



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2011.

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.**



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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
Gray	James	Principal	X	01-Oct-2009	01-Jun-2010
Baar	Aaron	Parent/guardian		01-Oct-2009	01-Jun-2010
Burke	Daniel	Magnet Program Staff		01-Oct-2009	01-Jun-2010
Busch	Liz	Special ed. faculty		01-Oct-2009	01-Jun-2010
Hafner	Brian	LSC member		01-Oct-2009	01-Jun-2010
Hoffman	Steven	LSC member		01-Oct-2009	01-Jun-2010
Hoffman	Tracy	Parent/guardian		18-Feb-2010	01-Jun-2010
John	Magil	Counselor/case mgr.		19-Jan-2010	01-Jun-2010
Kulich	Jim	Parent/guardian		31-Dec-2009	01-Jun-2010
Malloy	Megan	Classroom tchr.		19-Jan-2010	01-Jun-2010
Moos	Nichole	Classroom tchr.		19-Jan-2010	01-Jun-2010
Paradis	Stacey	LSC member		01-Oct-2009	01-Jun-2010
Pullman	Esther	Magnet Program Staff		19-Jan-2010	01-Jun-2010
Walsh	Peggy	Special ed. faculty		19-Jan-2010	01-Jun-2010

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).



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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. Area Instruction Officers along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; Area Instruction Officers along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; Area Instruction Officers and School Improvement Coordinators will provide professional development and support to school based personnel on using data to improve instruction. School Improvement Coordinators will support schools in the development and implementation of the SIPAAA.

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)

Deborah Esparza, Area 2 Chief Area Office
Abbie Meyers, Management Support Director
Sue Hagerty, Literacy Coach
George Chipain, Math and Science Coach

TIP Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

We held two town hall meetings to discuss/expand our collective vision for Hamilton. We developed subgroups to work on things like mission and vision. The school distributed surveys and used the data to develop the SIPAAA. Finally the Principal maintains an open door policy and listened to parent, community and student input which was incorporated into the plan.

Summary of Participants



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Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	20	14	48	85	5	

Summary of Meetings

Meeting Date	Meeting Type	Description
18-Feb-2010	SIPAAA Team	Focus on activities
27-Jan-2010	Small group discussion	Teacher Meeting focusing on school characteristics
19-Jan-2010	Small group discussion	Teacher Meeting focusing on student characteristics
31-Dec-2009	Working group	Mission and Vision Meeting
01-Oct-2009	Town hall/community mtg.	Hamilton Moving Forward meeting

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: 37
 Number of Student Survey Responses: 85
 Number of Teacher Survey Responses: 20
 Number of Staff Survey Responses: 14

Mission/Vision

- TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").
- TIP** Enter the mission and vision in the spaces below.

Mission Statement:

We are dedicated to fostering the academic, social and personal growth of our students. Through a rigorous academic curriculum that integrates the fine arts, staff, parents and the community will help prepare all of our students to succeed in high school and beyond.

Vision Statement:

We provide a rich academic environment that centers on inquiry-based learning to integrate the arts in all disciplines. Through active collaboration, broad use of technology, data analysis and progressive, research based instructional methods, we meet the unique needs and cultivate the individual talents of each student.

Student Outcomes

Student Outcomes Strengths and Concerns

TIP Your school's outcome data are organized by the four Scorecard categories. Choose a



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category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

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

Concerns:

Strengths:

96.7% of students meeting or exceeding state standards for highest grade enrolled.

25% of freshman in 2008-2009 NOT on track to graduate

Student Outcomes (Elementary School)

Student Outcome	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	96.7%	93.3%	89.5%	96.7%
Freshmen On-Track to Graduate	75.0%	83.3%	56.3%	75.0%

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?
 - We use ISAT, Benchmark, DIBELS, and Harcourt Theme Assesments. Overall, ISAT data shows 79.7% of students meeting or exceeding state standards, but only 17.4% of our students exceeding standards.
- 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.
 - Existing math, science and writing curriculums lack rigor.
- 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?



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Identification and intervention of students with the lowest achievement must happen as early in the student's career as possible.

- 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?

