



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

What is SIPAAA?

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

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



CPS SIPAAA Planning Report

Washington D Smyser School : 2008-2010 Year 1

SIPAAA Team

Last Name	First Name	Title	Chairperson	Start Date	End Date
Travlos	Jerry	Principal	X	01-Jan-2009	01-Apr-2009
Beiza	Pedro	Asst. principal		01-Jan-2009	01-Apr-2009
Bernauer	Leona	LSC member		25-Mar-2009	01-Apr-2009
Edwards	Gayle	LSC member		25-Mar-2009	01-Apr-2009
Georgatos	Poly	LSC member		25-Mar-2009	01-Apr-2009
Grace	Sokolowska	Classroom tchr.		25-Mar-2009	01-Apr-2009
Kells	Sharon	LSC member		25-Mar-2009	01-Apr-2009
Kosiek	Pete	LSC member		25-Mar-2009	01-Apr-2009
Lisa	Salvana	Classroom tchr.		25-Mar-2009	01-Apr-2009
Pena	Sandra	LSC member		25-Mar-2009	01-Apr-2009

Involvement

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.

Services and Resources that the District has Provided:

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.

District Review:

Services and Resources that the State has Provided:

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.

State Resource:

Team Individuals Support:

N/A



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Summary of Faculty and Stakeholder Involvement: An e-survey was created to survey parents, students, faculty, staff, and community members using the SIPAAA Five Fundamentals of School Success. Also, the Consortium data was used to discuss ideas and develop priorities.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	39	10	16	588	0	0

Summary of Meetings

Meeting Date	Meeting Type	Description
14-Apr-2008	SIPAAA Team	Review, Edit and Finalize SIPAAA
02-Apr-2008	SIPAAA Team	Develop Priorities Using E-Survey and Consortium Data
26-Mar-2008	SIPAAA Team	Align Budget with Activities

Five Fundamentals Surveys

Number of Family Survey Responses: 16
 Number of Student Survey Responses: 588
 Number of Teacher Survey Responses: 39
 Number of Staff Survey Responses: 10

Mission/Vision

Mission Statement: Our mission is to make Smyser School a great place to learn by emphasizing the needs of all students (general, gifted, bilingual and students with disabilities including social, emotional and intellectual growth) through a rich and rewarding literacy and critical thinking curriculum, integrating technology and fostering an appreciation for the arts..

Vision Statement: We, the community of Smyser School, believe that all children can learn and are entitled to an outstanding education rich in opportunities and rewarding experiences. We are committed to providing all children with: a child-centered environment, a love of learning, pride in Smyser School and preparation for demands of the 21st Century. Our motto is, Smyser: A Community of Learners.

Student Outcomes

- Strengths:**
1. There is a high rate of promotion and the trend is increasing. 89.3% of 8th grade students are meeting or exceeding state standards, up from 85.4% in 2005/6. Credit is given to the instructional staff and administration. Writing is a strength that has become consistent across grade levels with both uniformity and quality of student work.
 2. "Walking Reading" seems to be effective in assisting children not at grade level. Making students feel secure in both their academic and social standing. Likewise, this practice contributes toward developing a strong sense of community to promote good behavior and increased achievement.



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Concerns:

1. Concern exists with students being promoted who may not be prepared for the challenges of the next grade level, this is especially evident with 8th grade students transitioning to high school. Many struggling students are passive learners and intervention is needed to cultivate and motivate their academic knowledge and enthusiasm to become life long learners.

Student Outcomes (Elementary School)

Student Outcome	2007-2008 Score	Trends		
		2005-2006	2006-2007	2007-2008
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	89.30%	60.90%	85.40%	89.30%
Freshmen On-Track to Graduate		65.40%	67.00%	

Academic Progress

Relevant School-Level Assessment Data: N/A

External Factors: N/A

Academic Community Support: N/A

Academic Low Achievement: N/A

Area of Deficiency on AYP Report: N/A

Strengths:

1. Overall student achievement and scholastic performance are increasing at Smyer School. Overall, there has been an increase over the last 3 years in the number of students at Smyer that meet or exceed state standards, currently 86.1%. Additionally, there has been an increase over the last 3 years in the number of students at Smyer that exceed state standards, currently 26.5%. Smyer continues to meet NCLB Annual Yearly Progress standards. The overall attendance rate for 2006/7 was 95.4% with a 0.2% truancy rate.

