small group discussion	Instructional Leadership Team complete progress report
12-May-2011	Small group discussion	Instructional Leadership Team continue to discuss challenges and progress
05-May-2011	Small group discussion	Instructional Leadership Team discuss challenges and progress
20-Mar-2010	Other	LSC members met to revise/ finalize vision and mission statement, discuss priority goals
19-Mar-2010	Other	LSC members met to discuss vision and mission statement
11-Feb-2010	Working group	Vertical Teams met to brainstorm and discuss five fundamentals of success
29-Jan-2010	Working group	Vertical Teams met to identify priority goals and indicators for success
04-Nov-2009	Small group discussion	Departmental Teams met to identify strengths and weaknesses of current programs
23-Oct-2009	Small group discussion	Departmental Teams met to analyze current ISAT data and develop action plans for instruction
25-Sep-2009	Small group discussion	Departmental Teams met to view current SIPAAA and discuss plans to revise

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: 327
 Number of Student Survey Responses: 167
 Number of Teacher Survey Responses: 17
 Number of Staff Survey Responses: 4

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:

JAMES WARD ELEMENTARY SCHOOL provides a high quality instructional program that includes a comprehensive,

Vision Statement:

James Ward School believes that all children are entitled to the best possible education. We are committed to ensuring an educationally enriched environment. As

standards/research-based curriculum, which challenges students, utilizes effective literacy strategies, and embrace s cultural diversity. These best practices, coupled with the use of differentiated instruction, aim to increase the achievement level of all students, including students with disabilities and English Language Learners (ELL), in order to promote continuous progress in an inclusive, least restrictive, and safe environment. We maintain our efforts to develop and address the social and emotional needs of our students through various school-wide initiatives and special opportunities for growth. We also strive to maintain a strong school-home-community partnership.

a Multicultural School, we respect and embrace diversity and cultural understanding through foreign language education. All children, including students with diverse learning needs, deserve to develop their unique interests, assume responsibility for their learning, and work cooperatively to reach their fullest potential and their life goals. Ward School strives to prepare all students to actively and effectively participate in the dynamic global community of the 21st century.

Student Outcomes

Student Outcomes Strengths and Concerns

✔ **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

Concerns:

Strengths:

At James Ward School, there is a continuous improvement of 8th grade students meeting or exceeding the standards. Dibels assessment has been implemented in all of the primary grades(K-2).Teachers in grades 3-8 utilize NWEA data as a formative assessment tool. Since implementing the world language program, many of the students are now considered trilingual, they share cultural activities and customs with the monolingual students learning a second language.

There is a slight decline in the percentage of 8th grade students who are on track to graduate from high school. Currently, approximately 10% of our graduating students attend private schools which make it difficult to track and include their progress.

Also, there is an apparent need to ensure that all 8th grade students including (SWD and LEP) and low achieving students meet the standards-16%. We must change the model of ELL and Special Education to be a more inclusive and collaborative relationship between the classroom teacher, the ELL and Special Education teacher as well as explore a model that reduces pullouts and allows students to be successful and apply strategies in their classroom. In an effort to engage all students and continue with a high promotion rate, there is a need for professional development which focuses on designing and implementing standards based school wide curriculum that reflects the unique culture and climate of our school as well as the interests of our students.

In order to maintain our world language program we are in need of additional funding for our two teachers. The students would certainly benefit from the continuation of this program.

There is a high number of students not moving out of the ELL program.

The current curriculum still does not reflect vertical or horizontal alignment and based upon the consortium data, a low percentage of students have expressed that it does not reflect their interests. Integrated word study beyond phonics is needed and a possible solution would be Cunningham Program for K - 5.

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?

Currently, our school is utilizing a computer adaptive formative assessment (MAP) which is given in the fall, winter and spring to students in grades 2-8. Based on the results, our teachers are targeting specific subject area strands to reteach or strengthen to ensure individual student growth. At present, grades 2, 4, 7 and 8 are not meeting with 60% proficiency in Reading however all grades are meeting with 60 % proficiency in 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 is a high percentage of ELL-Level 1 and 2 students required to participate in formative assessments before they have received adequate bilingual assistance and support. Also, approximately 7% of our students in grades 3-8 did not attend our school for grades K -2. As a result, they did not receive the same type of academic preparation and support as new enrollees.

