



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
Travlos	Jerry	Principal	X		
Beiza	Pedro	Asst. Principal			
Byrne	Theresa	LSC member			
Edwards	Gayle	LSC member			
Grace	Sokolowska	Classroom tchr.			
Kehoe	Jill	LSC member			
Kells	Sharon	LSC member			
Kosiek	Pete	LSC member			
Lisa	Salvana	Classroom tchr.			
Lopez	Rebecca	LSC member			
Plucinski	Melissa	LSC member			
Sanabria	Maria	LSC member			
Wasik	Robin	LSC member			

### Involvement

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

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

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

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

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

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

 **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)

Not applicable, Smyser is an out-of-area AMPS school.

 **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.

An e-survey was created to survey parents, students, faculty, staff, and community members using the SIPAAA Five Fundamentals of School Success.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	12	35	5	10	310		1

### Summary of Meetings

Meeting Date	Meeting Type	Description
10-Jun-2011	SIPAAA Team	Review, Edit and Finalize SIPAAA
08-Jun-2011	SIPAAA Team	Align Budget with SIPAAA Activities

Meeting Date	Meeting Type	Description
15-Mar-2010	SIPAAA Team	Develop SIPAAA Priorities Using E-Survey



### 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: 10  
 Number of Student Survey Responses: 310  
 Number of Teacher Survey Responses: 35  
 Number of Staff Survey Responses: 5

### Mission/Vision

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-  **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:

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

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#### Student Outcomes Strengths and Concerns

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

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

**Strengths:**

1. There continues to be a high rate of promotion. 86.7% of 8th grade students are meeting or exceeding state standards, a slight decrease from 87.5% in 2008/9. 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. The freshmen on-track to graduate rate is at 69.1%, slightly down from 70.4% 2008-2009.
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.

**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. MAP results from 7th grade will help staff immediately address academic concerns of students entering 8th grade. Emphasis will also be placed on preventing students from falling behind early in the year.

**Student Outcomes (Elementary School)**

Student Outcome	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	86.70%	90.20%	87.50%	86.70%
Freshmen On-Track to Graduate	69.10%	60.00%	70.40%	69.10%

**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?

School-level assessment data include end of unit assessments, BRI testing, MAP and DIBELS testing. Strengths include 1) Proper identification of student reading levels (Independent, Instructional, Frustration) so that teacher can adjust instruction and grouping accordingly 2) Increased accurate identification of at-risk students and their specific skill set needs.  
 Areas to improve on 1) Organized and consistent procedure for providing targeted intervention assistance in a timely manner to at-risk students.

- 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.

One external factor that may be contributing to low achievement is our mobility rate, 9.8% as of 2009-2010. Students coming to our school do

not have previous exposure to the rigorous curriculum that our basal series provides.

- 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?

Students with lowest performance will continue to be assisted with the data provided by MAP testing. This will continue to provide a more timely turn around on student results and specific sub-skill areas for teachers to provide targeted intervention assistance. Our most important "next step" with regard to student achievement will be providing timely targeted intervention that will provide increased minutes of direct instruction with a teacher.

- 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?

Areas to improve 1. Females continue to outperform males in reading at every grade except 4th, 5th and 8th. 2. Females continue to outperform males in math at every grade except 3rd and 4th. 3. Males outperform females in science.

- 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>

As a school, Smyser meets AYP in both reading and math. An area of concern is two subgroups in reading that did not make AYP: LEP students & Students with disabilities.

**Strengths:**

1. Overall student achievement and scholastic performance is high at Smyser School. Currently, the number of students at Smyser that meet or exceed state standards is 85.5%, a slight increase from 85.1% in 2008-2009. Additionally, the promotion rate at benchmark grades is high as of 2009-2010: 3rd grade-100%, 6th grade-97.1% and 8th grade-100%. The overall attendance rate for 2009-2010 was 95.7% with a 0.2% truancy rate.