Concerns:

1. Overall, female students continue to outperform male students in both reading and math. Male students perform better than female students in science. Staff will continue to emphasize crosscurricular connections, especially between math and science. Staff will continue to monitor student progress on local assessments and quarterly district assessments to identify specific trends that relate to the variation in performance by gender.

2. Subtest analyses in both reading and math demonstrate that, overtime, there is a decline in student achievement as students move from grade to grade. More information will be obtained to account for student mobility. Emphasis will be placed on maintaining the high level of achievement that students demonstrate in 3rd grade as students progress through grade levels.



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Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
86.10%	73.30%	84.40%	86.10%

Students Meeting or Exceeding State Standards in Reading

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
83.50%	71.30%	82.80%	83.50%

ISAT Reading Trend Analysis

Grade Level	2005-2006	2006-2007	2007-2008
3rd Grade	82.00%	82.40%	85.90%
4th Grade		82.90%	85.30%
5th Grade	67.70%	72.60%	82.50%
6th Grade		89.20%	80.00%
7th Grade		78.00%	80.40%
8th Grade	69.00%	88.90%	86.90%
All Grades	71.30%	82.80%	83.50%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	85.70%	86.00%				82.10%	91.70%	81.80%	
4th Grade	80.80%	88.10%				86.40%	89.20%		
5th Grade	79.20%	87.50%				88.90%	75.60%	82.40%	
6th Grade	78.30%	82.10%				79.30%	79.20%	61.10%	30.80%
7th Grade	84.30%	75.60%				74.40%	85.70%	33.30%	36.40%
8th Grade	86.20%	87.80%				75.00%	95.80%		53.30%
All Grades	82.70%	84.50%		82.60%		80.10%	86.10%	67.60%	37.30%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	80.80%	76.70%	75.20%	77.70%
4th Grade	71.80%	61.80%	76.30%	75.70%
5th Grade	48.30%	65.00%	75.90%	69.50%
6th Grade	67.10%	61.00%	71.60%	66.80%
7th Grade	78.50%	69.20%	72.00%	74.00%
8th Grade	79.00%	71.90%	75.50%	74.30%



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Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
All Grades	71.40%	68.00%	74.30%	73.00%

Students Meeting or Exceeding State Standards in Mathematics

2007-2008 Score	2005-2006	2006-2007	2007-2008
89.40%	73.90%	85.40%	89.40%

ISAT Math Trend Analysis

Grade Level	2005-2006	2006-2007	2007-2008
3rd Grade	94.00%	89.20%	92.90%
4th Grade		85.70%	91.20%
5th Grade	82.80%	84.90%	91.30%
6th Grade		90.30%	87.10%
7th Grade		81.30%	82.60%
8th Grade	52.90%	81.80%	91.80%
All Grades	73.90%	85.40%	89.40%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	90.50%	95.30%				92.30%	97.20%	90.90%	
4th Grade	92.30%	90.50%				95.50%	91.90%		
5th Grade	89.60%	93.80%				92.60%	90.20%	94.10%	
6th Grade	82.60%	92.30%				86.20%	87.50%	77.80%	61.50%
7th Grade	88.20%	75.60%				82.10%	81.00%	58.30%	36.40%
8th Grade	89.50%	95.10%				82.10%	97.90%		57.10%
All Grades	88.50%	90.30%		91.30%		87.70%	90.90%	83.10%	50.00%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	83.80%	72.00%	81.20%	75.20%	82.90%
4th Grade	72.10%	66.50%	68.50%	68.80%	87.60%
5th Grade	71.40%	62.60%	71.30%	73.00%	64.90%
6th Grade	61.70%	76.20%	69.40%	76.70%	56.60%
7th Grade	64.00%	57.90%	64.20%	70.90%	63.80%
8th Grade	58.40%	58.50%	60.70%	67.60%	71.10%
All Grades	68.10%	65.30%	68.90%	72.00%	70.50%