- 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?

The district can support our efforts to provide additional assistance to our ELL population by allocating funds for a Full Day Kindergarten teacher to allow more time for these students to be introduced to the English language and develop strong reading readiness skills. Also, they could provide more after school and summer programs to address the academic and social needs of these students and allow them more remedial/enriching learning opportunities.

Additional professional development in Differentiated Instruction is also needed to accommodate the wide range of learning abilities and ensure continual growth for all students, in all core subject areas especially reading.

- 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?

Based on current ISAT results, there is a slight decrease in the % of students in grades 3-8 exceeding in math and science however there is a slight increase of students exceeding in reading.

- 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>

Currently, our school has met our 2008-2009 AYP target of 70% in both reading and math as measured by the 2009 ISAT at 80.9%. Also, our attendance rate exceeds the required 95%. Although our current percentage of students meeting and exceeding in reading (73%) is slightly over the required 70% continues to be an area of concern due to the apparent achievement gap between reading and math.

Strengths:

A 1 % increase of students in grades 3-8 that meet or exceed the standards in reading. A 2% increase of students meeting and exceeding in math and science. An overall 1% increase of students at grade 3-8 that meet and/or exceed the standards in both reading and math. ISAT data indicates that several subgroups (Asian, Black and female students) are above 70% in reading. Several subgroups (Asian, Black, Hispanics, female and male) are above 70% in math. An overall steady increase of students exceeding the standards as measured by the ISAT assessment.

Concerns:

The percentage of students meeting and exceeding in reading remains significantly lower (over 10 %) than percentage of students meeting and exceeding in math. Approximately 25% of students in grades 3-8 did not meet or exceed the state standards in reading. Several subgroups (male students in grades 5-8 and female students in grade 5) are below 80% in reading. Less than 80% of students at grades 5, 6 and 7th that meet or exceed the standards in reading. A 6% decrease of students meeting or exceeding the standards in Science. Image data indicates a significant decrease (20%) of ELL students meeting or exceeding the standards. A 2% decrease of students exceeding the standards in reading and science.

Student Connection

Student Connection Strengths and Concerns

Strengths:

A 1% increase in the students indicating that our school provides a safe and respectful learning climate. Also, there is a significant increase (11%) of students stating that they felt supported by our teachers and staff.

There was a steady decrease in the number of suspension days from 9 in 2006/2007 to 4 in 2008/2009

Student participation has increased from 71 to 76% by offering student enrichment activities. The after school staff have embedded cultural instruction into our fitness program,

Concerns:

Twenty Five percent of the students surveyed felt that the current curriculum lacked rigor. These students are not being adequately challenged and may require additional learning opportunities. As a result of the wide range of student ability levels and learning needs, our teachers must provide differentiated learning opportunities to ensure that all students are provided with high quality and rigorous instruction.

There is a 4% decrease in students reporting participation in extracurricular activities. Many of our students with disabilities are not able to attend our extracurricular activities due to transportation constraints.

community service learning opportunities as well as our fine art experiences.

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?

Due to a high non-English speaking population, we are experiencing some difficulty preparing these ELL students for the new testing requirements with limited time and resources. In particular, these students will need intensive language support and remediation in reading and writing in order to meet and/or exceed ISAT reading standards.

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

As a result of our high non-English speaking population, many of our students experience difficulty in learning due to their inability to speak, read and write proficient English. Also, due to recent changes in testing requirements, they are now mandated to participate in ISAT testing before they complete their full Bilingual program. Many of these ELL students do not perform very well in reading until they complete the designed program.

Strengths:

At James Ward School, the demographics are fairly consistent. We have a school that is predominantly Asian(64.70%) with a substantial Black population (15.7%)and Hispanic population(14%).There is a small white population at the school(5.6%). The ELL population is also fairly stable hovering around 27.8%. This consistency allows us to plan for the future with relative certainty about our school's population. In addition, our mobility rate has decreased significantly from 16.7% to 7.5% which allows our instructional staff to have a greater impact on student achievement and academic progress.

Survey data indicates that there is a 5% increase of parents feeling satisfied with our school. Parent involvement in some school events is steadily increasing due to interest and constant motivation from their children who attend the school.