**Concerns:**

1. Overall, female students continue to outperform male students in reading, math and science. Staff will continue to emphasize crosscurricular connections, especially between math and science. Staff will continue to monitor student progress on local assessments and MAP test to identify specific trends that relate to the variation in performance by gender. 2. Subtest analyses in both reading and math demonstrate varying fluctuation that, overtime, demonstrates decline in student achievement as students move up in grade. More information will be obtained to account for student mobility. Emphasis will be placed on maintaining and building on the high level of achievement that students demonstrate in 3rd grade.

**Academic Progress (Elementary School)**

**Students Meeting or Exceeding State Standards**

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
85.50%	86.90%	85.10%	85.50%

**Students Meeting or Exceeding State Standards in Reading**

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
83.10%	86.10%	84.80%	83.10%

**ISAT Reading Trend Analysis**

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	80.00%	83.10%	86.40%
4th Grade	84.40%	80.00%	75.30%
5th Grade	84.40%	85.70%	83.20%
6th Grade	85.90%	81.80%	90.50%
7th Grade	84.70%	86.90%	78.50%
8th Grade	94.10%	91.30%	85.50%
All Grades	86.10%	84.80%	83.10%

**ISAT Reading Subgroup Analysis**

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	82.60%	90.50%				75.00%	100.00%		
4th Grade	67.40%	83.70%				66.70%	82.10%		
5th Grade	84.00%	82.40%				76.00%	92.90%		
6th Grade	89.10%	92.00%				82.00%	100.00%		
7th Grade	66.70%	87.00%				67.30%	88.60%		
8th Grade	88.00%	81.80%				85.00%	84.40%		
All Grades	80.20%	86.10%		93.30%		75.40%	90.50%	30.80%	23.30%

**ISAT Reading Subtest Analysis**

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	82.10%	64.50%	71.90%	80.90%
4th Grade	60.80%	71.00%	66.20%	65.20%
5th Grade	66.70%	68.60%	73.90%	64.90%
6th Grade	80.50%	69.80%	79.60%	72.30%
7th Grade	74.40%	61.30%	69.90%	69.30%
8th Grade	68.10%	77.30%	74.40%	80.20%
All Grades	71.40%	69.00%	72.90%	71.10%

**Students Meeting or Exceeding State Standards in Mathematics**

2009-2010 Score	2007-2008	2008-2009	2009-2010
89.90%	88.30%	87.80%	89.90%

**ISAT Math Trend Analysis**

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	92.40%	88.30%	97.70%
4th Grade	94.40%	89.00%	91.00%
5th Grade	87.30%	93.40%	92.10%
6th Grade	88.00%	83.80%	88.60%
7th Grade	82.40%	89.30%	86.00%
8th Grade	86.30%	83.70%	88.00%
All Grades	88.30%	87.80%	89.90%

**ISAT Math Subgroup Analysis**

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	95.70%	100.00%				95.80%	100.00%		
4th Grade	89.10%	93.00%				87.20%	94.90%		
5th Grade	94.00%	90.20%				94.00%	90.50%		
6th Grade	83.60%	94.00%				86.00%	94.70%		
7th Grade	79.50%	90.70%				79.60%	91.40%		
8th Grade	86.00%	90.90%				87.50%	90.60%		
All Grades	87.50%	92.50%		93.30%		87.70%	93.00%	38.50%	41.90%

**ISAT Math Subtest Analysis**

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	78.00%	82.20%	81.10%	74.00%	76.10%
4th Grade	65.60%	63.00%	80.70%	65.70%	68.50%
5th Grade	55.50%	56.20%	73.80%	73.90%	68.40%
6th Grade	70.20%	67.30%	67.50%	74.10%	63.70%
7th Grade	52.40%	57.50%	62.40%	74.20%	68.70%
8th Grade	57.50%	53.20%	60.60%	61.10%	60.10%
All Grades	61.90%	61.60%	70.10%	70.50%	66.90%

**Students Meeting or Exceeding State Standards in Science**

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
79.70%	85.10%	77.60%	79.70%

