



CPS SIPAAA Planning Report

George Rogers Clark Elementary School : 2008-2010 Year 1

SIPAAA Team

Last Name	First Name	Title	Chairperson	Start Date	End Date
Stewart	Felicia	Principal	Yes	02-Nov-2007	
Amendola	Theresa	Support staff	No	05-Nov-2007	
Cantello	Dorothy	Other	No	05-Nov-2007	
Grossberg	Julie	ELL faculty	No	05-Nov-2007	
Hopkins	Aundria	LSC member	No	08-Jan-2008	
Howard	Joyce	Classroom tchr.	No	05-Nov-2007	
Johnson	Angel	Parent/guardian	No	05-Nov-2007	
Looney	Marsha	Magnet cluster staff	No	07-Dec-2007	
Marsh	Ashley	Special ed. faculty	No	05-Nov-2007	
Murphy	Geraldine	LSC member	No	05-Nov-2007	
Rizzo	Donnette	Lead/resource tchr.	No	05-Nov-2007	
Roy	Bonita	Classroom tchr.	No	05-Nov-2007	
Switzer	Susan	Asst. principal	No	02-Nov-2007	
Velez	Monika	Counselor/case mgr.	No	02-Nov-2007	

Involvement

Summary of Faculty and Stakeholder Involvement: All members of the school's learning community were engaged in the School Improvement Planning process and will be involved in implementing the school improvement plan.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	11	7	355	135	9	

Summary of Meetings

Meeting Date	Meeting Type	Description
27-Feb-2008	Other	Worked with Area SIC reviewing activities
10-Jan-2008	Town hall/community mtg.	Discussion during LSC meeting with Council members and guest regarding SIPAAA plans and PSB
10-Jan-2008	Working group	Training on the SIPAAA plan and Public Sector Budgeting with School improvement coordinator and Business Service center
26-Dec-2007	Small group discussion	Administration meet to finalize outcome and process analysis
13-Dec-2007	Working group	Team reviewed and developed outcome statements
07-Dec-2007	Working group	Staff reviewed the school's vision and mission
13-Nov-2007	Town hall/community mtg.	Community meeting to complete SIPAAA family/community survey



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Meeting Date	Meeting Type	Description
06-Nov-2007	Small group discussion	Review and plan for dispensing SIPAAA survey to families
02-Nov-2007	SIPAAA Team	SIPAAA training with Area Office

Five Fundamentals Surveys

Number of Family Survey Responses: 355
 Number of Student Survey Responses: 135
 Number of Teacher Survey Responses: 11
 Number of Staff Survey Responses: 7

Mission/Vision

Mission Statement: We seek to combine warmth and caring with the best programs consistent with standards-based instruction for all students. We will integrating fine arts and technology throughout the curriculum allowing all students to maximize their abilities and learning potential in reading and the other core subjects.

Vision Statement: All members of the school community (parents, teachers, staff, students community) are responsible for and will contribute to the success and achievement of all students; that their acquisition of knowledge will be a collaborative & lifelong effort. By developing the whole child, students will make personal connections through literature, problem solving and exploration of the arts.

Student Outcomes

Strengths: We have a high promotion rate.
 We are on target with current NCLB goals.
 We have a high composite math score for the ISAT.
 We have implemented the CeDO's Power of two project and we data that exhibits the success of targeting students.
 We have strong IMAGE scores

Concerns: Promotion rate is lower for males than for females
 Students do not take responsibility for their own successes/failures.
 We do not formally collect data to draw connections between student participation in arts and technology initiatives and their academic progress.
 The 8th grade ISAT composite score declined from the previous year.
 Our male students are underperforming the female students at every grade level for reading and math.
 Our African American students are underperforming the female at every grade level for reading and math.
 Our 5th grade students have very weak vocabulary scores.
 Less than 10% of our students are exceeding the standards.
 Students that enter Clark in the intermediate or upper level tend to enter with fewer skills than those students that we've had since Kindergarten.
 We need more high interest reading materials for our



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male students.
Our students do not connect learning with future success.
There is limited continuity of academic expectations between the grades.

Academic Progress

Strengths: Ambitious NCLB AYP targets
Stable to upward longitudinal progress throughout grades.

Students have earned recognition in area competitions including speech arts and science fair.

Concerns: Clark continues to experience a 5th/6th grade slump. We are employing curriculum alignment at these grades.
In the reading/ELA content area, Clark is concerned about vocabulary performance and student performance with understanding informational sources. Curriculum gaps exist between grade levels.
There is concern over mathematics under performance of African American students and of male students. The overall under performance in measurement and geometry is a concern.