Currently, we have one teacher who has successfully completed the National Certification process. The percent of highly qualified teachers is 100% and all teachers have obtained an endorsement or HOUSSE approval in their area of specialty.

Concerns:

Although several of our teachers have started the process for National Board. As of yet, only one teacher has successfully completed the process.

Many of our parents work during the day and are unable to attend all assemblies, LSC and PTO meetings ,morning parent workshops, etc. As a result, we must develop more ways to improve communication among home and school as well as draw in working parents.

Although our school is over 140 years old and has required several renovations, it is tidy and well kept to ensure a positive learning environment for our students.

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	McDougal Littell (Houghton Mifflin Harcourt)										X	X	X
Math	Houghton Mifflin Harcourt				X	X	X	X	X	X			
Math	Glencoe (McGraw-Hill)										X	X	X
Science	Pearson				X	X	X	X	X	X			
Science	Prentice Hall (Pearson)										X	X	X
Reading	Houghton Mifflin Harcourt					X	X	X	X	X			

Partner Name	Partner Description	# of Students
Shedd Aquarium	science support for teachers in grades K-5	250
Cape Grant	cross curricula project for students in grades 4-6	120
Chicago Communities in Schools	provide social programs for students in grades K-8	460
Chicago State University	provide student teachers in grades K-8	420
Depaul University	provide student teachers in grades K-8	420

Partner Name	Partner Description	# of Students
City South Church	provide afterschool and summer programming opportunities	460
Census Bureau	provided a census workshop to community members	460

 **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).

Currently, students who need additional instructional support are encouraged to participate in our after school programs from October -March. Also, during grade level planning periods, both gen. ed teachers and special ed. teachers collaborate to ensure that all students are receiving appropriate modifications during instruction. In addition, targeted pd which consist of effective strategies for implementing school based problem solving and RTI are provided to all teachers during our scheduled professional development sessions.

- 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...).

In an effort to close the achievement gap, both gen. ed and special ed. teachers work collaboratively to analyze NWEA and Dibels assessment results, identify areas of concern among ELL, SWD and gen. ed students in reading/ math and develop/implement differentiated lessons to address deficiencies. Each lesson includes accommodations and modifications to ensure that our SWD and ELL students are meeting with success. Both special ed. and bilingual teacher provide pull out opportunities in order to provide further clarification and academic support.

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

- **Next Steps for Instruction:**

Teachers - will participate in the planning of Grade Level rubrics.

- will explore the possibilities of reinforcing the home school connection through the use of Primary and Intermediate family journals.
- will monitor, review and reinforce effective programs in school and within neighboring schools.
- will explore scheduling options such as block scheduling for intermediate and upper grade classes.
- will integrate content area discussion among all grade levels and implement reading strategies within all content areas.
- will explore alternatives of providing more time for teachers to discuss student needs, teaching strategies and curriculum alignment.
- will incorporate plan for consistency and continuity in language arts and phonics program for all grade levels.
- will focus additional attention to conferencing time for each student when teaching different steps in the writing process.
- will focus on explicit teaching of Reading strategies and skills utilizing additional methods of transferring content to students other than verbal and pencil- paper question and answer.

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:

- Principal - will obtain LSC approval for continuance of World Language program.
- will implement a professional development day once a month for teacher training and collaboration.
- will focus on identifying the curriculum standards addressed in our annual cultural activities.

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?

Focused PD - All staff participate in targeted professional development aligned with SIPAAA priorities.

- Evidence -
- 1) Monthly Professional Development Days
 - 2) Teachers are in Graduate /National Board Certification Programs and attend in-service workshops
 - 3) Planning for cross grade level curriculum mapping and curriculum evaluations.

- ✔ **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...)

Peer Collaboration - School leaders schedule sufficient planning time, which teachers use to build collegiality and collaborate on instruction.

- Evidence -
- 1) Administrative Observations
 - Special Events/Cultural Observations
 - Lesson Plans
 - Collaborate with Teacher Librarian Resources

- 2) Teacher Monthly Collaboration Meeting (Grade Level & Cross Level)
- 3) Grade Level meet weekly
Cross grade level meet monthly

Continuous Learning - The leadership team facilitates dialogue focused on progress and actively engages with staff to improve instruction.