**ISAT Science Trend Analysis**

Grade Level	2007-2008	2008-2009	2009-2010
4th Grade	85.60%	78.00%	76.40%
7th Grade	84.70%	77.10%	82.80%
All Grades	85.10%	77.60%	79.70%

**ISAT Science Subgroup Analysis**

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	73.90%	79.10%				59.00%	92.30%		
7th Grade	74.40%	88.90%				71.40%	94.30%		
All Grades	74.10%	84.50%				65.90%	93.20%		17.60%

### ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	61.30%	58.80%	61.30%	66.60%	66.90%
7th Grade	59.60%	61.20%	58.20%	73.90%	65.90%
All Grades	60.50%	60.00%	59.70%	70.30%	66.40%

### Students Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
26.20%	28.20%	23.90%	26.20%

### Students Exceeding Standards by Subject

Subject	2007-2008	2008-2009	2009-2010
Reading	27.80%	25.10%	27.40%
Math	31.30%	27.70%	28.00%
Science	20.00%	8.60%	18.10%

### Students Promoted from 3rd Grade

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
100.00%	100.00%	93.80%	100.00%

### Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	100.00%	93.80%	100.00%
6th Grade	98.90%	99.00%	97.10%
8th Grade	100.00%	100.00%	100.00%

### Students Making Expected Gains

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010

IMAGE, IAA Scores

Other Elementary Data	2007-2008	2008-2009	2009-2010
IAA	76.90%	92.50%	84.00%

## Student Connection

### Student Connection Strengths and Concerns

**Strengths:**

1. Orientation sessions for families that are new to Smyser have been a great success. Families feel more connected to the school.
2. Smyser School continues to be a dynamic and safe school. Behavior, dress and academic expectations are clear. In accordance with the SCC (student code of conduct), progressive discipline is consistently implemented.

**Concerns:**

1. Emphasis will be placed on reducing the average number of days absent per student. Administration will continue to visit homes and the principal will continue to meet with families of students that are chronically absent from school.
2. Continue to provide outreach and support for struggling students and families that require additional assistance.
3. Suspensions are up to 29 from 19 in 2008-2009.

### Student Connection (Elementary School)

**Student Connection**

Student Connection	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Average Days Absent per Student	7.7	7.7	7.9	7.7
Students Reporting Participation in Extracurricular Activities		73.00%	75.00%	
Students Reporting a Safe and Respectful School Climate		90.00%	92.00%	
Students Reporting Academic Rigor		76.00%	64.00%	
Students Reporting Supportive Teachers and Staff		76.00%	94.00%	

**Suspensions and Expulsions**

Outcome	2007-2008	2008-2009	2009-2010
Suspensions	30	19	29
Expulsions	0	0	0

## 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?

Despite a decrease in the mobility rate to 9.8% from 11.2% in 2008-2009, incoming students continue to struggle. Lack of previous attempts to progress monitor students and a lack of exposure to embedded routines and rigorous curriculum that our basal series provides. This suggests that we must continue to aggressively progress monitor students using multiple data points to provide additional resources and support where needed.

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

N/A

**Strengths:**

- With great pride, 100% of teachers are designated Highly Qualified. 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.
- Continue with strategic planning to anticipate possible shifts in enrollment and be able to address those shifts effectively via staffing and curricular planning.
- Maximizing available space for instruction without compromising supplemental supports that directly impact literacy development (Technology, Library) is a priority.
- Continue with seminars/workshops that address best practice relative to the inclusion of special needs and bilingual children.
- Continue with parent workshops that focus on how parents can partner with the school to provide students with opportunities for success.

**Concerns:**

- Outgoing mobility rate attributed to demographic and housing changes is still a concern, especially students that have been at Smyser for many years.
- 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.
- Overcrowding that shifts erratically at different grade levels from year to year.
- Increasing correlation of bilingual program and general education program.