Students Meeting or Exceeding State Standards in Science

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
83.80%	75.30%	86.30%	83.80%



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ISAT Science Trend Analysis

Grade Level	2005-2006	2006-2007	2007-2008
4th Grade	71.60%	85.70%	83.80%
7th Grade	77.90%	86.80%	83.70%
All Grades	75.30%	86.30%	83.80%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	84.60%	83.30%				86.40%	86.50%		
7th Grade	88.20%	78.00%				76.90%	90.50%	41.70%	36.40%
All Grades	87.00%	80.70%				80.30%	88.60%	60.00%	31.30%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	71.60%	61.40%	60.00%	63.10%	70.60%
7th Grade	63.20%	56.30%	66.10%	67.60%	65.50%
All Grades	66.70%	58.40%	63.50%	65.70%	67.70%

Students Exceeding State Standards

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
26.50%	18.60%	21.60%	26.50%

Students Exceeding Standards by Subject

Subject	2005-2006	2006-2007	2007-2008
Reading	17.40%	23.20%	23.40%
Math	23.00%	23.40%	32.90%
Science	14.20%	11.20%	16.30%

Students Promoted from 3rd Grade

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
	100.00%	96.70%	

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	100.00%	96.70%	
6th Grade	95.40%	100.00%	
8th Grade	100.00%	100.00%	



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Students Making Expected Gains

2007-2008 Score	Trends		
	2005-2006	2006-2007	2007-2008
48.80%			48.80%

IMAGE, IAA Scores

Other Elementary Data	2005-2006	2006-2007	2007-2008
IMAGE	67.80%	63.00%	66.70%
IAA			

Student Connection

Strengths:

1. Recognition, rewards, and acknowledgements of individual and collective success will continue: Student of the Month; Honor Roll; Perfect Attendance; BETA.
2. Continue partnerships with the Chicago Poetry Center, A.R.T., Joffrey Middle School Dance Club, Terra Museum and Lawyers in the Classroom to provide students with rich and diverse experiences that will increase connectedness with Smyser School and the community.

Concerns:

1. Smyser School continues to be a dynamic and safe school. Behavior, dress, and academic expectations are clear. In accordance with the CPS Student Code of Conduct (SCC), progressive discipline is consistently implemented on a regular basis. There were 27 suspensions in 2006/7, a decline of 34 incidents from the previous year. However, still concern exists with how to deal with inappropriate student behaviors so as to provide consequences while extinguishing negative behaviors. Additional intervention programs are needed for chronic truants, habitual SCC violators, and underachieving students.
2. Efforts will be made to provide for greater outreach to struggling students and families requiring additional assistance.
3. Emphasis will be placed on providing orientation sessions that are tailored for families that are new to the Smyser community. This will be a great opportunity to welcome new families, share expectations and identify any need that may require additional support.

Student Connection (Elementary School)

Student Connection

Student Connection	2007-2008 Score	Trends		
		2005-2006	2006-2007	2007-2008
Average Days Absent per Student	8.3	7.9	8.3	8.3
Students Reporting Participation in Extracurricular Activities	71.40%			71.40%



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Student Connection	2007-2008 Score	Trends		
		2005-2006	2006-2007	2007-2008
Students Reporting a Safe and Respectful School Climate	87.50%			87.50%
Students Reporting Academic Rigor	77.00%			77.00%
Students Reporting Supportive Teachers and Staff	78.10%			78.10%

Suspensions and Expulsions

Outcome	2005-2006	2006-2007	2007-2008
Suspensions		61	27
Expulsions		0	1

School Characteristics

School Attributes N/A
Challenges:

Performance Challenges: N/A

- Strengths:**
1. With great pride, 100% of teachers are designated Highly Qualified. ISAT and IMAGE results yield that both the general and bilingual populations are equally meeting/exceeding state standards. Literacy initiatives are an integral part of the entire curriculum and evident in student work schoolwide. Teacher mobility is low and student attendance remains high.
 2. Continue with strategic planning to anticipate possible shifts in enrollment and be able to address those shifts effectively via staffing and curricular planning.
 3. Maximizing available space for instruction without compromising supplemental supports that directly impact literacy development (Title I Reading Resource, Technology, Library) is a priority.
 4. Continue with seminars/workshops that address best practice relative to the inclusion of special needs and bilingual children.