Evidence - 1) Review SIPAAA and assess if current instructional strategies are working.

Determine whether to continue or change strategies.

- 2) Teachers are observed and must complete a self-reflection.
Meeting with principal to discuss observation and teacher reflection.
- 3) Grade levels use data to analyze student progress.
Teachers determine if a new strategy is needed or continue with current strategy.

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

- **Next Steps for Professional Capacity:**

Next steps toward excellence

- Continuation of current teaching practices and instructional strategies.
- Create a survey to assess effectiveness of current practices
- Utilize teacher and administrative expertise in proven successful strategies

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).

Expectations- All members of the school community demonstrate high expectations for themselves and others.

Evidence-

1. Some email communication between students, parents and teachers.
2. Teachers are incorporating technology to address all learning styles.
3. Test scores, presentations, projects, work on display. Honors day, recognition at graduation.

Environment- Students and staff establish and maintain a safe, welcoming school environment conducive to academic work.

Evidence-

1. School is clean, bulletin boards updated regularly, school polices are clear, bright and cheerful environment.
2. School survey on report card pick up.
3. Updated textbooks, resources technology.

Relationship- All school-based interactions are mutually respectful, caring, and personalized.

Evidence-

1. Teachers and staff enjoy spending time together in and out of school.
Some Students spend extra time in school.
2. Students are friendly and respectful towards each other.
3. Communication between teachers, administrators and families available in many forms.

- Next Steps for Learning Climate:

Next steps toward excellence-1. Increase correspondence among staff and parents
 2. Cooperation between teachers to provide a variety of assignments at a given time.
 3. More involvement with bilingual students.
 4. A bulletin board for each team to ensure team collaboration

Next steps towards excellence-1. Incorporate character Ed to enhance student respect towards teachers.
 2. Set boundaries between students and teachers.
 3. Encourage more families to drop in and participate.

Next steps toward excellence- 1. More parent involvement/presence.
 2. Increased scores on survey.
 3. Updated resources in all classrooms plus an inventory and redistributors

Leadership Team - will facilitate professional development to improve collaboration among teachers
 - will provide professional development to help improve collaboration between parents and school community to help facilitate discipline issues

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?

Partnerships - The School and Community share leadership and resources, including time, expertise, and facilities.

Evidence - 1) Open door visitor policy, Career Day, Curricular Fair Participation, Chaperoning, and CPS Survey
 2) Community Events held at James Ward School, teacher's training, collaborative activities with other schools.
 3) LSC, PTO, NCLB Parent Group, Leadership Team, Faculty input/initiative

Community investment - Community members recognize the school as an integral part of the neighborhood and support school improvement.

Evidence - 1) Open door visitor policy, Career Day, Curricular Fair Participation, Chaperoning, CPS Survey.
 2) Volunteers for events

3) Principal For A Day, Junior Achievement

- 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.

Annually, written notification about our school's academic status is distributed during our report card pickup. It is translated into both Spanish and English to accommodate our non-English Speaking Parents.

Communication - There is regular, effective, two-way communication between school staff and families about student expectations and student progress.

Evidence- 1) Assemblies, LSC, newsletter, portal sites, e-mail, phone calls, parents evenings, parent workshops

2) E-mail, portal, report cards, progress reports, letters, phone calls.

3) Curricular Projects, homework, assignment planner

Next Steps for Family & Community Involvement:

Next steps toward excellence-

- Maintain a balanced level of activities and do not overload teacher/parents with communication, especially if it is repetitive