**School Characteristics (Elementary School)**

School Characteristic	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Number of National Board Certified Teachers	1	1	1	1
Average Days Absent per Teacher	6.9	6.4	6	6.9
School Cleanliness	B	C	A	B
Parents Reporting Satisfaction with the School		91.00%		

**Enrollment Data**

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2007-2008	904	0.10%	4.30%	1.20%	45.90%	43.00%	69.50%	25.70%	10.20%
2008-2009	937	0.70%	4.40%	1.60%	50.20%	43.10%	69.80%	22.30%	11.80%
2009-2010	987	0.40%	4.00%	1.60%	52.70%	41.30%	73.80%	15.30%	11.70%

### Mobility Rate (from the State Report Card)

Mobility Rate	2007-2008	2008-2009	2009-2010
Overall Mobility Rate	14.30%	11.20%	9.80%

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

Pattern	Stability Rate	In Mobility Rate
School Year	95.70%	3.90%
Summer	90.00%	13.20%

## Process Analysis

- ✔ **TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- ✔ **TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- ✔ **TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

## Five Fundamentals: Instruction

- ✔ **TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Math	Other	Harcourt Math			X	X	X	X	X	X			
Math	Other	Holt, Pre-Algebra and Algebra Series									X	X	X
Reading	Open Court	2008 Imagine It! Series			X	X	X	X	X	X			
Reading	Other	McDougall Littell, Language of Literature									X	X	X
Science	FOSS Kits	Kits for 6th Grade and Special Education Classroom									X		
Science	Other	McDougall Littell Science										X	X
Science	Other	Prentice Hall Science								X	X		
Science	Other	McGraw Hill Science					X	X	X				
Science	Other	Thematic Units Developed by Teachers		X	X	X							

Partner Name	Partner Description	# of Students
Joffrey Middle School Dance Club	Provides high quality dance and movement exposure and opportunity to visit other schools	40

Partner Name	Partner Description	# of Students
Chicago Poetry Center	Provides exposure to a dynamic medium that enhances creativity and higher order thinking	100
Lawyers in the Classroom	Provides exposure to professionals that have working knowledge of constitutional law	100
Middle School Debate League	Provide students with strategies on how to formulate informed opinions and communicate effectively	40
Terra Museum	Provides teacher training to expose students to quality artwork	100
Art Resources in Teaching	Provides high quality visual art programs	400

 **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).

Smyser School supports all students, with an emphasis on struggling students, by way of 1) Teacher assistance before school 2) After School Counts program 3) Targeted PD that stems from staff input, utilizing student work and progress monitoring data to drive decisions 4) All teachers in grades 1-8 are provided a minimum of 3 common planning periods a week(most teams have 5) to discuss student work.

- 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...).

Smyser School continually strives to close the achievement gap. Student work and MAP data is used at grade level meetings with the principal on a bi-weekly basis to identify trends and to share best practice on how to differentiate instruction (workshop, strategically grouping students by RIT band, guided reading, reteaching) to close the gap.

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

- 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, MAP, and ISAT data are used 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 identify schoolwide trends along with quick wins and goals for the future. Peer observation is used regularly. 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 positive results in reading and math. Incorporating the Chicago Reading Initiative in the four content areas has promoted literacy development. Teacher teams such as 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 coherence with the Illinois Standards. Next steps toward excellence: Teachers have been working extremely hard establishing comprehensive and dynamic classrooms. Continue teacher-driven professional development through the BDHS cohort that focuses on student work. Continue efforts to eliminate the non-essential activities and events that detract from the curriculum.

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

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instructional Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

#### Next Steps for Instructional Leadership:

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, MAP, 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, 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 more specific roles, goals and responsibilities as needed.

### ***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?

Factors contributing to student performance results: 1) Continued participation in the BDHS cohort that emphasizes targeted and teacher led PD that enhances peer collaboration across four schools 2) Internal peer collaboration that has created a safe culture where teachers share instructional strategies and ask for help if needed 3) Peer classroom observations 4) Formal and informal classroom observations by the administration.