- Concerns:**
1. In 2006/7 mobility reached 15.3%, up from 14% in 2005/6. Increase in the mobility rate (outgoing) is attributed to demographic and housing changes. School staff will continue to closely monitor the academic progress of new incoming transfers, especially those that have had multiple school changes in the past and provide additional support as needed.
 2. Overcrowding that shifts erratically at different grade levels from year to year. An increased need to expand bilingual and special education programs.

School Characteristics (Elementary School)



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School Characteristic	2007-2008 Score	Trends		
		2005-2006	2006-2007	2007-2008
Number of National Board Certified Teachers	1			1
Average Days Absent per Teacher				
School Cleanliness	B			B
Parents Reporting Satisfaction with the School	53.70%			53.70%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2005-2006	921	0.10%	2.40%	0.80%	39.30%	57.40%	64.40%	30.60%	14.00%
2006-2007	920	0.10%	2.80%	0.70%	38.60%	52.20%	63.30%	27.90%	14.80%
2007-2008	887	0.50%	4.50%	1.10%	42.80%	47.70%	66.00%	28.60%	

Mobility Rate (from the State Report Card)

Mobility Rate	2005-2006	2006-2007	2007-2008
Overall Mobility Rate	13.70%	14.00%	15.30%

Detailed Mobility Patterns for 2005-06 (from the Consortium on Chicago School Research)

Pattern	Stability Rate	In Mobility Rate
School Year	94.10%	6.50%
Summer	87.80%	12.90%

Process Analysis

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	McDougall Littell, Language of Literature									X	X	X
Reading	Open Court	2002, 2005 Series			X	X	X	X	X	X			
Math	Other	Harcourt Math			X	X	X	X	X	X	X		
Math	Other	Holt, Pre-Algebra and Algebra Series										X	X
Science	Other	Thematic units developed by teachers		X	X	X							
Science	Other	McGraw Hill Science					X	X	X				
Science	Other	Prentice Hall Science								X	X		
Science	Other	McDougall Littell Science										X	X

Partner Name	Partner Description	# of Students
Art Resources in Teaching	Provides high quality visual art programs	400
Joffrey Middle School Dance Club	Provides high quality dance and movement exposure and opportunity to visit other schools	40
Chicago Poetry Center	Provides exposure to a dynamic medium that enhances creativity and higher order thinking	100



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Partner Name	Partner Description	# of Students
Lawyers in the Classroom	Provides exposure to professionals that have working knowledge of constitutional law	100
Terra Museum	Provides teacher training to expose students to quality artwork	100

Assisted Policies and Practices:

N/A

Next Steps for Instruction:

Through a Professional Learning Communities philosophy, teacher teams examine, analyze, and discuss student work and outcomes. End of Unit tests, DIBELS, Learning First, and ISAT data are used to for planning and making decisions on curriculum and instruction. Teams of teachers regularly meet to discuss reading and writing instruction. Formal classroom observations, informal classroom observations, external walkthroughs, and internal walkthroughs are used to to identify schoolwide trends along with quick wins and goals for the future. Peer observation is used regulalry. Smyser has created a Walkthrough Essentials Rubric to promote horizontal and vertical collaboration. Walkthrough debriefs are shared with staff and utilized to analyze student work and best practice. As a result, a School Writing Plan has been developed. The faculty is encouraged to continue with engaging and challenging instructional practices. Teacher collaboration will continue ensuring differentiated instruction for struggling, gifted, special needs, and ELL students.

Strong implementation of the Open Court/McDougal Littell reading programs and the Harcourt/HRW math programs has yielded postive results in reading and math. Incorporating the Chicago Reading Initiative in the four content areas has promoted literacy development.

