



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
Ngo	Stephen	Principal	X		
Hashemian	Cyrous	Counselor/case mgr.			
Julius	Aleco	Classroom tchr.			
Matela	Paula	Classroom tchr.			
Medrano	Brianna	Student (HS)			
Morado	Ruben	Classroom tchr.			
Mosqueda	Claudia	Classroom tchr.			
Rahman	Ruquiyah	Classroom tchr.			
Sonce	Juanita	LSC member			
Villegas	Ilda	Support staff			
Williams	Cheryl	Asst. Principal			

### Involvement

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

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

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

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

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

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

provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops.

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


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

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

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

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

Rick Mills (CAO), Marisa Velasquez (MSD), Shirley Pleasant ( DA), Danielle Cox-Jones (PSE) Sabrina Walker (ITL) Shelia Sterling (AA).

 **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.

World Language H.S. has a functioning Advisory Local School Counsel and a new Parent Advisory Committee, only the Advisory Local School Counsel is involved in the SIPAAA at this time. The World Language SIPPAA team is composed of; two members of the Advisory Local School Counsel eight faculty and staff and two administrators.

### Summary of Participants

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

### Summary of Meetings

Meeting Date	Meeting Type	Description
13-Apr-2011	Small group discussion	Still waiting for budget, will continue to discuss SIPAAA activities.
29-Mar-2011	SIPAAA Team	Waiting for budget, will discuss SIPAAA activities.
24-Mar-2011	SIPAAA Team	Discuss Budget/ALSC Meeting.



Meeting Date	Meeting Type	Description
11-Mar-2011	SIPAAA Team	Discussing Process Analysis (Finalize).
08-Mar-2011	SIPAAA Team	Discussing Process Analysis-What works and what does not work.
04-Mar-2011	SIPAAA Team	Discussing Outcome Analysis (Finalize).
01-Mar-2011	SIPAAA Team	Discussing Outcome Analysis-What works and what does not work.
18-Jan-2011	SIPAAA Team	Internal Review/Observation (Department Chairs Only)
18-Nov-2010	Small group discussion	Review Mission/Vision Statement with ALSC
19-Oct-2010	Small group discussion	Recruiting/ Discussing SIPAAA with Department Chairs.
21-Sep-2010	Small group discussion	Introduction on SIPAAA planning process.(ILT)

### 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: 212  
 Number of Student Survey Responses: 297  
 Number of Teacher Survey Responses: 21  
 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:

Through the study of world languages and the promotion of global consciousness, World Language High School empowers students academically and socially. Our school provides a rigorous and challenging curriculum that connects the academic life of all students to real world application. Our students prepare for their next levels of education and gain the confidence to be positive influences in their communities, country and the world.

#### Vision Statement:

The vision of World Language High School is to develop students' world languages and academic potential following the small school model. Students will take pride in their ability to communicate in multiple languages. With intensive parental and community involvement, we will ensure a healthy, safe school and community environment while preparing students for postsecondary success. The staff works together to offer personalized learning opportunities that foster student achievement and global awareness. This will be accomplished through exposure to other cultures, service learning initiatives, internship opportunities, Advanced Placement course offerings, growth in the fine arts, and co-curricular activities.

### 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:

Currently our Freshman on track rate is 80%. Drop out rate in 2009 was 3.8%. The dropout rate in 2010 increased to 7.3%. There are many interventions that are in place; individual conversations with students and parents about academic progress and the need for improvement. The school also includes celebrations and incentives for academic and attendance improvement. A homework help center, sophomore tutoring, Credit Recovery and Save Your Grade programs were implemented to decrease the schoolwide failure rate. Prairie State Exam scores are being strengthened schoolwide by utilization of GAINS interim assessment data. We are tailoring instruction to College Readiness Standards along with Kaplan Advantage to ensure that they are integrated into daily lessons. Additional support services are provided to the 11th grade students who are within 2 scale points of having a composite of 20 on the American College Test and a 5 on the WorkKeys in math and reading. Misconducts have continued to decrease due to our policy of zero tolerance and utilization of various Culture of Calm initiatives. After school recovery for seniors as well as morning recovery for freshman who are missing credits after the end of semester will help to increase promotion.

We are concerned about preparing students early so that they make researched based career decisions. We want to further develop personal education plans for each student so that they are metacognitive about their choices. Providing effective Professional Development for new staff is on going. We also look to further develop a strong transition program for 9th graders entering into their sophomore year. We need to ensure our special needs and English Language Learners students are meeting standards on the PSAE.

### 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?

World Language uses practice Educational Planning and Assessment System (EPAS) assessments that are correlated to the College

Readiness standards. Freshmen students are using Scantron. Students and teachers (school wide) review the assessment results and re-strategize lessons according to skills/standards. In addition, Kaplan provides professional development for teachers.