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

- Describe your teacher mentoring program

Teacher mentoring program is facilitated by the principal. Teachers are assigned a mentor and they meet with their mentor on a monthly basis. Teacher and mentor discuss assigned readings and student work during their monthly meetings. Teacher, mentor and principal meet every other month. Coverage is also provided throughout the year for mutual classroom visitations. Additionally, funds are set aside to support additional classroom instructional needs.

- 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...)

Smyser School will continue to implement best inclusive practices via professional development with the BDHS cohort. Teachers will share and reflect with peers throughout the year. Common planning time will also continue.

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

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

### ***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).**

Smyser School continues to provide a clean, safe and welcoming environment for all children. All children, including special need and ELL, have access to the vast amount of offerings in our social and academic after-school program. Additionally, to the maximum extent appropriate, students with disabilities and ELL students are in mainstream classes with peers on a day to day basis. Teachers implement additional supports and modifications so that all students in a given classroom are successful.

- **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, Stage Band, Choir, and Show Choir Programs; Joffrey Ballet Program; Chicago Poetry Center; Read to Succeed; Kick-Off to Reading. 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 continue to 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.

### ***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?

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. As appropriate, communications and workshops are provided in the native language. 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, Title I and special events.

- 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.

Communication about the school's academic status identification is provided using a variety of media: 1) Principal newsletter 2) Smyser website 3) Outcalling system 4) Use of a listserve 5) Distribution of written media provided by CPS, ISBE etc. 6) As appropriate, information is also provided to parents in Spanish and Polish.

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

Although attendance at special events is high (Open House, 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 2011-2012 will be continued quarterly parent workshops on understanding and interpreting MAP data/parent reports along with reading, math, and writing workshops to support higher order thinking and ISAT preparation. Emphasis will also be placed on workshops that address literacy, steps toward academic success and conflict resolution.

## Priorities / Categories

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

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	To promote literacy by emphasizing reading comprehension, fluency, vocabulary development, writing, higher order thinking skills, and differentiated instruction across the curriculum to increase student achievement in grades pre-kindergarten through 8.	Use of DIBELS, MAP, ISAT, and unit assessments data.	Principal, Assistant Principal, and Grade Level Team Leaders.	Yes
2	Mathematics	To promote critical thinking, problem solving, and performance based mathematics in grades pre-K through 8 to increase student achievement.	Use of MAP, ISAT, and unit assessments data.	Principal, Assistant Principal, and Grade Level team Leaders.	Yes
3	Technology	To provide technology support and curriculum integration for students and staff.	Programming and administrative supervision.	Principal and Assistant Principal	Yes
4	Enrichment Instruction	To provide funding to support music, concert choir, and show choir programming.	Programming and administrative supervision.	Principal and Assistant Principal.	Yes
5	Core Classroom Instruction	Classroom Teachers	Use of DIBELS, MAP, ISAT, and unit assessments data.	Principal	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	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$478,303.00	\$651,579.76	COMPLETE	388039,430068, 445307,442963, 442984,442939, 387931,442938, 442144,442942, 426317,442134, 424290,445308, 435079,442941, 424289,161802	
N	School Assistant	Monitor daily attendance and provide support to the special education department.	X		Principal and Counselor	\$89,416.00	\$88,917.42	UPCOMING	407991,424500	
N	NCLB Parent Involvement, ESP bucket	Fund ESP to support teacher presenter for mandated parent training.	X		Assistant Principal			UPCOMING		
N	NCLB Parent Involvement- Parent Workshops	Continue to support and promote literacy workshops/activities that will increase parent involvement at home and school.		X	Assistant Principal	\$600.00	\$600.00	UPCOMING		25401.332.54125.390030.430128.2012_\$600.00 + 25401.332.54125.390030.430115.2012_\$0.00
N	NCLB Parent Involvement,	Purchase refreshments for		X	Assistant Principal	\$100.00	\$100.00	UPCOMING		25401.332.53205.390030.430115.2012_\$335.00 +