Teacher teams such as STARS, Smyser Leadership Team, Grade Level Team Leaders, and PPLC have contributed to making teaching, learning, and assessment a priority. Teacher mentoring, critical sharing of instructional practices and student work, have allowed for increased curriculum coherance with the Illinois Standards.

Next steps toward excellence:

Teachers have been working extemely hard establishing comprehensive and dynamic classrooms. Increasing teacher-driven professional development that focuses on student work would be beneficial. Continue efforts to eliminate the non-essential activities and events that detract from the curriculum.



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Next Steps for Instructional Leadership:

To a large extent the principal involves stakeholders to design and implement coherent instructional programs with a vision for instructional improvement. Measurement of the instructional program's progress is conducted regularly using ISAT, Learning First, Mathematics Benchmark Assessment, DIBELS, Walkthrough and end of unit data. Using staff recommendations, resources are aligned with the vision of the instructional program. To a large extent teachers demonstrate ownership and responsibility as part of a Professional Learning Community.

Next steps toward excellence:

Continue encouraging and building teacher leadership. Regularly meet with PPLC, Smyser Leadership Team, Grade Level Team, and others to discuss ideas and goals. Increase the use of student work and assessment data to make instructional decisions, and to map curriculum horizontally and vertically. Also, continue examining student work and assessment data to develop common assessment tools.

Administration will provide school teams with clearer roles, goals and responsibilities as needed.

Professional Performance:

N/A

Teacher Mentoring Program

Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago. GOLDEN Teachers Program: The GOLDEN Teachers program supports newly hired CPS teachers by hosting new teacher orientation, coordinating mentoring for first-year new teachers, providing targeted workshops on content and pedagogy, and managing school and system-wide efforts to bring new teachers into the system. The GOLDEN Teachers staff and liaisons support first-year teachers, second-year teachers, and mentors. The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful Web site for student teachers are some services of this innovative program.

Next Steps for Professional Capacity:

Efforts are made during summer planning to organize and create a professional development plan aligned to the SIPAAA. Input is sought from faculty and topics/presentations are organized along with CPS initiatives/mandates.

In 2005/6, the emphasis on Professional Learning Communities lead to differentiated professional development focusing on "whether children are learning" and "how do we know". This has had a positive and lasting impact, as student work has become the topic for team meetings and classroom observations. Self reflection, peer observations, and team walkthrough data has contributed to ideas that have improved school wide continuity and instruction.

Next steps toward excellence:



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Continue to ensure that nonessential elements are eliminated so as to focus on data driven instruction. Provide additional opportunities for input from the Smyser Leadership Team, Smyser Professional Development Team and Professional Personnel Leadership Committee to identify needs and make recommendations regarding those needs.

Next Steps for Learning Climate:

Strengths are evident in the communication of high standards and expectations by teachers to students. A responsive student-centered climate exists. Rules, schedules, and routines provide for continuity in daily learning activities. School community members ensure that the diversity of the student body is respected and represented. Numerous programs exist to meet individual student academic and personal needs: After School Counts; After School All Stars; Smyser Orchestra, Choir, and Show Choir Programs; Joffrey Ballet Program; Chicago Poetry Center; Read to Succeed; Kick-Off to Reading; Art Resources in Teaching.

The physical environment of the school is clean, safe and orderly with routines that promote safety and learning. Educational policies and operational procedures exist to ensure safety, security, and building maintenance.

Next steps toward excellence:

The extent to which students internalize high standards and expectations is a concern. As children enter the upper grades, a decrease is evident in academic priorities, enthusiasm for learning, and desire to do well in school. A large gender gap exists, as females considerably outperform males in seventh and eighth grade. Continue to ensure that content areas are integrated to provide more coherence and consistency in the upper grades. Revisit and examine "Best Practices" for middle school children along with "Brain Based Learning" techniques to address this gap.

Involvement Performance:

N/A

Academic Status Identification:

N/A



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Next Steps for Family & Community Involvement:

Smyser School is proficient in informing families about student expectations and progress. Also, communication with families is regular and sensitive to the individual needs of families. An infrastructure exists to support effective partnerships with families, businesses, community organizations, and agencies and bring community resources to the school. Involvement is evident through LSC, PTO, and special school events.