- 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.

External factors include student demographics. Thirty-seven percent of our students are in bilingual support classes because they are English Language Learners. English is not the native language spoken at home. Furthermore, over ninety percent of our students are categorized as free or reduced lunch. This alone is not indicative of low achievement, but a high percentage of these students also have a high mobility rate. Internal factors include the continuing need to address college readiness skills in order to ensure that our students are college and/or career ready. Classroom instruction needs to emphasize skill building over content.

- 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 could support the students with lowest achievement by providing time in the school calendar and district logistical plan for formative articulation between elementary and secondary schools. There is a need for curricular alignment among feeder schools and the local high schools.

- 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?

In reading, our students struggle with English mechanics and the meaning of words. Our data indicates that we need to focus on mechanics and grammar. In regard to math, students are entering high school with a limited knowledge of basic math skills so tutoring and recovery instruction is required.

- 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>

World Language High School is a Level 2 school on probation. The percentage of students meeting and/or exceeding standards in reading is 14.5%. The percentage of students meeting and/or exceeding standards in math is 7.3%. It is in the areas of students meeting and/or exceeding Illinois State Standards on the Prarie State Exam that we have our highest deficits.

### Strengths:

The administration of World Language High School has provided effective professional development for teachers. The professional development has allowed teachers to implement a data action plan, that will ensure students are aware of how important testing is to their academic success. An increase of administrators being present in classrooms during instructional time will also help with student success. We will continue to recruit and provide resources, ensuring strong team collaboration in instruction, while maintaining a shared vision for school improvement. We will add Advanced Placement courses in Spanish and Literature, recruiting highly qualified

### Concerns:

A decrease in expected gains for 10th graders on the EXPLORE and PLAN need to be addressed. We expect further growth in our ability to make effective decisions based on test data, re-teaching where necessary. We must further clarify the College Readiness Standards in instruction to students so that every individual understands the relationship between the College Readiness Skills and success in college. We must also continue to increase academic achievement via differentiated instruction and Response to Intervention protocols. The necessity to gauge student performance uniformly also calls for us to continue improving our curriculum maps, formative and

teachers to carry out the shared vision of the school. We will continue sharing best practices with other Area 26 schools in order to meet our goals and that of Area 26.

summative assessments, keeping them aligned to the College Readiness Standards and Area 26 requirements. Recruiting more parental participation is also a concern to ensure that more children are academically accountable, not only at school but at home. Teacher classroom management skills need to be bolstered with administrative support and staff development. Bellringers need to be more aligned to lesson plan objectives to reinforce specific academic goals. Student work needs to be posted in more classrooms to provide a good source of motivation and accountability for students. Content areas need to refine the rubric for exemplary students. The World Language curriculum does not presently promote the identity of the school in a focused, school wide manner. More Professional Development is needed for Special Education modifications and support for English Language Learners. We need to develop a curriculum for grade-level advisories that address post-secondary goals and objectives, as well as student social and emotional behavior, which will decrease student disciplinary infractions.

## Student Connection

### Student Connection Strengths and Concerns

#### Strengths:

We have a number of strengths that we are proud of. Our Freshmen on track increased from 64% to 80% (a 16% increase over the last year). Students are more informed about the relationship between test taking and the college readiness skills needed to perform well in a post secondary environment. The administration has increasingly spent more time in classrooms during instructional time. We continue to provide resources for effective instruction and implement a shared vision for all departments. Our curriculum mapping is meeting targeted goals and transparent communication exists concerning school-wide goals and objectives. There continues to be collegial conversations about school improvement and adding to our Advanced Placement courses. We share best practices with other schools on campus and remain compliant in regard to special education mandates.

#### Concerns:

We have several concerns regarding absences. We need to minimize student absences. Our sophomore average absence rate is 10.8% adding to the off track rate. Developing an attendance plan that is effective for increasing attendance will help. We also want to lower the number of out of school suspensions and increase student participation in extracurricular activities. As of 2009-10 17% of students did not feel teachers are supportive. Only 49% of parents feel that the school administration communicates with them. Looking for a more affective way to ensure that all parents are reached. This year we have implemented bilingual automatic calling, personal calling, mailings, forums, newsletters and parent shadowing. Instructional Leadership must develop into a transparent, focused and intentional process.

## 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?

When students feel unsafe traveling to and from school, it is difficult for them to focus on learning. English Language Learners students do not have enough individualized academic support because they are taught by instructors from all four schools on the campus. Administrators do not have access to those teachers who are not assigned to their units.

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

Attendance is affected when students don't feel safe on the way to and from school.

#### Strengths:

World Language has a respectful environment and appreciation of different cultures. With teacher leadership encouraged, most disciplinary infractions are Codes 1 & 2. This is due to appropriate and functioning protocols that are in place and a structure that has become a part of the school culture.