Due to small school enrollment, the number of students not meeting or exceeding standards is manageable and appropriate interventions can be implemented successfully.

- 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>

Only 10.8% of students exceeding standards in math (2009 ISAT)
73.1% of students meeting standards in science.
65% of Hispanic students meeting/exceeding in reading (falls below city average).
73.7% of Hispanic students meeting/exceedin in math (falls below city average).

Strengths:

23.8% of students exceeding standards in reading (2009 ISAT)
African American students meet or exceed all ISAT tests at a rate higher than city average.
30% of students with IEP meet or exceed state standards. (2009 ISAT)

Concerns:

Large number of special education students in higher grades

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
79.9%	80.3%	82.4%	79.9%

Students Meeting or Exceeding State Standards in Reading

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
79.8%	76.2%	81.5%	79.8%

ISAT Reading Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	91.7%	76.9%	64.7%
4th Grade	87.5%	86.7%	66.7%
5th Grade	63.2%	66.7%	78.6%
6th Grade	73.7%	81.3%	91.7%
7th Grade	60.0%	82.4%	78.6%



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Grade Level	2006-2007	2007-2008	2008-2009
8th Grade	93.3%	89.5%	100.0%
All Grades	76.2%	81.5%	79.8%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade									
4th Grade									
5th Grade	80.0%								
6th Grade									
7th Grade									
8th Grade									
All Grades	76.7%	82.9%			81.0%	65.0%	90.9%		35.3%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	60.3%	60.8%	61.8%	68.1%
4th Grade	59.4%	76.4%	62.5%	58.3%
5th Grade	81.0%	71.4%	64.6%	71.4%
6th Grade	54.8%	64.6%	77.9%	78.2%
7th Grade	72.6%	75.7%	70.9%	75.5%
8th Grade	78.3%	76.0%	79.2%	83.3%
All Grades	68.1%	70.5%	69.3%	72.7%

Students Meeting or Exceeding State Standards in Mathematics

2008-2009 Score	2006-2007	2007-2008	2008-2009
82.4%	84.2%	85.9%	82.4%

ISAT Math Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	83.3%	84.6%	82.4%
4th Grade	100.0%	93.3%	75.0%
5th Grade	84.2%	75.0%	85.7%
6th Grade	89.5%	87.5%	
7th Grade	60.0%	82.4%	78.6%
8th Grade	93.3%	89.5%	93.3%
All Grades	84.2%	85.9%	82.4%

ISAT Math Subgroup Analysis



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Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade									
4th Grade									
5th Grade	90.0%								
6th Grade									
7th Grade									
8th Grade									
All Grades	76.9%	88.6%			85.7%	73.7%	90.0%		31.3%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	61.3%	68.8%	69.6%	52.5%	70.6%
4th Grade	58.7%	51.7%	67.9%	52.4%	62.5%
5th Grade	55.0%	53.2%	68.1%	50.0%	42.1%
6th Grade					
7th Grade	50.9%	53.6%	61.8%	66.1%	65.1%
8th Grade	62.2%	48.5%	53.0%	53.8%	73.3%
All Grades	57.6%	55.3%	63.6%	55.2%	62.4%

Students Meeting or Exceeding State Standards in Science

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
73.1%	80.6%	75.0%	73.1%

ISAT Science Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
4th Grade	87.5%	80.0%	66.7%
7th Grade	75.0%	70.6%	78.6%
All Grades	80.6%	75.0%	73.1%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade									
7th Grade									
All Grades	54.5%	86.7%			76.9%				

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade		53.3%	48.9%	64.4%	59.4%
7th Grade		40.3%	54.3%	68.3%	60.5%



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Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
All Grades	44.6%	47.1%	51.7%	66.5%	60.0%

Students Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
17.4%	16.4%	13.0%	17.4%

Students Exceeding Standards by Subject

Subjest	2006-2007	2007-2008	2008-2009
Reading	15.8%	19.6%	23.8%
Math	13.9%	7.6%	10.8%
Science	25.0%	9.4%	15.4%

Students Promoted from 3rd Grade

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
95.5%	100.0%	100.0%	95.5%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	100.0%	100.0%	95.5%
6th Grade	100.0%	93.8%	90.9%
8th Grade	100.0%	100.0%	100.0%

Students Making Expected Gains

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
	59.7%		

IMAGE, IAA Scores

Other Elementary Data	2006-2007	2007-2008	2008-2009
IAA			

Student Connection

Student Connection Strengths and Concerns

Strengths:

- Expanded School Sponsored After School Offerings during

Concerns:

- High tardy rate due to early start time.