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## 25401 - Washington D Smyser School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Refreshments for PAC meetings, parent workshops, culminating activities.	PAC meetings, parent workshops, culminating activities.								25401.332.53205.390030.430128.2012_\$100.00
N	NCLB Parent Involvement, Teacher Presenter	Fund teacher presenter for parent computer workshops to increase home/school communication through increased use of technology	X		Assistant Principal			UPCOMING		

3 - Technology										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase Computer Teacher	Technology Coordinator, Technology Teacher, and MAP Coordinator.	X		Principal	\$91,485.00	\$91,452.66	COMPLETE	137085	
N	Purchase Study Island subscription.	Language Arts and Math grades 2 through 8. Also, science grade 4 and 7.		X	Principal and Technology Coordinator			INACTIVE		
N	Purchase Technology Equipment	Computers and other hardware to support learning.		X	Technology Coordinator	\$2,724.00	\$9,874.00	UPCOMING		25401.332.55005.119068.430119.2012_\$681.00 + 25401.115.56105.119035.000000.2012_\$2,043.00 + 25401.332.55005.119068.430106.2012_\$0.00 + 25401.115.54105.254403.000000.2012_\$0.00 +



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## 25401 - Washington D Smyser School : 2010-2012 Year 2

3 - Technology										
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						
										25401.115.54105.119035.000000.2012_\$ 0.00

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund Teacher Extended Day	After-school academic enrichment and intervention.	X		Principal and Assistant Principal			UPCOMING		
N	Fund Teacher Substitutes	Support literacy instruction through classroom intervention and teacher development.	X		Principal and Assistant Principal			UPCOMING		
N	Fund ESP Extended Day	After-school academic enrichment and intervention.	X		Principal and Assistant Principal			UPCOMING		
N	Fund Instructional Materials	Purchase supplemental literacy materials, classroom novels, and intervention materials.		X	Principal and Assistant Principal	\$34,065.00	\$34,065.00	UPCOMING		25401.115.53305.119035.000000.2012_\$ 1,736.29 + 25401.225.53305.119015.000703.2012_\$ 138.36
N	Fund Instructional Supplies	Purchase of supplies to support literacy instruction.		X	Principal and Assistant Principal	\$4,500.00	\$4,500.00	UPCOMING		25401.332.53405.119015.430106.2012_\$ 0.00 + 25401.115.53405.119035.000000.2012_\$ 5,231.89 + 25401.332.53405.119015.430119.2012_\$ 1,500.00
N	Fund Professional	Core reading and data		X	Principal and Assistant	\$1,000.00	\$1,000.00	UPCOMING		25401.332.54505.221235.430119.2012_\$ 1,000.00 +



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Development	training.			Principal					25401.332.54505.221235.430106.2012_\$0.00
N	Fund Reduced Class Size Teachers	5.5 Teaching Positions	X		Principal	\$190,953.00	\$191,467.09	INPROGRESS	331566,442121,406812	

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund Teacher Extended Day	After-school academic enrichment and intervention.	X		Principal and Assistant Principal			UPCOMING		
N	Fund Teacher Substitutes	Support math instruction through classroom intervention and teacher development.	X		Principal and Assistant Principal			UPCOMING		
N	Fund Instructional Materials	Purchase supplemental math materials to support enrichment and intervention.		X	Principal and Assistant Principal	\$30,000.00	\$30,000.00	UPCOMING		25401.332.53305.119016.430119.2012_\$556.05 + 25401.332.53305.119016.430106.2012_\$0.00 + 25401.115.53305.119035.000000.2012_\$1,736.29
N	Fund Instructional Supplies	Purchase supplemental math supplies to support enrichment and intervention.		X	Principal and Assistant Principal	\$4,500.00	\$4,500.00	UPCOMING		25401.115.53405.119035.000000.2012_\$5,231.89 + 25401.332.53405.119016.430106.2012_\$0.00 + 25401.332.53405.119016.430119.2012_\$1,500.00