Student Connection

Strengths: Attendance incentives-weekly charting, monthly trophies, raffles and other recognition activities.
The implementation of Book buddies for inter-grade activities to build student character and a sense of connection.
Consistent attendance in Saturday enrichment academy.
Implementation of after school activities for students.
Strong special education inclusion. Students have earned recognition in area competitions including the science fair.
Student participation in Tech Xplorers competition.
Restructured half days have been eliminated to positively impact our attendance rate.
We have implemented a Student-Of-The Month program.
We have a developing discipline committee.

Concerns: Students have not earned awards for participation in visual arts competitions. Students have not earned recognition in are spelling bee, young author's competition or academic olympics in the most recent years.
Determining the impact of attendance incentives.
Higher than desired mobility rate..
Higher than desired suspension rate.
Only two-thirds of the students report that their teachers and the school staff is supportive of them.
A large number of students are reporting that the staff is not adequately supporting them.
Our students that exceed our expectation need more recognition.
Our rate of reported suspensions has increased.
We need to develop incentives to motivate positive behavior.
Our free arts-partners need to introduce our students to culturally reflective art including music and dance.



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School Characteristics

Strengths: High staff retention with anticipated attrition due to retirement.
Highly qualified teachers.
MCLTs are endorsed in their areas of expertise. Some of the classroom teachers are endorsed in the arts.
Teachers are seeking additional endorsements including mathematics.
Several staff members have perfect attendance

Concerns: Declining enrollment.
The percent of highly qualified Educational Support Staff.
We have little vertical communication about curriculum.
We have grade level splits.
Only 50% of parents responding to survey are satisfied with the school.
We need a better teacher mentoring program.
Our school interior needs to be repainted.
We do not have any nationally board certified teachers on staff.
We have a high teacher absence rate.
We need to access data about the reasons why our parents are dissatisfied with the school.
We need to encourage involvement of the parents and students with the CAPS and Island organizations.

Process Analysis

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Pearson Scott Foresman	Pearon Scott Foresman	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Math	Other	Pearson Scott Foresman	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Reading	Other	Novel based curriculum	No	No	No	No	No	No	No	No	No	Yes	Yes
Math	Math Thematics	Math Thematics	No	No	No	No	No	No	No	No	No	No	Yes
Reading	Other	Prentice Hall	No	No	No	No	No	No	No	No	No	Yes	Yes
Science	Other	Pearon Scott Foresman	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Science	Other	Prentice Hall	No	No	No	No	No	No	No	No	No	Yes	Yes

Partner Name	Partner Description	# of Students
After School Matters Gallery 37	Fine Arts programming	25
Art Resources in Teaching (ART)	Fine Arts programming	75
Chicago Arts Partnership in Education (CAPE)	Fine Arts programming	60



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Chicago Police Department	DARE and GREAT programming	60
Chicago Sinfonietta	Fine Arts programming	60
Chicago Shakespeare Theatre	Literature and Fine Arts programming	30
Natya Dance Theatre	Fine Arts programming	60
Lyric Opera of Chicago	Fine Arts programming	30
Kohl Children Museum	Project/Experience Based Learning	30
Chicago Foundation for Education	Literature programming	200
Junior Achievement of Chicago	Project/Experience Based Learning	350
After School All Stars	Fitness and Teambuilding Programming	75
After School Counts	Reading and Mathematics Enrichment	50
Pearson Education's Time to Read	Reading and Mathematics Enrichment and Mentoring	21
Educare	Character Ed and Tutoring	25

Next Steps for Instruction:

Instructional Vision

We will use professional development days for teacher increased communication and collaboration.
 We will enable Inter-Department communication about student expectations.
 We will establish a committee to define a uniform homework policy.
 Teachers are provided with CPDUs for attending professional development activities.
 Teachers need to use the National Educational Technology Standards for Students (NETS-S) to guide their technology integration. The MCLTs model an integrated curriculum that focus on fine art and technology

Content and Pedagogy

We will continue to use video for teacher self-reflection.
 We will closely monitor the consistent use reading block to observe instruction, monitor implementation for lesson plans and model strategies to build professional capacity.
 Teachers are provided with opportunities to learn more about reading strategies including, scaffolding, characterization, QAR, extended response, etc. through in-house professional development and sharing opportunities.
 The teachers will convey a caring attitude toward students, linking the topics and objectives of one unit with those of other units in the curriculum.
 The school has applied to renew their artist-in-residency program with A. R.T.
 We will enable quarterly student galleries and performances.
 We will survey our students to better learn their needs.
 We will revise parent compact to create student contract address quality of student work, etc.
 We will use curriculum maps and syllabi for pacing and communication.