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- 2009-2010 school year (4 days per week for 20 weeks)
- Expanded Fee Based After School Offerings during 2009-2010 school year (3 days per week)
- Increase in evening activities/family nights
- Students excited to participate on four new sports teams (Grades 5-8)
- Awakening Center provides full year art-therapy program
- Increase in school/student/parent communication
- Middle School departmentalization implemented
- Remodeled and active library staffed by parent volunteers
- Student Art Gallery showcasing student work
- 88% of students report a safe and respectful school climate

- 26% of students indicate a lack of academic rigor

Student Connection (Elementary School)

Student Connection

Student Connection	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Average Days Absent per Student	8.1	7.6	3.6	8.1
Students Reporting Participation in Extracurricular Activities	74.0%	44.0%	47.0%	74.0%
Students Reporting a Safe and Respectful School Climate	88.0%	90.0%	80.0%	88.0%
Students Reporting Academic Rigor	74.0%	87.0%	61.0%	74.0%
Students Reporting Supportive Teachers and Staff	93.0%	85.0%	75.0%	93.0%

Suspensions and Expulsions

Outcome	2006-2007	2007-2008	2008-2009
Suspensions	2	17	19
Expulsions	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?
 - High special education subgroup (31.8%) presents challenges to classroom teachers to differentiate learning to meet needs of children.
 - Lack of subject certified middle school teachers.
- In what ways, if any, have these attributes and challenges contributed to student performance results?



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Expectations for students has been low. Concerted efforts are underway to hold all stakeholders to high expectations.

Strengths:

-Declining Free/Reduced lunch population

Concerns:

Only one NBCT on staff.

School Characteristics (Elementary School)

School Characteristic	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Number of National Board Certified Teachers	1	1	1	1
Average Days Absent per Teacher				
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School	100.0%	80.0%		100.0%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2007-2008	212.0%	0.0%	3.3%	30.2%	33.5%	25.0%	63.3%	14.6%	32.9%
2008-2009	232.0%	0.9%	4.3%	30.6%	28.9%	22.8%	68.1%	14.2%	29.4%
2009-2010	209.0%	0.0%	4.8%	32.1%	36.8%	26.3%	64.1%	14.4%	31.8%

Mobility Rate (from the State Report Card)

Mobility Rate	2006-2007	2007-2008	2008-2009
Overall Mobility Rate	13.2%	30.4%	21.4%

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

Pattern	Stability Rate	In Mobility Rate
School Year		
Summer		

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](#).



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TIP The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	McDougal Littell (Houghton Mifflin Harcourt)											X	X
Math	Saxon (Houghton Mifflin Harcourt)				X	X	X	X	X	X			
Science	McDougal Littell (Houghton Mifflin Harcourt)				X	X	X	X	X	X	X	X	X
Reading	Harcourt	K-6 StoryTown			X	X		X	X	X	X		
Math	Connected Mathematics Project										X	X	X
Math (HS)	EDC	8th Grade Algebra											X
Writing	Writers' Workshop	Lucy Calkins											

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).

Some of the policies and practices in place that will assist students who may be deficient in core academic subjects will be after school programs. The after school program will teach supplemental material that directly relates and compliments what students are learning during the instructional day. Professional development on Co-Teaching will be key to assisting in identifying these students and in monitoring their progress. Teachers will also continue to have common planning time and will continue to implement current and new curriculums to better serve and fill the achievement gap of our students.

- 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...).