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## 25401 - Washington D Smyser School : 2010-2012 Year 2

5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Teacher Grade 8	Teacher Grade 8	X		Principal	\$187,975.00	\$187,872.61	COMPLETE	128568,119933	
N	Teacher Grade 7	Teacher Grade 7	X		Principal	\$363,590.00	\$363,994.92	COMPLETE	423196,423179, 139154,126330, 428610	
N	Teacher Grade 6	Teacher Grade 6	X		Principal	\$359,479.00	\$355,141.66	COMPLETE	116043,114105, 125183	
N	Teacher Grade 5	Teacher Grade 5	X		Principal	\$468,838.00	\$453,505.03	COMPLETE	117141,139408, 140297,115602	
N	Teacher Grade 4	Teacher Grade 4	X		Principal	\$336,702.00	\$332,412.49	COMPLETE	116195,130104, 319172	
N	Teacher Grade K	Teacher Grade K	X		Principal	\$145,525.00	\$146,470.67	COMPLETE	147293,405266	
N	Teacher Grade 1	Teacher Grade 1	X		Principal	\$289,730.00	\$399,535.48	COMPLETE	423197,442128, 132530,290149	
N	Teacher Grade 2	Teacher Grade 2	X		Principal	\$303,054.00	\$302,877.00	COMPLETE	423195,140692, 119042	
N	Teacher Grade 3	Teacher Grade 3	X		Principal	\$410,183.00	\$410,125.78	COMPLETE	117878,141188, 145899,132676	
N	Specials	Ancillary Positions	X		Principal	\$374,743.00	\$362,846.29	COMPLETE	121164,128387, 126611,130055, 124528,124795, 142000	
N	Special Education	Teachers and ESPs	X		Principal and Assistant Principal	\$852,060.00	\$850,081.02	COMPLETE	161876,276562, 152523,147486, 129272,162609, 129770,162609, 245072,341189, 142744,161876, 161060,126659	
N	Other Quota Positions	Administration etc...	X		Principal	\$742,752.00	\$747,255.79	COMPLETE	442987,432745, 204673,118138,	



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5 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									161711,423177, 164121,136053	
N	Homeless Education	\$1000 set-aside requirement.		X	Principal	\$1,000.00	\$1,000.00	COMPLETE		25401.332.53405.111069.430119.2012_\$ 1,000.00 + 25401.332.53405.111069.430106.2012_\$ 0.00
N	Materials, Supplies, Equipment, Contracts.	CPS Funding		X	Principal	\$19,234.00	\$19,234.00	UPCOMING		25401.115.55005.254403.000000.2012_\$ 2.00 + 25401.115.55005.119035.000000.2012_\$ 2,251.00 + 25401.332.53305.119061.430106.2012_\$ 0.00 + 25401.332.53305.119061.430119.2012_\$ 0.00

4 - Enrichment Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Purchase Music Teacher	Fine Arts programming that provides for music instruction and after-school services.	X		Principal	\$91,946.00	\$91,883.77	COMPLETE	331287	
N	Science Instructional Materials	Materials to support hands-on activities.		X	Principal	\$9,000.00	\$9,000.00	UPCOMING		25401.225.53305.119064.000703.2012_\$ 4,000.00 + 25401.115.53305.119035.000000.2012_\$ 1,736.29
N	Science Instructional Supplies	Supplies to support hands-on activities.		X	Principal	\$2,000.00	\$2,000.00	UPCOMING		25401.332.53405.119017.430106.2012_\$ 0.00 + 25401.332.53405.119017.430119.2012_\$ 1,551.38
N	School Office Services	Supplies for school wide use.		X	Clerk	\$2,463.00	\$2,463.00	UPCOMING		25401.115.53405.119035.000000.2012_\$ 5,231.89 + 25401.225.53405.241006.000703.2012_\$ 210.00
N	Special	Support		X	Principal	\$2,000.00	\$2,000.00	UPCOMING		25401.332.53305.180040.430106.2012_\$