#### Concerns:

Parent participation is at a high during report card pick-up. We are looking at ways to get parents in for other school activities. We are also recruiting for positions on our Advisory Local School Council.

### 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.

Partner Name	Partner Description	# of Students
After School Matters	After school external provider.	85

Partner Name	Partner Description	# of Students
Alivio Medical Center	Community Medical Center	125
GearUP	Postsecondary Development	75
Enlace	After school external provider of recreational and academic programs for adults and youths.	75

 **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).

World Language High School offers an after school homework center, common planning periods, and targeted professional development. This year we implemented Saturday School (Save My Grade) and credit recovery classes after the 2nd week of school as part of a strategy to increase our on track and on-pace percentage.  
 Maintain consistent principal/administrative professional development.

- 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...).

Response to Intervention is just one practice that our staff is using to address the gap between students with and without disabilities. Our teachers work closely with our Response to Intervention coordinator (RTI). Area 26 professional development in this endeavor has been terrific. Our teachers also differentiate classroom instruction to better meet the individualized needs of students. Lastly, our special education case manager regularly schedules Individualized Educational Plan meetings for our special needs students.

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

- Next Steps for Instruction:

Our vision and mission statements were created and revised by school community. The Instructional Leadership Team makes instructional decisions based on data from the Educational Planning and Assessment System (EPAS) and Gains Interim assessments. We use feedback from the following surveys; the Chicago Consortium on School Research surveys, and My School/My Voice to assist with student development. We continue to refine a literacy plan that is coherently tied to the College Readiness Standards across the content areas. We use quarterly assessments in all content areas, in addition to quarterly peer observations by all faculty members schoolwide in content areas. The data that we collect also ensures proper accommodations and modifications for Special Needs and English Language Learners students.

### ***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:

Based on data from surveys and our performance policy, we need to strengthen high performing teams to guide instructional programs that encourage faculty-driven productivity. Our core data team evaluates and disaggregates data, discovers trends from Educational Planning and Assessment System and attendance. The Instructional Leadership Team will work closer with data team to determine the crucial trends that need to be addressed. Both of the teams will work with the remaining faculty, determining what strategies will address the weaknesses of the selected trends. Strategies are selected, implemented, reflected upon and revised, if necessary, all efforts will be documented and re-taught in areas of weakness. Increase administrative time to 40% in classroom, utilizing key personnel effectively. Recruiting, selecting and hiring highly qualified personnel. Provide professional development that addresses collaboration between Special Education faculty and General Education faculty.

### ***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?

Our Instructional Learning Team developed an in-house peer observation system. In addition, the administration continually conducts formal and informal observations of staff. The Instructional Leadership Team helps focus teachers on skills needed to be taught/re-taught, and professional development driven by student needs.

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

- Describe your teacher mentoring program

All new teachers receive a mentor teacher who coaches the individual in areas including classroom management, engaging students in the classroom and writing formative and summative assessments. In addition, our new teachers receive professional development at the Area 26 level. They attend all required Area 26 professional development training courses.

- 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...)

Both our special education and regular education teachers have common planning time to write lesson plans, discuss individual student progress and write, grade and review assessments. In addition, special education teachers are attached to their content areas for our weekly Teacher Content Team meetings. Professional Development is centered on team-teaching best practices. Area 26 also provides support.

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

- Next Steps for Professional Capacity:

According to our self-assessments, surveys and general group discussions throughout the year, we find that our in-house professional development training is intentional and focused on team teaching. More teachers would like to focus on National Board Certification, peer collaboration, peer observation, and faculty sharing of best practices. Our highest performing teams driven by faculty include the school data team, Instructional Leadership Team, Attendance Committee, and Discipline Committee. Team development occurs where people are communicative, innovative, flexible and transparent in their pursuit of school improvement. We continue to ensure professional development opportunities for teachers concerning Special Needs and English language learners.

### ***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).

We are developing a culture and climate through outreach activities that indicate the importance of a rigorous education in a safe and secure environment. Teachers offer differentiated instructional plans using Bloom's Taxonomy, and higher order thinking skills. We provide incentives, rewards and celebrations for students and teachers who achieve their goals. We also develop student leadership and encourage student voice via the Principal's Council, Student Council, Student forums, Class Officers and student surveys. We provide comprehensive after school opportunities for students and families in a nurturing environment for the development of students with special needs. We also offer a rigorous program for the development of English language learner students. The administration ensures that all constituents of the school community have access to communicate with the administration and the resources to implement projects. Administration demonstrates relationship building and transparency with each constituent. Leadership groups are encouraged and developed by collaborative faculty, staff and administration. Leadership groups demonstrate progressive, consistent and integrative relationship-building which leads to post-secondary success. Leadership teams will also develop; individual personal education plans, mentoring and guidance offered by various models of counseling; Big Brothers, Big Sisters, and Ambassadors Club encourages positive connections for all students. Ensure safety and security within the school community for all stakeholders.