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In order to close the achievement gap between students with and without disabilities, we reevaluated our curriculum. After careful evaluation, our science and math curriculum will be replaced by Foss and Trailblazers. Both curriculums offer teaching guides and supplemental support for differentiated instruction. In addition, teachers will work to meet all student's needs by utilizing data, students work and student assessments to make instructional decisions. This includes, but is not limited to using: CIM, My Access reports, DIBELS, ISAT, curriculum based assessments, and student portfolios. Teachers will differentiate in both academic and enrichment classes to ensure that students needs are identified through Co-Teaching, clustering, and creating a strong learning environment.

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

- **Next Steps for Instruction:**

The steps being taken for instruction are to implement the new curriculum for science and math. In addition, we will introduce MY ACCESS writing tools to middle school students. Student progress will be monitored and analyzed at grade level meetings.

Five Fundamentals: Instructional Leadership

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

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

Next Steps for Instructional Leadership:

To improve instructional leadership, the steps that are being taken are to create parent committees that are focused on recruiting room parents who will volunteer their time to various classrooms to offset any large classroom sizes.

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?**

Some of the factors that have contributed to student performance results were the built in collaboration time for teachers during the instructional day. In addition, teachers were asked to create SMART goals tied to instruction this year. Our school utilizes the Charlotte Danielson framework for teacher observations which provides an opportunity for self reflection and feed back from administration. Due to the growth of our student population, kindergarten and first grade now have their own "teams" to plan and share expertise.

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

- **Describe your 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



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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.

- 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...)

Implementation of inclusive practices for both general and special education teachers will be developed through professional development on Co-Teaching to specifically meet the needs of our students with disabilities. Furthermore, the special education team will be present at all grade level meetings to improve communication and offer expertise. Special education teachers will also collaborate with general education teachers to create unified lesson plans to maximize resource services and ensure that students have access to the general education curriculum.

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

- Next Steps for Professional Capacity:

The steps being taken to improve the professional capacity include focusing on Lucy Calkins Writer's Workshop and to provide support for the new math curriculum (grades K-5). Also, teachers will be provided with time for peer observations within our building and in neighboring schools.

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).

In order to create a more inclusive learning environment, we will create a sense of community for the various grade levels in our school. Middle school students will be encouraged to become involved and take ownership of their learning and school experience. Some of the various programs and activities that will be implemented are monthly incentives, student government/council, and service trips. Primary grade students will also have monthly incentives and field trips geared specifically for their interests. Social and behavior expectations will be more attainable for all students by giving each the opportunity to have a clean slate every month. In terms of the building, the school will continue to offer an environment that is rich in student created work and in print that is reflective of the arts focus.

- Next Steps for Learning Climate:

The school will work with parents to increase the use of the parent portal. Administration, engineers, and a student will do monthly walkthroughs to ensure a clean school environment. The school will also build an outdoor classroom. The school will also focus on acknowledging outstanding student performance and attendance through quarterly parent events.



Five Fundamentals: Family & Involvement

- ✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
- ✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.
- ✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.
- ✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?

Factors within our school that have contributed to student performance results include a strong parent group and active volunteers. This year with parent involvement, our library was remodeled and students receive library instruction and have access to all of its resources. School family nights focused on reading, math, and science are well attended and spur an interest in strengthening the Hamilton community.

- 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.

One of the ways in which the school has provided written notice in regards to the school's academic status to parents is by sending a weekly letter to parents from administration. This letter contains information about upcoming events, reminders, and school news. Our school also has a website that keeps all information current, such as calendar events. Letters are sent home for report card pick up days in both English and Spanish.

Next Steps for Family & Community Involvement:

The school will work with the Hamilton Action Team to expand the organization and create more opportunities for parents to become actively involved.

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.