Priorities / Categories

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



CPS SIPAAA Planning Report

25751 - James Ward Elementary School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Improve Reading , Writing and Vocabulary skills through bilingual assistance, staff development between Gen. Ed and Special ed teachers , after school programming and continual enhancement of media center	<p>2% increase of students (grades 3-8) in the Below and Meets score ranges will move into the next range of Meets and Exceed as measured by the ISAT Reading and Extended Reposnse Assessments by June 2011.</p> <p>5% increase in students predicted to Meet and or exceed ISAT Reading based on NWEA benchmark assessments by Spring 2011.</p> <p>5% decrease in students with one or more D/F's in Reading classes by June 2011.</p>	<p>Administrative team and members of our instructional staff will meet bi-monthly to evaluate each component of our current reading curriculum and plan ongoing literacy training and support to assist teachers with improving literacy achievement.</p> <p>Utilizing the data received from our fall, winter and spring NWEA/Dibels assessments, we will continue to track each student's progress on a quarterly basis and provide remediation/tutoring during our instructional day and after school programs.</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Mathematics	<p>Develop and strengthen Mathematical skills utilizing technology, quality instructional materials and professional development</p> <p>Improve math achievement and strengthen problem solving and higher order thinking skills</p>	<p>2% increase of students (grades 3-8) in the Below and Meets score ranges will move into the next range of Meets and Exceed as measured by the ISAT Math and Extended Repose nse Assessments by June 2011.</p> <p>5% increase in students predicted to Meet and or exceed ISAT Math based on NWEA benchmark assessments by Spring 2011.</p> <p>5% decrease in students with one or more D/F's in Math classes by June 2011.</p> <p>5% increase in 8th graders taking algebra by June 2012</p> <p>5% increase in 9th graders passing algebra test by June 2012.</p>	<p>Administrative team and members of our instructional staff will meet quarterly to monitor academic progress of algebra students / low acheiving students and plan ongoing math training/ support to assist teachers with improving math achievement.</p> <p>Utilizing the data received from our fall, winter and spring NWEA assessments , we will continue to track each student's progress on a quarterly basis and provide math remediation/tutoring during our instructional day and after school programs.</p>	
3	Science	<p>Develop and strengthen Science skills through experimental and research based projects</p>	<p>5% decrease in students in grades 4 and 7 with one or more D/F's in Science classes by June 2011.</p> <p>2% increase in ISAT scores for grades 4 and 7 on SCIENCE by June 2011.</p>	<p>Primary/Intermediate and Upper grade Science teachers will meet quarterly to discuss their curriculum plans, analyze ISAT Science test results and evaluate our science program.</p> <p>In addition, our science staff will provide training and support to classroom teachers and encourage science vertical and horizontal alignment throughout the curriculum.</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
4	Bilingual/Multicultural Ed	Improve literacy achievement among our LEP students, in particular, Levels 1,2 and 3 utilizing intensive tutoring and staff development between Bilingual and Gen. Ed teachers	<p>5% increase in students reaching proficiency and making progress on ACCESS by June 2011.</p> <p>5 % decrease in the gap between SPED and non-SPED students who meet NWEA growth predictions by Spring 2011.</p>	<p>Bilingual Teachers will meet weekly with grade level gen ed teachers to identify areas of concern in literacy/math and develop an action plan to address particular areas of deficiencies.</p> <p>Monthly, Administrative team will meet with grade level/departmental teams during our performance management sessions to monitor the progress of our bilingual students utilizing formative assessments which include Dibels and NWEA results.</p>	Yes
5	Special Education	Improve literacy and math achievement of our students with disabilities to ensure that they meet their required goals as noted in each IEP and demonstrate adequate growth in each core subject through individualized tutoring, school based problem solving, staff development between Gen. Ed and Special Ed. Teachers	<p>5% decrease in the gap between SPED and non-SPED students predicted to M/E ISAT reading and math based on NWEA benchmarks by Spring 2011.</p> <p>5 % decrease in the gap between SPED and non-SPED students who meet NWEA growth predictions by Spring 2011.</p>	<p>Special Ed. Teachers will meet weekly with grade level/departmental team gen ed teachers to identify areas of concern in literacy/math as measured by our NWEA results and develop an action plan to address particular areas of deficiencies.</p> <p>Monthly, Administrative team will meet with grade level/departmental teams during our performance management sessions to monitor the progress of our SWD students utilizing formative assessments which include Dibels and</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				NWEA results.	
6	Postsecondary Prep	Improve percentage of 8th grade students that meet with success at the end of their first year of secondary education through advance learning opportunities , homework help/tutoring, and adequate counsel	<p>7 % increase in 8th grade graduation on-track at the end of 9th grade, from 81.1 to 88.1% by June 2011.</p> <p>5% increase in 8th Grade meeting college readiness benchmarks on 9th grade EXPLORE by June 2011.</p> <p>5% decrease in students with 1 or more D/F's in core subjects by June 2011.</p>	<p>Quarterly, the 8th grade teachers will meet with each student to set goals as measured by our NWEA assessment , grades and monitor progress in order to ensure academic success in high school.</p> <p>As a result of our discussion, low achieving students, SWD and ELL students will be targeted and receive additional academic support from our school counselor as well as our spec. ed and bilingual instructors.</p>	
7	Operations Schools	Improve the climate of the school by providing service to the students, parents and staff.	5% decrease in response time for all internal and external reports submitted.	Administrative Team will meet monthly to evaluate the timely and efficiently process of response to students, parents, staff and other internal and external reports.	
8	Core Classroom Instruction	Utilize statewide standards and goals to align with current curriculum to drive instruction. They will develop and use quarterly maps to identify standards and goals of their grade level program. Lesson plans will reflect statewide standards and goals as well as differentiated instruction.	<p>2% increase in students predicted to M/E ISAT MATH/READING based on NWEA formative assessments by June 2011.</p> <p>2% decrease in students with one or more D/Fs in core classes by June 2011.</p>	Administrative team will monitor student progress using NWEA data and daily classroom grades and observations to ensure success of all students.	Yes
9	School leadership	Maintain school leadership with principal, assistant principal and school counselor	2% increase in ISAT scores on MATH/READING/SCIENCE by June 2011.	Administrative team will work with AMPS office to ensure success for all students.	