- Next Steps for Learning Climate:

### ***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?

We partner with Enlace Chicago, After School Matters and Illinois State University. World Language High School needs to develop a relationship with other universities to secure postsecondary opportunities for students. The school and community organizations share facilities, pool their resources, and partner to address students' and families' needs. Community members, parents, the Parent Advisory Council and the Advisory Local School Council have a voice in major school decisions and actively support school improvement.

- 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.

The school has posted the Annual Yearly Progress status, discussed the results in parent meetings, and outlined the steps that are needed to move forward. School administrators sent home mailings explaining the Annual Yearly Progress status to the parents who did not attend the meetings. In addition to mailings, parents were notified by automatic phone calls and personal phone calls. World Language High School has special group conferences, individual family conferences, weekly and monthly meetings with all school stakeholders. Many of these meetings are informal. More formalized meetings include the Parent Advisory Meetings which we host once a month in English and Spanish. Our Advisory Local School Council addresses these issues as a monthly agenda item. Finally, through our partnership with the Mexican American Legal Defense Fund, we host weekly parent meetings in Spanish and English which cover the school's academic status.

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

Enhance outreach to community and family through Parent Advisory Council and Advisory Local School Council . Facilitate events that encourage parent, and student participation. Administrative outreach and visits to community leaders and their clients. Increase communication via telephone, mail, email, newspaper ads, and parent meetings. In addition more parent training workshops and a parent/teacher Booster club for sports.

**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	Monitoring Process	Priority
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			Performance Indicators		
1	World Language/Culture	World Language Department will refine the curriculum, scope and sequence course content in order to implement schoolwide intergration of cultural linguistic academia to promote real-life application and lifelong learners.	Development of World Language School Library. 100% Placement Test administration of incoming Freshmen. Enhance current Advanced Placement program. Increase schoolwide cultural projects 50%. Implement schoolwide World Language curriculum. 10% decrease in school failure rate.	Test incoming freshmen, Advanced Placement tool for monitoring progress, implement and chart progress of world language cultural projects; observing departmental meetings, reviewing minutes of course team meetings, professional development on effective grading practices.	Yes
10	Special Education	Improve the reading and writing of all students further developing their higher order thinking skills, and test taking skills.	Increase the number of interim assessments to more accurately gauge student growth. Case Manager will ensure that the number of teachers partipating in professional development increases. The Case Manager will also provide support, supervise and evaluate special education teachers ona routine basis.	The Case Manager and Curriculum Coordinator will monitor lesson plans, gradebook and quality of assessments in addition to ensuring that teachers attend professional development.	Yes
2	Literacy	Improve the reading and writing of all students further developing their higher order thinking skills, metacognition and constructivism in a coherent program. All students, will work to achieve a 4 point gain from Explore to ACT. 20% of the juniors will earn a 20+ on the ACT.	Decrease failure rate 10% by June 2011. Freshmen scheduling based on Explore scores interim assessments. Use of PSAE and EPAS data.	The Curriculum Coordinator monitors through GradeBook, progress reports, parent contact logs, classroom observations, remediation plans, transcript evaluation, and adult mentoring reports.	Yes
3	On Track to Graduation	Ensure college outreach, postsecondary exploration, and rigorous academic support for all grade levels. Students from all grade levels will participate in college tours. All students will graduate within five years of entering high school.	Increase student attendance, 3% by June 2011. Decrease student failures by 10%. January 2011 Increase on track for graduation rate to 90% by Jun 2011.	The counselors oversee the student attendance plan, and the percent of students on trach to graduate.	Yes

			Performance Indicators		
4	Core Classroom Instruction	Provide on-going professional development opportunities to enhance classroom instruction, lead by Department Chairs.	Increase interim assessments. Increase the number of teachers participating in professional development. Include support in all courses with a focus on SPED and ELL students. Provide technology intergrated curriculum. Update classroom technology and computer lab. 33% of students will score a 20+ on the ACT. 50% of students will meet or exceed standards on the PSAE.	School administrators will monitor teacher assessment and attendance.	Yes
5	Postsecondary Prep	Increase the enrollment of students in Advanced Placement courses to 30% for the 2010-11 school year, exposing them to more college level materials.	Successful indicators include scoring a 3 or higher on Advanced Placement exams in English, Math, World Language and Studio Art.	School Counselors will monitor progress reports, interim assessments, Advanced Placement practice exams and progress of the Technology software.	Yes
6	Attendance	To increase school-wide attendace to 95% or higher.	95.0% School Attendance by January 2011. 90.0% parent usage on the Gradebook Parent Portal by June 2011. Attendance Coordinators look at data at the end of the year and revise action steps to ensure completion of attendance goal by January 2012.	The Attendance Coordinator will monitor daily submitted attendance and ensure that an attendance plan is implemented by the attendance team with support from the Data Team. The Attendance Coordinator will also ensure that there are incentives for attendance improvement and adult one-to-one mentoring for students who are challenged with punctuality and attendance problems.	Yes