Next steps toward excellence:

Although attendance at special events is high (report card pickup, evening performances, and PTO family events) increased parent participation is sought to support the instructional program. Classroom volunteers will enhance the learning climate along with providing assistance to individual students. Also, increased parent involvement by parents with struggling students would bridge and strengthen the school/home connection, providing a structure for improved behavior, increased learning, and enhanced self-esteem.

A focus for 2008/9 will be quarterly parent workshops on understanding and interpreting ISAT along with reading, math, and writing workshops to support higherorder thinking and ISAT preparation. Emphasis will also be placed on workshops that address literacy, how parents can help students with homework and building the self-esteem of both parent and student.

N/A

Priorities

Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Literacy	To promote literacy by emphasizing reading comprehension, fluency, vocabulary development, and writing across the curriculum to increase student achievement in grades pre-k through 8.	Gains made on ISAT, uniformity and quality of student writing, Learning First results and local end of unit assessments.	N/A
2	Mathematics	To promote critical thinking, performance based hands-on mathematics in grades pre-k through 8 to increase student achievement. Curriculum connections will be made in science and mathematics.	Gains made on ISAT, Mathematics Benchmark Assessment Results and Local End of Unit Assessments.	N/A
3	Technology	To provide technology support and curriculum integration for students and staff.	Increased use of technology throughout all content areas. Greater teacher collaboration by way of increased crosscurricular connections made in the computer lab.	N/A

Activities



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Other - related activities									
I S O	Activity 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	Teacher- fund general/instrumental music program.	X		Principal	\$72,933.28	\$76,831.79	COMPLETE	294631	25401.225.51100.119045.000703.2009
N	School Community Representative- to provide assistance to the counselor/casemanager and school-wide support as needed.	X		Principal	\$37,745.73	\$36,963.91	COMPLETE	172700	25401.225.52100.119045.000703.2009
N	School Assistant- for office support and school-wide support as needed.	X		Principal	\$40,432.17	\$39,526.14	COMPLETE	265930	25401.225.52100.241006.000703.2009
N	(Default) Continue to fund existing SGSA and NCLB positions.	X					COMPLETE		
N	Purchase supplemental science supplies to support classroom instruction.		X	Principal	\$500.00	\$500.00	COMPLETE		25401.332.53305.119017.430072.2009
N	Purchse supplemental science materials to support classroom instruction.		X	Principal	\$500.00	\$500.00	COMPLETE		25401.332.53405.119017.430072.2009
N	Fund professional memberships, seminars, and workshops to support National Board Certification		X	Principal	\$1,045.00	\$1,045.00	COMPLETE		25401.332.54505.221234.430072.2009
N	Fund the purchase of supplemental instructional materials to support ELL's.		X	Bilingual Coordinator	\$500.00	\$500.00	COMPLETE		25401.332.53305.180040.430072.2009
N	Fund the purchase of supplemental instructional materials for students with disabilities.		X	Case Manager	\$1,000.00	\$1,000.00	COMPLETE		25401.332.53305.119010.430072.2009
N	Fund Tech XL Network Support Fee using NCLB funds		X		\$1,752.00	\$1,752.00	COMPLETE		25401.332.54105.266408.430072.2009
N	Fund Tech XL Network Support Fee using SGSA funds		X	Principal	\$1,752.00	\$1,752.00	COMPLETE		25401.225.54105.266408.000703.2009
N	Fund mandated NCLB Homeless requirement.		X	Homeless Liason	\$1,000.00	\$1,000.00	COMPLETE		25401.332.53405.111069.430072.2009
N	School Office Services- supplies.		X	Principal	\$2,839.00	\$12,839.00	COMPLETE		25401.225.53405.241006.000703.2009



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3 - Technology									
I S O	Activity 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	Teacher- fund technology program to provide lab and classroom support.	X		Principal	\$75,892.98	\$74,674.66	COMPLETE	137085	25401.225.51100.119045.000703.2009