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	<p>Improve Literacy content and delivery school-wide by:</p> <p>A) Increase reading and writing skills school wide by emphasizing flexible grouping in guided reading and fidelity to the Lucy Caulkins writer's workshop.</p> <p>B) Use formative assessments such as Harcourt themed skill tests to identify student needs and to drive instruction.</p> <p>C) Use My Access as a formative assessment to measure and guide writing instruction.</p> <p>D) Provide meaningful professional development and assist in implementing differentiated instruction.</p> <p>E) Monitor pacing of Harcourt curriculum and establish consistent reading Gradebook categories in grades K-6.</p>	<p>-K-2 Percentage of students in green on MOY benchmark from 75% to 80%.</p> <p>-3-8 Percentage of students who exceed state standards will increase from 23.8% to 30%.</p> <p>-Increase percentage of students who meet and exceed in ISAT reading from 79.8% to 85%.</p> <p>-Increase percentage of students who exceed in ISAT reading from 23% to 25%.</p> <p>-Each student grades 6-8 will have five My Access submissions per month.</p> <p>-Increase My Access snapshot reports from 4.0 to 5.5.</p> <p>-Increase My Access average performance level to proficient.</p> <p>-All 8th grade students will score 22 or better on 8th grade ISAT writing test.</p> <p>-85% of students in grades K-2 will be on benchmark by the end of the year.</p>	<p>A) We will monitor progress for students in K-2 using DIBELS assessments and 3-8 with Benchmark tests.</p> <p>B) Monitor the percentage of students that maintain 78% success on themed skill tests.</p> <p>C) Monitor the growth and progress for individual students through My Access snapshot reports and student portfolios.</p> <p>D) Monitor the percentage of teachers attending PD for literacy and provide common planning time and support in weekly grade level meetings.</p> <p>E) Monitor pacing at grade level meetings</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Mathematics	<p>Improve Math content and delivery school-wide by:</p> <p>A) Fidelity to new mathematics curriculum, Math Trailblazers in grades K-5.</p> <p>B) Support teacher development of differentiated instruction and provide professional development .</p> <p>C) Use curriculum based assessments to guide instruction and to effectively identify student needs.</p> <p>D) Provide enrichment and accelerated opportunities for students identified as high achieving.</p> <p>E) Use technology to differentiate math instruction.</p>	<p>-3-8 Percentage of students who exceed state standards will increase from 10.8% to 20%</p> <p>-Increase the percentage of students who meet and exceed in ISAT math from 87.4% to 85%.</p> <p>-Increase the percentage of students who exceed in ISAT math from 10.8% to 15%.</p>	<p>A) Monitor progress for students in 3-8 with Benchmark tests & students in Grades K-2 with standards aligned school created assessment.</p> <p>B) Monitor the % of teachers attending PD for math standards, provide common planning time & support in grade level meetings.</p> <p>C) Monitor the % of students who maintain 78% in benchmark tests for grades 3-8.</p> <p>D) Monitor the % of students receiving accelerated homework & their participation in after school math programs.</p> <p>E) Provide ongoing PD for smartboard.</p>	Yes
3	Special Education	<p>Improve special education content and delivery by:</p> <p>A) Increase writing skills of special education students through technology.</p> <p>B) Provide professional development on effective Co-Teaching and differentiated instruction.</p> <p>C) Provide students with disabilities with high quality IEPs and general education in the LRE.</p>	<p>-10% increase of special education students meeting or exceeding on ISAT writing.</p> <p>-Increase the percentage of special education students meeting and exceeding in ISAT reading by 5%.</p> <p>-Increase the percentage of special education students meeting and exceeding in ISAT math by 5%.</p>	<p>A) School will utilize MY ACCESS and monitor progress using MY ACCESS snapshot reports.</p> <p>B) Monitor the percentage of teachers attending PD on Co-Teaching and observe instruction to ensure classrooms are effectively implementing advanced approaches.</p> <p>C) Monitor student progress by utilizing ongoing assessment system and monitor the implementation of IEPs to ensure students are progressing in the</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				general education curriculum.	