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	Travel reimbursement for students and parents.			X				INCOMPLETE		
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$971,383.00	\$966,212.97	INCOMPLETE	125983,125984,423804,388183,426228,133551,423803,137733,	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									119190,387858	
N	Purchase art supplies and materials	Supplies and materials needed for school wide fine arts program.		X	Sharon Wilcher, Principal			INPROGRESS		
N	Funds needed to provide parent admission and/ or seminar fees - NCLB	Provide funding for parents and their children to attend educational activities and receive support in academic achievement during the instructional day as well as afterschool		X	Karen Anderson, Asst. Principal	\$1,125.00	\$1,125.00	INPROGRESS		25751.332.54505.390030.430115.2012_\$0.00 + 25751.332.54205.390030.430115.2012_\$425.00 + 25751.332.54505.390030.430128.2012_\$600.00 + 25751.332.54205.390030.430128.2012_\$525.00
N	Retain Parent Worker Bus Monitor	Parent Bus Monitor will provide transportation services to students that attend other CPS facilities.	X		Sharon Wilcher, Principal	\$21,741.00	\$20,535.83	INPROGRESS	163111	
N	Retain a .5 Fine Arts teacher - SGSA	Teacher to provide school wide fine arts program. Support .5 of the position.	X		Sharon Wilcher, Principal			INPROGRESS		
N	Continue support for Students in Temporary Living Situations	Provide funds to support students living in temporary living situations - SGSA		X	Willa Woods, Homeless Coordinator			INPROGRESS		
N	Retain School clerk support funded by SGSA	Provide additional office staff and	X		Sharon Wilcher, Principal	\$72,525.00	\$71,319.62	INPROGRESS	296608	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		supplies to assist in general operations of the school office and to perform tasks to support educational programs within the school.								
N	Provide refreshments for parent workshops - NCLB	Purchase refreshments for parents use during their parent workshops to improve student academic achievement		X	Karen Anderson, Asst. Principal	\$400.00	\$400.00	INPROGRESS		25751.332.53205.390030.430128.2012_\$400.00 + 25751.332.53205.390030.430115.2012_\$500.00
N	Funds needed to provide parent and student transportation to attend external workshops and special events - NCLB	Provide funding for parent and student transportation to participate in a field experience and foster family involvement in educational activities during and after school		X	Karen Anderson, Asst. Principal			INPROGRESS		
N	Funds needed to purchase materials and supplies for parent workshop/ training - NCLB	Provide materials/ supplies to be used during parent workshops to provide parental support and improve academic achievement		X	Karen Anderson, Asst. Principal	\$1,127.00	\$1,127.00	INPROGRESS		25751.332.53305.390030.430128.2012_\$427.00 + 25751.332.53305.390030.430115.2012_\$0.00 + 25751.332.53405.390030.430115.2012_\$734.42 + 25751.332.53405.390030.430128.2012_\$700.00
N	Support for teacher - SGSA	Teacher will provide literacy enhancement, career development	X		Sharon Wilcher, Principal			INCOMPLETE		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		and technology support during NWEA Testing								