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4 - Enrichment 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						
	Education Materials	differentiated instruction.								0.00 + 25401.332.53305.180040.430119.2012_\$ 350.92 + 25401.115.53305.119035.000000.2012_\$ 1,736.29

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			UPCOMING		25401.115.55005.254403.000000.2012_\$ 2.00
N	115 Supplies			X	OMB Budget Analyst			UPCOMING		25401.115.53405.119035.000000.2012_\$ 5,231.89
N	115 Textbooks			X	OMB Budget Analyst			UPCOMING		25401.115.53305.119035.000000.2012_\$ 1,736.29
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		X		OMB Budget Analyst	\$139,457.00	\$137,568.51	COMPLETE	422877,407756, 407750	



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Bilingual TBE grant									
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			COMPLETE		25401.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engin		X		OMB Budget			INCOMPLETE		



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## 25401 - Washington D Smyser School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	eer				Analyst					

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			COMPLETE		25401.312.53205.256009.000000.2012_\$0.00 + 25401.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			COMPLETE		25401.230.54105.254022.000000.2012_\$800.00 + 25401.230.54105.254020.000000.2012_\$3,000.00 + 25401.230.54105.254011.000000.2012_\$0.00 + 25401.230.54105.254021.000000.2012_\$0.00 + 25401.230.54105.254002.000000.2012_\$2,818.00 + 25401.230.54105.254027.000000.2012_\$2,000.00
N	Custodial Repairs			X	OMB Budget Analyst			COMPLETE		25401.230.56105.254002.000000.2012_\$36,086.00
N	Custodial Supplies			X	OMB Budget Analyst			COMPLETE		25401.230.53405.254002.000000.2012_\$13,086.00
N	Electricity Services			X	OMB Budget Analyst			COMPLETE		25401.230.53115.254002.000000.2012_\$0.00 + 25401.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			COMPLETE		25401.230.53125.254002.000000.2012_\$0.00 + 25401.230.53120.254002.000000.2012_\$0.00



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## 25401 - Washington D Smyser School : 2010-2012 Year 2

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			COMPLETE		25401.230.54125.254901.000000.2012_\$ 0.00 + 25401.230.54125.266402.000000.2012_\$ 0.00 + 25401.230.56105.266414.000000.2012_\$ 0.00 + 25401.230.54125.266410.000000.2012_\$ 0.00 + 25401.230.53306.009573.000000.2012_\$ 0.00 + 25401.230.53306.266407.000000.2012_\$ 0.00 + 25401.230.53306.254901.000000.2012_\$ 0.00 + 25401.230.54125.266407.000000.2012_\$ 0.00 + 25401.230.54125.009574.000000.2012_\$ 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			COMPLETE		25401.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			COMPLETE		25401.225.54105.266408.000703.2012_\$ 4,128.00
N	SPED transportation			X	Principal			COMPLETE		25401.115.54210.255004.376712.2012_\$ 0.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		25401.115.55005.119035.000000.2012_\$2,251.00 + 25401.115.56105.119035.000000.2012_\$2,043.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$174,312.00	\$173,066.52	COMPLETE	149188,148921,148658,148268,	



# CPS SIPAAA Planning Report

## 25401 - Washington D Smyser School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									156845	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25401 - Washington D Smyser School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	NCLB Title V Fund									
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		
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	\$49,175.00	\$48,924.89	COMPLETE	165611	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing			X	OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 25401 - Washington D Smyser School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded by NCLB				Analyst					
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			COMPLETE		25401.332.57940.119031.430106.2012_\$0.00 + 25401.225.57940.119020.000703.2012_\$0.00 + 25401.332.57940.390030.430115.2012_\$292.60
N	guidance counselor position		X		OMB Budget Analyst	\$106,379.00	\$106,379.80	COMPLETE	240830	
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		25401.332.55005.222208.430116.2012_\$200.00
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		