4	Arts Education	<p>Improve Arts instruction school-wide by:</p> <p>A) Examining data identified learning needs of students in order to strengthen instruction in the arts.</p> <p>B) Create theme based lessons to assist in integrating the arts to help meet the needs of students.</p>	<p>-100 % of students will receive enrichment instruction.</p> <p>-Increase the percentage of general education teachers attending PD provided by the MCLTs by 20%.</p>	<p>A) Monitor implementation through observation of instruction and lesson plans.</p> <p>B) Provide PD and common planning time between enrichment, general education teachers, and administration to enhance instructional pedagogy</p>	Yes
5	Science	<p>Improve Science content and delivery school-wide by:</p> <p>A) Introducing hands on science using the FOSS curriculum and Shedd Aquarium Explorers.</p> <p>B) Provide PD on CPEUP/Foss curriculum</p>	<p>-100% of teachers will complete one FOSS unit and one Explorer unit during the school year.</p> <p>- Increase the percentage of students meeting and exceed in ISAT science from 73.1% to 75%</p> <p>-Increase the percentage of students exeeded in ISAT science from 15.4% to 20%.</p>	<p>A) Weekly lesson plans and formal observations during science instruction.</p> <p>B) Monitor the % of teachers attending PD on specific science standards. Provide common planning time and support in grade level meetings.</p>	
6	Operations Schools	<p>Improve appearance of school by:</p> <p>A) Creating structured cleaning schedule</p> <p>B) Working with volunteer organizations to beautify building.</p>	<p>-School will score an A on cleanliness inspection.</p> <p>-85% of parents and students completing cleanliness survey will rate school building 4 out of 5 or better on a cleanliness scale.</p>	<p>A) Monthly walkthrough with engineer, Principal and 8th grade student leader.</p> <p>B) Parent and student surveys about building.</p>	
7	Family/Community Involve.	<p>A) Increase parental volunteers at the school level.</p> <p>B) Increase parental input for the school's direction.</p> <p>C) Create mission focused parental committess to assist in student needs and to fill budget gaps.</p>	<p>-Number of parents volunteering at Hamilton will increase 50%.</p> <p>-Number of parent committees will increase by 50%.</p>	<p>A)Progress will be monitored once a quarter based on survey of teachers and staff.</p> <p>B) Monitor involvement and increase awareness of parental committees.</p> <p>C) Monitor % of parents involved with comitteetes and provide common planning time</p>	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				between committees and administration.	
8	Bilingual/Multicultural Ed	<p>Improve Bilingual instruction school-wide by:</p> <p>A) Continued implementation of Hartcourt curriculum focusing on strategic interventions to assist in identifying gaps in the curriculum.</p> <p>B) Use curriculum based formative assessments to accurately set student goals and track growth.</p> <p>C) Provide professional development and support teacher development of differentiated instruction.</p> <p>D) Provide a wide range of literature for students in their native language.</p>	-100% of ELL students will gain .5 or more on the ACCESS test	<p>A) Monitor student grades and ACCESS scores to ensure progress.</p> <p>B) Monitor rate of students who score 78% on assessments.</p> <p>C) Monitor the % of teachers attending SIOP/WIDA PD and provide general education and ELL teachers with effective collaboration time.</p>	
9	Enrichment Instruction	<p>Improve Enrichment Instruction school-wide:</p> <p>A) Provide ongoing professional development on using Smartboard, Powerpoint presentation, and Elmo.</p> <p>B) Provide teachers and students with greater access to technology by purchasing Smartboards, computer labs, and projectors.</p> <p>C) Provide after school programs for all students.</p>	<p>-Increase the percentage of teachers using technology in their instruction by 20%.</p> <p>-100% of students will have access to the computer lab.</p> <p>-Increase enrollment in after school programs by 25%.</p>	<p>A) Monitor the % of teachers attending PD on technology and provide support in grade level meetings.</p> <p>B) Monitor progress through observation of the classroom, lesson plans, and grade level meetings.</p> <p>C) Monitor the monthly attendance of students enrolled in after school programs.</p>	