			Performance Indicators		
7	Learning Climate / Safety	Administration and all staff will provide a challenging academic and multicultural environment that offers rigorous differentiation and constructive learning. School personnel will provide a safe, secure and welcoming community environment. All faculty will develop a culture that engenders excellent attendance by students and teachers, academia correlated to College Readiness Standards and develop a global world language community in an operationally effective manner.	90.0% Parent Participation by June 2011. 100%- students taking World Language course. Administrators will increase instructional time by 40%. Decrease Student code of conduct infractions by 10%.	Monitoring of lesson plans/gradebook/assignments. Monitoring student behavior weekly by Assistant Principal. The Assistant Principal will also monitor parent participation by maintaining records of attendance and charting progress.	Yes
8	Mathematics	Improve the math level of all students to further developing their higher order thinking skills, in a coherent program. All students, will work to achieve a 4 point gain from Explore to ACT. 20% of the juniors will earn a 20+ on the ACT.	80% attendance for summer enrichment program for incoming freshmen. 100% Freshmen scheduling based on Explore scores and interim assessments. Decrease failure rate 15% by January 2011.	School administrators will monitor through GradeBook, progress reports, classroom observations, remediation plans, transcript evaluation, adult mentoring reports.	Yes
9	School leadership	Continue to provide part-time ILT services for the purposes of ILT/TCT meetings and professional development.	Ensure that there is 100% teacher participation in professional development, curriculum mapping, data driven instruction and grade level assessments.	The principal will be accountable for assessing staff and ensuring that all staff attend professional development.	Yes
9	School leadership	Providing leadership and leadership development.	Create a learning environment that will raise the meets/exceeds rate on PSAE.	The 11th Grade Team Leader will monitor 11th grade performance on the Prairie State Exams.	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										
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	Redefine library position to campus scheduler.				Mr. Ngo			INCOMPLETE		
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$454,592.00	\$537,933.79	INCOMPLETE	275246,443969, 443897,443977, 443921,443894, 443968,444013, 426571,443869, 443924,394551, 444002,443963, 426115,443988, 444007,443884, 426218,443888, 450068,426115, 426114	
N	16. When identified, provide homeless students with	16. Provide funds.		X	Counselors			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 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						
	any essentials that are needed to ensure that they are able to attend school without interruption.									
N	Purchase office supplies as needed.			X	Ms. Williams/Ms. Villegas			INCOMPLETE		
N	Provide bucket for extended day and Saturday pay for security to support students as needed.		X		Mr. Ngo			COMPLETE		
N	Provide bucket for extended pay for school clerk to assist with school related events.		X		Mr. Ngo			COMPLETE		
N	15. Fund Tech XL Network Support Fee using NCLB funds.	15. Provide funds as needed.			Mr. Ngo			COMPLETE		
N	To support school athletic activities and supplies for use after school and weekends.				Ms. Williams/Campus Manager			INPROGRESS		
N	Refurbish computers in computer lab and classrooms.	Provide funds.		X	Ms. Villegas/Bus. Manag.			INPROGRESS		
N	Supplies/food for Parent			X	Mr. Ngo			COMPLETE		
N	Parents Training			X	Mr. Ngo	\$2,925.00	\$2,925.00	INPROGRESS		52011.332.53405.390030.430128.2012_\$300.00 + 52011.332.54125.390030.430128.2012_\$



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 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						
										1,625.00 + 52011.332.53205.390030.430115.2012_\$ 145.03 + 52011.332.53405.390030.430115.2012_\$ 0.00 + 52011.332.55005.390030.430115.2012_\$ 0.00 + 52011.332.53205.390030.430128.2012_\$ 500.00 + 52011.332.55005.390030.430128.2012_\$ 500.00 + 52011.332.54125.390030.430115.2012_\$ 1,443.00
N	Parent Involvent			X	Mr. Ngo			INPROGRESS		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		Ms. Williams			COMPLETE		

2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds for supplies for the English Department.	Provide Funds.		X		\$1,000.00	\$1,000.00	INCOMPLETE		52011.332.53405.119015.430119.2012_\$ 1,000.00 + 52011.332.53405.119015.430106.2012_\$ 0.00
N	Supplemental materials for enrichment.	Provide funds.		X	English Department Chair/ Mr Julius	\$10,000.00	\$4,657.50	COMPLETE		52011.332.53405.221235.430106.2012_\$ 0.00 + 52011.332.53405.221235.430119.2012_\$ 4,657.50
N	Attend Professional Development when needed/offered				Mr. Ngo			INPROGRESS		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