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	Retain primary teacher - SGSA	Teacher to provide reduce class size in primary grades also to improve language arts instruction	X		Sharon Wilcher, Principal	\$168,400.00	\$166,011.81	INPROGRESS	268465,268465,448298	
N	Retain intermediate teacher - SGSA	Teacher to provide reduce class size in intermediate grades 4 thru 6 to assist in improving language arts instruction.	X		Sharon Wilcher, Principal	\$45,361.00	\$43,579.06	INPROGRESS	347423	
N	Retain intermediate teacher - NCLB	Teacher to provide reduce class size in intermediate grades 4 thru 6 to assist in improving language arts instruction.	X		Sharon Wilcher, Principal	\$45,361.00	\$43,579.06	INPROGRESS	347423	
N	Retain primary teacher -NCLB	Teacher to provide reduce class size in primary grades also to improve language arts instruction	X		Sharon Wilcher, Principal			INPROGRESS		



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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	Purchase supplies for Math Program	Supplies such as manipulatives and graphing calculators needed for classroom math activities		X	Sharon Wilcher, Principal			INPROGRESS		
N	Retain MGS Math Teacher	Teacher to provide Algebra I and math instruction to students in the middle grades.	X		Sharon Wilcher, Principal	\$107,308.00	\$106,647.40	INPROGRESS	120777	

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 for Science programs	Supplies needed for hands-on science activities for school wide use.		X	Sharon Wilcher, Principal			INPROGRESS		
N	Retain MGS Science Teacher	Teacher to provide hands-on science instruction, vertical and horizontal alignment of the curriculum and professional development for staff	X		Sharon Wilcher, Principal	\$100,930.00	\$101,252.55	INPROGRESS	145470	



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7 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Retain engineer and maintenance staff	Engineer and maintenance staff will maintain a clean educational environment for the students, parents, and staff.	X		Sharon Wilcher, Principal	\$155,931.00	\$153,800.21	INPROGRESS	166957,167000	
N	Retain school clerk	Provide office staff and supplies to assist in general operations of the school office and to perform tasks to support educational programs within the school.	X		Sharon Wilcher, Principal	\$79,500.00	\$78,294.48	INPROGRESS	164473	

5 - Special Education										
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	Retain School Bus Aide	Bus Aide will provide support to students according to the students IEP	X		Sharon Wilcher, Principal			INPROGRESS		
N	Retain Special Education assistants	Assistant will provide classroom, transportation and personal assistance to students according to	X		Sharon Wilcher, Principal	\$309,405.00	\$350,928.82	INPROGRESS	165827,163559, 163560,168526, 247592,168526, 168526,163560, 168526,163559, 448111	



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5 - Special Education										
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						
		their IEP.								
N	Retain Special Education teacher	Teacher to provide modified instructions, collaboration with Gen Ed teachers to meet the goals of each student's IEP.	X		Sharon Wilcher, Principal	\$532,347.00	\$533,612.58	INPROGRESS	133796,139724, 145353,247618, 448112	

8 - 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	Purchase supplies for classroom instruction	Supplies for Library and classroom use		X	Sharon Wilcher, Principal	\$8,961.00	\$8,961.00	INPROGRESS		25751.332.53405.119066.430119.2012_\$ 8,961.00 + 25751.332.53405.119066.430106.2012_\$ 0.00
N	Purchase textbooks for classroom and library use	Textbooks used to enhance and improve academic rigor within the classroom and library		X	Sharon Wilcher, Principal	\$37,482.00	\$37,482.00	INPROGRESS		25751.332.53305.119060.430106.2012_\$ 0.00 + 25751.332.53305.119060.430119.2012_\$ 20,000.00 + 25751.225.53305.119060.000703.2012_\$ 15,654.60
N	Support Professional Development activities - NCLB	Teachers will participate in professional development to increase knowledge in providing relevant rigor to instruction and data analysis		X	Sharon Wilcher, Principal			INPROGRESS		
N	Support Professional	Teachers will participate in		X	Sharon Wilcher, Principal			INPROGRESS		