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.



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- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.

- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School office service activities			X	Principal			INPROGRESS		
N	Facilities/Operations overtime during summer school			X	Principal			INPROGRESS		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Data Inquiry Buckets			X	Principal			INPROGRESS		



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7 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To purchase a copy machine to print parent communications			X				INCOMPLETE		
N	Paper for weekly parent newsletters and parent volunteer library instruction			X				INPROGRESS		23501.332.53405.390030.430115.2011_\$ 1,066.00
N	To provide funds for students in temporary living situations			X				INPROGRESS		23501.225.53405.111069.000703.2011_\$ 1,000.00

4 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Magnet Cluster Arts Teacher positions		X					INCOMPLETE	114288,115224	
N	To purchase supplies for arts staff			X				INCOMPLETE		
N	To purchase musical instruments			X				INCOMPLETE		

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	To fund full day		X					INCOMPLETE		



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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						
	kindergarten									
N	To purchase software license for MY ACCESS			X				INPROGRESS		23501.225.53410.119045.000703.2011_\$0.00
N	To fund conference fees for teachers.			X				INCOMPLETE		
N	To fund a middle school social studies half time position using discretionary funds		X					INCOMPLETE	406487,406487	
N	General Classroom Quota teaching positions		X					INCOMPLETE	122488,421646,130553,122595,414330,130038,122952,135254,119070,223727,139570,122012	
N	Tuition Based Pre-K positions		X					INCOMPLETE	406511	
N	To purchase supplies for reading instruction			X				INPROGRESS		23501.225.53405.119015.000703.2011_\$250.00

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	To supplement mathematics curriculum.			X	James Gray			INCOMPLETE		
N	To open a		X					INCOMPLETE	407908	



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	substitute bucket for professional development.									
N	To fund a middle school math and science certified teacher.		X					INCOMPLETE		

5 - Science										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To supplement the science curriculum.			X				INCOMPLETE		
N	To fund a science and math certified middle school teacher.		X					INCOMPLETE	403293	

8 - Bilingual/Multicultural Ed										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To fund a foreign language teacher using discretionary funds.		X					INCOMPLETE		
N	To purchase ESL software for students.			X				INCOMPLETE		



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6 - Operations Schools										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To purchase lockers for middle school floor.			X				INCOMPLETE		
N	School operation positions (Engineer, Clerk, Kitchen Staff, Custodians)		X					INCOMPLETE	168481,164016,168213	

3 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	To send teachers to workshops			X				INCOMPLETE		
N	Bus Aide Positions	Provide bus aide support for students with disabilities	X					INCOMPLETE	217648,151709,217647,160843,396680,388528	
N	Special Education Quota Teaching Positions		X					INCOMPLETE	269261,138603,132580,140082,141514,292499	
N	Special Education Classroom Assistant		X					INCOMPLETE	156827,269262,159271,149165,226932,156827,229202	



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9 - 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	To purchase technology to enrich instruction			X				INPROGRESS		23501.225.55005.119045.000703.2011_\$ 5,000.00
N	To fund after school program salaries (extended day teachers)		X					INCOMPLETE	407880	
N	To fund after school extended day salaries (ESP)		X					INCOMPLETE		
N	To purchase textbooks and books for libraries			X				INPROGRESS		23501.225.53305.119045.000703.2011_\$ 10,033.00 + 23501.332.53305.119045.430106.2011_\$ 671.00

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 (Federal donation)			X	Principal			INPROGRESS		23501.312.53205.256009.000000.2011_\$ 0.00 + 23501.312.53210.256009.000000.2011_\$ 0.00
N	Repairs: O&M Money: fix broken windows replace a pipe etc.			X	Principal			INPROGRESS		23501.230.56105.254002.000000.2011_\$ 28,528.00
N	Supply of electricity			X	Principal			INPROGRESS		23501.230.53105.254002.000000.2011_\$ 0.00
N	Contracted service to remove snow from parking lots			X	Principal			INPROGRESS		23501.230.54105.254020.000000.2011_\$ 3,000.00



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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	Supply of natural gas			X	Principal			INPROGRESS		23501.230.53125.254002.000000.2011_\$ 0.00
N	Funds allocated by Portfolio Managers to maintain boiler and chillers			X	Principal			INPROGRESS		23501.230.54105.254027.000000.2011_\$ 3,000.00
N	Telecom Support: Consulting services to maintain phones			X	Principal			INPROGRESS		23501.230.54125.254501.000000.2011_\$ 0.00
N	Telecom Recurring Services: Phones at schools/admin buildings			X	Principal			INPROGRESS		23501.230.54405.254501.000000.2011_\$ 0.00
N	Maintain printers at admin sites			X	Principal			INPROGRESS		23501.230.55005.266402.000000.2011_\$ 0.00
N	WAN Management and Maintenance: Internet maintenance			X	Principal			INPROGRESS		23501.230.54125.254901.000000.2011_\$ 0.00
N	Enterprise Server and Network Maintenance: Oracle support for maintenance			X	Principal			INPROGRESS		23501.230.56105.266414.000000.2011_\$ 0.00
N	IMPACT Maintenance			X	Principal			INPROGRESS		23501.230.53306.009573.000000.2011_\$ 0.00
N	Custodial Supplies: Supplies for Engineers (toilet paper paper towels soap			X	Principal			INPROGRESS		23501.230.53405.254002.000000.2011_\$ 4,146.70