2 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	for all Literacy teachers.									
N	Enhance reading program with software program and other supplemental supplies.				Ms. Williams			INPROGRESS		

8 - 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	Provide bucket for summer enrichment program for incoming freshman and returning sophomores.	Provide funds.	X		Ms. Villegas/ Bus. Manag.			INCOMPLETE		
N	Supplies and materials for summer math program.	Provide funds.		X	Ms. Villegas/ Bus. Manag.			INPROGRESS		

1 - World Language/Culture										
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 funds for supplies in the			X		\$8,500.00	\$8,500.00	INCOMPLETE		52011.332.53405.119062.430119.2012_\$8,500.00 +



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

## 1 - World Language/Culture

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						
	World Language Department.									52011.332.53405.119062.430106.2012_\$0.00
N	World Language supplies for school-wide projects to develop global and cultural school theme.				WL Department Chair			INCOMPLETE		
N	Attend Professional Development when needed/offered for all World Language teachers.				Mr. Ngo			INPROGRESS		
N	Purchase additional assessment materials needed for students.			X	Ms. Williams Asst. Prin./Mrs. Villegas			COMPLETE		
N	Develop Language Clubs				Mr. Ngo			INCOMPLETE		
N	5. Develop Curriculum mapping over the summer, for core and non-core contents.	5.	X		Ms. Williams			INPROGRESS		

## 3 - On Track to Graduation

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 quarterly				Mr. Ngo			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

### 3 - On Track to Graduation

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						
	workshops for parents in all grade levels.									
N	Develop and track an advisory curriculum. Extended pay for Department Chairs.	Provide funds.	X		Mrs. Villegas/ Bus. Manag.			INPROGRESS		
N	2/18. Provide bucket for extended pay for Data Team, this will begin with summer meetings to analyze data from the 2010-11 school year and continue through the 2011-2012 school year.	2/18. Provide funds.	X		Mrs. Villegas/ Bus. Manag.			INPROGRESS		
N	Provide bucket for credit recovery courses.				Mrs. Villegas/ Bus. Manag.			INCOMPLETE		

### 5 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	20. Provide all in-coming and returning students with a World Language/LVLH S orientation.				Mr. Ngo/Ms. Williams/ILT Team			INCOMPLETE		
N	8. Provide funds	8.			Ms. Williams			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

5 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	for credit recovery during the school year.									
N	6/25. Provide funds for counseling team to meet over the summer for planning meetings. Extended pay during the school year for quarterly data around the area strategic plan.	6/25. Provide funds.			Ms. Williams			INCOMPLETE		
N	4. Provide materials for current AP courses, as well as professional development for AP teachers.	4. Provide funds.	X		Mr. Ngo			COMPLETE		
N	Offer Senior seminar courses allowing seniors to focus on completing college and FAFSA applications.			X	Counselors			COMPLETE		
N	Evaluate transcripts and create individual plans for credit recovery.			X	Counselors			INPROGRESS		
N	Provide funding for PSAE materials for before/afterschool prep class.	Provide funds.		X	Ms. Williams			COMPLETE		
N	11. Provide funding for College campus	11. Provide funds.		X	Counselors			INPROGRESS		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

## 5 - Postsecondary Prep

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	visits for all grade levels.									

## 10 - 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	Provide on-going professional development for teachers as needed.				Mr. Ngo			INCOMPLETE		

## 4 - 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	10. PSAE Prep Course that will allow students to earn 1/2 credit. Class will meet after-school/Saturdays.	10.		X	Mr. Ngo	\$10,160.00	\$10,160.00	INCOMPLETE		52011.332.54125.320020.430119.2012_\$10,160.00 + 52011.332.54125.320020.430106.2012_\$0.00
N	ILT travel expenses for off campus professional development.			X		\$5,000.00	\$5,000.00	INCOMPLETE		52011.332.54205.221234.430119.2012_\$5,000.00 + 52011.332.54205.221234.430106.2012_\$0.00
N	Art- HS Teacher position		X		Mr. Ngo			INCOMPLETE	452421	
N	Provide funds for			X		\$1,000.00	\$1,000.00	INCOMPLETE		52011.332.53405.119016.430119.2012_\$