1 - Literacy									
I S O	Activity 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	A 0.5 teaching position to be used to maintain reduced class size in K.	X		Principal	\$33,102.32	\$25,211.21	COMPLETE	121063	25401.225.51100.111050.000703.2009
N	Teacher- reduced class size in grade 6 and 7.	X		Principal	\$81,954.67	\$80,620.42	COMPLETE	135147	25401.225.51100.111051.000703.2009
N	Teacher- reduced class size in grade 4.	X		Principal	\$74,922.82	\$67,595.32	COMPLETE	169101	25401.225.51100.111051.000703.2009
N	Teacher- Title 1 reading intervention to provide small group and individualized support that is at the student's instructional level.	X		Principal			COMPLETE		
N	Title 1 school assistant to support literacy across all content areas. Support provided in the classroom on an individual basis as needed.	X		Principal	\$41,977.97	\$40,701.50	COMPLETE	265977	25401.332.52100.119010.430072.2009
Y	K-5 Supported Core Reading - SRA/McGraw Hill Open Court			Principal	\$76,044.00	\$76,044.00	COMPLETE		25401.332.51130.221238.430072.2009
Budget Lines									



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1 - Literacy											
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines		
		Bucket/ Position	Non-Sal Line								
	Item				Fund Type	Fund	Account	Program	Grants	Amount	Year
	Additional Teacher's Edition (English)				PSB Funds (FY10)	225	53305	111097	000703	\$1,672.00	2009
	Classroom Set (English)				PSB Funds (FY10)	225	53305	111097	000703	\$27,498.00	2009
	Classroom Set (English)				IDA Contribution		53305	111097		\$24,374.00	2009
	SCRMA summer training				PSB Funds (FY10)	332	51130	221238	430072	\$22,500.00	2009
N	Fund the purchase of intervention and after-school reading/language arts materials.		X	Assistant Principal	\$2,000.00	\$2,000.00	COMPLETE			25401.332.53305.119015.430072.2009	
N	Purchase of supplies to support literacy instruction.		X	Principal	\$2,059.00	\$2,059.00	COMPLETE			25401.332.53405.119015.430072.2009	
N	Teacher Extended Day- fund after-school academic enrichment and intervention to support literacy.	X		Principal	\$4,565.25	\$4,565.25	COMPLETE	291824		25401.332.51130.119015.430072.2009	
N	Substitute- fund teacher substitutes to support language arts instruction through classroom intervention and teacher support.	X		Principal	\$3,043.50	\$3,535.98	COMPLETE	291827		25401.332.51500.119015.430072.2009	
N	ESP Extended Day- after-school academic enrichment and intervention to support student literacy.	X		Principal	\$1,014.50	\$1,798.79	COMPLETE	291849		25401.332.52130.119015.430072.2009	
N	NCLB Parent Involvement- continue to support and promote literacy workshops/activities that will increase parent involvement at home and school.		X	Assistant Principal	\$4,118.00	\$4,118.00	COMPLETE			25401.332.54125.390030.430081.2009	
N	Purchase instructional materials to support literacy.		X	Principal			COMPLETE			25401.225.53305.119015.000703.2009	

2 - Mathematics											
I S O	Activity 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	Teacher Extended Day- fund	X		Principal	\$4,565.25	\$4,565.25	COMPLETE	291826		25401.332.51130.119016.430072.2009	



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2 - Mathematics									
I S O	Activity Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
		Bucket/ Position	Non-Sal Line						
	after-school academic enrichment and intervention to support math instruction.								
N	Fund the purchase of intervention and after-school math materials.		X	Principal	\$2,000.00	\$2,000.00	COMPLETE		25401.332.53305.119016.430072.2009
N	Purchase of supplies to support math instruction.		X	Principal	\$2,158.00	\$2,158.00	COMPLETE		25401.332.53405.119016.430072.2009
N	Substitute- fund teacher substitutes to support math instruction through classroom intervention and teacher support.	X		Principal	\$3,043.50	\$4,812.81	COMPLETE	293561	25401.332.51500.119016.430072.2009