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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						
	gasoline etc.)									
N	Contractual Services: Maintenance services that need to be contracted out to vendors			X	Principal			INPROGRESS		23501.230.54105.254002.000000.2011_\$ 2,426.00
N	Distribution of gas to facilities			X	Principal			INPROGRESS		23501.230.53120.254002.000000.2011_\$ 0.00
N	Transmission of electricity			X	Principal			INPROGRESS		23501.230.53115.254002.000000.2011_\$ 0.00
N	Contracted service that pays for pest control services			X	Principal			INPROGRESS		23501.230.54105.254022.000000.2011_\$ 800.00
N	Contracted service to remove trash and recyclables			X	Principal			INPROGRESS		23501.230.54105.254021.000000.2011_\$ 0.00
N	Email for students and staff			X	Principal			INPROGRESS		23501.230.54125.266402.000000.2011_\$ 0.00
N	Content Management: Firewalls blocking of websites etc.			X	Principal			INPROGRESS		23501.230.53306.254901.000000.2011_\$ 0.00
N	Enterprise Financial System Software: Oracle system			X	Principal			INPROGRESS		23501.230.53306.266407.000000.2011_\$ 0.00
N	CPS @ Work: Peoplesoft			X	Principal			INPROGRESS		23501.230.54125.266410.000000.2011_\$ 0.00
N	Consulting and support for IMPACT			X	Principal			INPROGRESS		23501.230.54125.009574.000000.2011_\$ 0.00



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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	Consulting services for EFS			X	Principal			INPROGRESS		23501.230.54125.266407.000000.2011_\$ 0.00

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Unit funds available-Misc line			X	Principal			INPROGRESS		23501.225.57940.119020.000703.2011_\$ 0.00 + 23501.332.57940.390030.430092.2011_\$ 0.00 + 23501.332.57940.119031.430083.2011_\$ 0.00
N	Textbooks for Elementary			X	Principal			INPROGRESS		23501.115.53305.119035.000000.2011_\$ 8,898.93
N	Educational Equipment-Elementary			X	Principal			INPROGRESS		23501.115.55005.119035.000000.2011_\$ 3,284.00
N	Citywide Tests-School Allocation			X	Principal			INPROGRESS		23501.115.53305.223012.000000.2011_\$ 0.00
N	115-Furniture -Elementary			X	Principal			INPROGRESS		23501.115.55005.254403.000000.2011_\$ 1,631.00
N	115 Supplies-Elementary			X	Principal			INPROGRESS		23501.115.53405.119035.000000.2011_\$ 1,528.54
N	Repairs to Educational Equipment-Elementary			X	Principal			INPROGRESS		23501.115.56105.119035.000000.2011_\$ 551.00
N	Supplies/materials for tuition based programs			X	Principal			INPROGRESS		23501.117.57940.111066.000000.2011_\$ 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	Supplies for Headstart Classrooms			X	Principal			INPROGRESS		23501.362.53405.256213.510216.2011_\$75.00 + 23501.362.53405.111066.510216.2011_\$200.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		23501.225.54105.266408.000703.2011_\$792.00
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE	407724	
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		23501.331.53205.390030.430103.2011_\$22.99
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Title IID - Educational Technology		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	Lunchroom position(s)		X		OMB Budget Analyst			INCOMPLETE	216114,158825,158778	
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		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 NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and		X		OMB Budget			INCOMPLETE	154071	



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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						
	Safety position(s)				Analyst					
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		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 by NCLB Title I supplementary.		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 school special income fund		X		OMB Budget Analyst			INCOMPLETE		