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

4 - 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 for the Math Department.									571.10 + 52011.332.53405.119016.430106.2012_\$ 0.00
N	Provide funds for supplies for the Art/Music/P.E Department.			X		\$3,000.00	\$2,125.00	INCOMPLETE		52011.332.53405.119066.430119.2012_\$ 2,125.00 + 52011.332.53405.119066.430106.2012_\$ 0.00
N	Provide funds for supplies for Science Department.			X		\$3,000.00	\$3,000.00	INCOMPLETE		52011.332.53405.119017.430119.2012_\$ 3,000.00 + 52011.332.53405.119017.430106.2012_\$ 0.00
N	Provide funds for supplies Social Science Department.			X		\$1,523.00	\$1,523.00	INCOMPLETE		52011.332.53405.119061.430106.2012_\$ 0.00 + 52011.332.53405.119061.430119.2012_\$ 1,523.00
N	Purchase software for computer information technology classes.			X		\$15,000.00	\$0.00	INCOMPLETE		52011.332.53306.221234.430106.2012_\$ 0.00 + 52011.332.53306.221234.430119.2012_\$ 0.00
N	Staff core classroom positions		X		Mr. Ngo	\$2,014,070.00	\$1,953,682.31	COMPLETE	449058,449078, 214774,216284, 450213,449041, 201237,423683, 201295,251041, 268990,294760, 215557,294758, 201035,271668, 299488,201463, 269145,449078, 201478,238309, 426721,449058, 241642	52011.332.51300.290001.430119.2012_\$ 1.34 + 52011.332.51330.290001.430119.2012_\$ 51.65 + 52011.332.51100.119015.430119.2012_\$ 0.00
N	Supplemental supplies and materials.				Mrs. Villegas/ Bus. Manag.			INPROGRESS		
N	3/20. Provide bucket for extended day for ILT/TCT meetings throughout the school year.	3/20. Provide funds.	X		Mrs. Villegas/ Bus. Manag.			INPROGRESS		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

4 - 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	7. Develop a freshman homework help center for afterschool. provide bucket for extended day.	7.			Mrs. Villegas/ Bus. Manag.			INPROGRESS		
N	1. Provide funds for ILT planning workshops, over the summer which will include reviewing quarterly review data, and setting goals for 2011-12 school year.	1. Provide funds	X		Ms. Villegas/ Bus. Manag.			INPROGRESS		

6 - Attendance										
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	12. Continue to acknowledge teachers and esp with employee of the month incentives (i.e. parking space, gift cards, and thank you notes).	12. Provide funds.		X	Ms. Williams/Ms. Villegas			INCOMPLETE		
N	13. Provide incentives for perfect attendance for students/staff quarterly and at the end of the	13. Provide funds.		X	Ms. Williams/Ms. Villegas			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

6 - Attendance										
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						
	year.									
N	12. To Purchase supplies for Attendance Incentives	12. Provide funds.		X	Attendance Team	\$13,000.00	\$0.00	INPROGRESS		52011.332.53405.211210.430106.2012_\$0.00 + 52011.332.53405.211210.430119.2012_\$0.00
N	12. Offer student attendance incentives.	12. Provide funds.		X	Attendance Team			COMPLETE		
N	Add to the WLHS wall of achievement wall a section for perfect attendance.	Provide funds.		X	Attendance Team			INCOMPLETE		

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	9. Plan an all day Saturday off campus ILT Strategic Planning Meeting.	9. Provide funds.	X		Ms. Williams/Ms. Villegas			INCOMPLETE		
N	School Administrator.		X					INCOMPLETE		
N	Provide funds for summer Freshman Connection Coordinator.							INCOMPLETE		
N	14/23. Continue funding for a part-time	14/23. Provide funds.	X		Mr. Ngo	\$157,269.00	\$156,805.05	COMPLETE	204787	



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

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						
	instructional leader/RTI coordinator. With extended pay as needed.									