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8 - 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						
	Development activities - SGSA	professional development to increase knowledge in providing relevant rigor to instruction and data analysis								
N	Retain core classroom teachers	Teachers will provide and monitor instruction within the classroom. They will utilize statewide standards to drive instruction in the classroom	X		Sharon Wilcher, Principal	\$856,079.00	\$847,148.37	INPROGRESS	142148,124324, 422113,136637, 422032,127781, 145561,236020, 141632,142455, 129977,142455	

9 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Retain Principal, assistant principal and counselor	Administrative team will provide school leadership and work with AMPS office to ensure success for all students.	X		Sharon Wilcher, Principal	\$295,516.00	\$258,464.18	INPROGRESS	136754,145291, 118285	

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						



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			Position	Line					
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS	25751.225.54105.266408.000703.2012_\$ 2,448.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE	25751.312.53210.256009.000000.2012_\$ 0.00 + 25751.312.53205.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE	25751.230.54105.254021.000000.2012_\$ 0.00 + 25751.230.54105.254027.000000.2012_\$ 2,000.00 + 25751.230.54105.254008.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst	\$39,100.00	\$43,825.00	INCOMPLETE	25751.230.56105.254008.000000.2012_\$ 0.00 + 25751.230.54105.254002.000000.2012_\$ 5,525.00 + 25751.230.56105.254002.000000.2012_\$ 38,300.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE	25751.230.53405.254008.000000.2012_\$ 0.00 + 25751.230.53405.254002.000000.2012_\$ 3,168.85
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE	25751.230.53115.254002.000000.2012_\$ 0.00 + 25751.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE	25751.230.53125.254002.000000.2012_\$ 0.00 + 25751.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE	
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE	25751.230.54125.266410.000000.2012_\$ 0.00 + 25751.230.54125.266407.000000.2012_\$ 0.00 + 25751.230.53306.266407.000000.2012_\$ 0.00 + 25751.230.53306.009573.000000.2012_\$ 0.00 + 25751.230.56105.266414.000000.2012_\$ 0.00 + 25751.230.54125.009574.000000.2012_\$ 0.00 + 25751.230.53306.254901.000000.2012_\$ 0.00 +



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Pos itio n	Line									
										25751.230.54125.266402.000000.2012_\$ 0.00 + 25751.230.54125.254901.000000.2012_\$ 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		25751.230.54405.254501.000000.2012_\$ 0.00
N	SPED transportation			X	Principal			INPROGRESS		25751.115.54210.255004.376712.2012_\$ 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	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		25751.115.55005.254403.000000.2012_\$ 2,467.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		25751.115.53405.119035.000000.2012_\$ 3,010.66
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		25751.115.53305.119035.000000.2012_\$ 0.00
N	Activities related			X	OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	to Education to Careers (ETC)				Analyst					
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		25751.332.53405.125007.430125.2012_\$0.00 + 25751.332.54505.125007.430116.2012_\$1,388.00
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	\$174,297.00	\$172,085.56	INCOMPLETE	448114,409378, 449892	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		25751.115.53305.223012.000000.2012_\$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		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	detail.									
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		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		25751.115.55005.119035.000000.2012_\$2,191.00 + 25751.115.56105.119035.000000.2012_\$833.00
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		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
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	\$139,302.00	\$132,858.19	INCOMPLETE	151414,162214, 234000,167573	
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		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	supplementary.									
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) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		25751.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

25751 - James Ward 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	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	\$52,846.00	\$51,640.41	INCOMPLETE	153883	
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 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		25751.332.57940.119031.430106.2012_\$0.00 + 25751.332.57940.390030.430115.2012_\$0.00 + 25751.225.57940.119020.000703.2012_\$1.00



CPS SIPAAA Planning Report

25751 - James Ward 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	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		25751.332.54205.390030.430115.2012_\$425.00 + 25751.332.53205.390030.430115.2012_\$500.00 + 25751.332.55005.222208.430116.2012_\$6.00 + 25751.332.53405.390030.430115.2012_\$734.42