7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide funds for Seminar, Fees, Subscriptions, Professional Membership For Professional Development			X	Mr. Ngo			COMPLETE		52011.225.54505.221234.000703.2012_\$500.00
N	To purchase equipment			X	Mr. Ngo			INCOMPLETE		
N	To purchase Textbooks			X	Mr. Ngo	\$37,371.64	\$37,371.64	INCOMPLETE		52011.225.53305.221235.000703.2012_\$37,372.00
N	After school tutoring.		X					INCOMPLETE		
N	Foreign Language Teacher Position.		X		Mr. Ngo			INCOMPLETE		
N	English Teacher Position.		X		Mr. Ngo			COMPLETE		
N	Social Studies Teacher Position.		X		Mr. Ngo			COMPLETE		
N	Summer school		X		Mr. Ngo			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Clerk bucket for payroll and other administration support									
N	4. Teacher Bucket for AP Professional development	4. Provide funds.	X		Mr. Ngo			INPROGRESS		
N	Substitute bucket for Teacher attending PD		X		Mr. Ngo			INPROGRESS		
N	Teachers extended day bucket for PD		X		Mr. Ngo			INPROGRESS		
N	Provide Bucket for Service Learning After School Program		X		Ms. Villegas			INCOMPLETE		
N	Host quarterly parent events for all grade levels to help increase parent connection to WLHS. Provide light snacks and/or meals.	Provide funds.		X	Ms. Villegas/ Bus. Manag.			UPCOMING		
N	Create bi-monthly newsletter to increase communication with parents. Making them aware of the schools events across the curriculum.			X	Administration			INCOMPLETE		
N	Provide supplies for co-curricular clubs.	Provide funds.		X	World Language Department			INPROGRESS		
N	Provide community			X	Administration			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	awareness workshops for all staff.									
N	Provide additional academic support for identified and unidentified homeless students.			X	Counselors	\$2,000.00	\$2,000.00	COMPLETE		52011.332.53405.111069.430106.2012_\$0.00 + 52011.332.53405.111069.430119.2012_\$2,000.00
N	Professional Development	Provide funds.		X	Mr. Ngo	\$9,049.36	\$8,049.36	INPROGRESS		52011.225.53405.221234.000703.2012_\$8,049.00
N	Clerk / ESP position to provide administration support.		X		Mr. Ngo	\$133,339.00	\$130,283.02	COMPLETE	304299,405446	
N	Staff ESP positions to support special needs students.	Lower adult to pupil ratio	X		Mr. Ngo	\$252,326.00	\$245,673.14	COMPLETE	369786,281234,309559,369826,281234,309525	
N	Regular Teacher position to reduce class size.		X		Mr. Ngo			COMPLETE		
N	Fund Assistant Principal to monitor and support academic programs during school days.	Provide funds.	X		Mr. Ngo	\$155,739.00	\$155,267.72	COMPLETE	429665	
N	ESP extended day for after school Recovery classes including Saturdays	Provide funds.	X		Ms. Williams			INPROGRESS		
N	8. Bucket to pay Teacher extended day for Credit Recovery Classes	Provide funds.	X		Ms. Williams			INPROGRESS		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

7 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	including Saturdays									
N	Meals, lodging, & travel and other expenses to attend conference or Professionals developments	Provide funds.		X	Mr. Ngo			INPROGRESS		

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		52011.230.54105.254021.000000.2012_\$0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		52011.230.53306.266407.000000.2012_\$0.00 + 52011.230.54125.254901.000000.2012_\$0.00 + 52011.230.54125.009574.000000.2012_\$0.00 + 52011.230.54125.266407.000000.2012_\$0.00 + 52011.230.54125.266410.000000.2012_\$0.00 + 52011.230.56105.266414.000000.2012_\$0.00 + 52011.230.53306.009573.000000.2012_\$0.00 + 52011.230.54125.266402.000000.2012_\$0.00 + 52011.230.53306.254901.000000.2012_\$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		52011.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		52011.225.54105.266408.000703.2012_\$4,104.00
N	SPED transportation			X	Principal			INPROGRESS		52011.115.54210.255004.376712.2012_\$0.00



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		52011.115.55005.254403.000000.2012_\$ 3,202.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		52011.115.53405.119035.000000.2012_\$ 4,367.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		52011.115.53305.119035.000000.2012_\$ 16,977.00
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	\$37,959.00	\$36,121.31	INCOMPLETE	408898	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		52011.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		X		OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.				Analyst					
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
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	\$6,447.00	\$6,447.00	INCOMPLETE		52011.115.56105.119035.000000.2012_\$1,081.00 + 52011.115.55005.119035.000000.2012_\$6,447.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund			X	OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

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



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities (positions)									
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) 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			X	OMB Budget			INCOMPLETE		52011.115.54215.241011.000000.2012_\$



# CPS SIPAAA Planning Report

52011 - World Language High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	reimbursement				Analyst					75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		52011.210.53405.254607.000000.2012_\$469.75
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		X		OMB Budget Analyst			INCOMPLETE		



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52011 - World Language High School (at Little Village) : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Schools									
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		52011.225.57940.119020.000703.2012_\$0.00 + 52011.332.57940.119031.430106.2012_\$0.00 + 52011.332.57940.390030.430115.2012_\$147.70
N	guidance counselor position		X		OMB Budget Analyst	\$80,310.00	\$78,018.30	INCOMPLETE	428265	
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst	\$1,350.00	\$3,588.56	INCOMPLETE		52011.115.53405.160013.000000.2012_\$2.60 + 52011.115.54210.160013.000000.2012_\$0.00 + 52011.115.53205.160013.000000.2012_\$42.00 + 52011.332.54105.390030.430115.2012_\$500.00 + 52011.331.55005.390030.430103.2012_\$2.83 + 52011.332.57940.390030.430115.2012_\$147.70 + 52011.332.53205.390030.430115.2012_\$145.03 + 52011.332.54125.390030.430115.2012_\$1,443.00
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		