Data-Driven Improvement

Teachers use grade level meetings to collaborate and develop end of year goals. The teachers analyze and develop these instructional goals from data. The teachers match assessments to monitor progress towards end of year goals.



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Next Steps for Instructional Leadership:

Goal Setting

Need to better communicate local school and NCLB targets.
We easily abandon goal that are not readily met.
Need to continue grade level syllabi development.
Need to continue to target specific groups of students through the 7UP project.
The school's leadership teams will continue to work toward building a collection of age-appropriate learning manipulative for core subject areas.

Resource Management

Reduced class sizes for benchmark grade levels.
The school will allocate funds to provide transportation and admissions to theatrical performances that extend literature studies.

Shared Leadership

We will communicate arts education as universal and that arts provides cultural connections.
We will monitor the implementation of teaching strategies that are introduced through Area and in-house professional opportunities. We will seek evidence of its implementation.
We will compel all staff use technology for communication.
We will connect with other Arts schools by continuing to host PD and host student galleries.
The leadership team will review lesson plans for evidence of meaningful homework assignments.

Next Steps for Professional Capacity:

Focused Professional Development

We will offer teacher reflection opportunities after professional development sessions.
We will continue to seek inclusion strategies through professional development from our LRE grant.
We will provide hands-on professional development for using rubrics to establish inter-rater reliability and to open communication about student expectations.
We will provide professional development time to correlate performance descriptors to available texts.
The Librarian will guide professional development on the use of a professional library.
The staff is being provided with restorative justice professional development to provide students with strong expectations for their behavior and to hold them accountable for their actions.

Peer Collaboration

Magnet Cluster Lead Teachers (MCLTs) will lead two professional development opportunities for staff. MCLTs will create bulletin board for Arts/technology professional development opportunities.

Continuous Learning

MCLTs will identify fine arts and technology endorsement programs for staff.
We will offer teacher reflection opportunities after professional development sessions.
We will provide hands-on professional development for using rubrics to establish inter-rater reliability and to open communication about student expectations.
We will provide professional development time to correlate performance descriptors to available texts.
The Librarian will guide professional development on the use of a professional library.
Leshawn Ford's office has offered a scholarship for teacher professional development.



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We need to better promote staff scholarship opportunities and cohort experiences.
We need to better promote the National Board Certification.

Next Steps for Learning Climate:

Expectations

We will communicate the value of art program as a component of other content areas.
We will explore student discipline strategies via professional development activities.
The school will provide a Saturday enrichment academy for mid tier students.
The school leadership team will conduct frequent visitation of classrooms to observe reading and math instruction.

Environment

The staff will develop a rubric to review classroom bulletin boards to ensure that they are process-oriented displays of student thinking.
The leadership team will continue to promote technology integration for professional and instructional tasks.

Relationships

We will seek assistance from the Office of Language and Culture and other resources to establish a program for bilingual support the pushes into classes to ensure embedded instruction.
The school leadership team will allocate funds to provide substitute coverage to teachers to participate in peer observations.
The school leadership team will allocate funds to provide substitute coverage for teachers to participate reading and mathematics professional development opportunities.
The school will continue to crystallize its focus on fine arts and technology through the refinement of curriculum maps that were started under the direction of the school's leadership team and Art Resources in Teaching (A.R.T.).
Our upper grade students need more positive program to build their self-esteem.
Magnet Cluster Lead Teachers will lead student extra-curricular activities in their areas of focus.



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Next Steps for Family & Community Involvement:

Communication

We will communicate that parents are a child's first teacher by hosting parents workshops during the summer months for reading and math concepts.
The school will continue to publish monthly newsletters and maintain the school's website on a monthly basis.

Partnerships

The school will continue to leverage partnerships with leading arts and cultural organizations including Sinfonetta, Museum of Contemporary Art, Team Shakespeare, Salvation Army, Junior Achievement, UIC, etc. These partnerships permit families to utilize free/reduced passes/tickets to extend classroom instruction and exploration into the larger arts community.
Students will attend the CAPS and Island meeting to complete community service hours and report on current events that impact their community.

Community Involvement

We will regularly promote student assemblies.
We will identify and communicate city-wide programs for parents/families-library, park district, etc.
We will host Saturday and evening activities for families (Breakfasts, Family Reading Night, etc.).
We will leverage summer months to ensure timely delivery of workshops.
We will establish a lending library for parents of books, math manipulatives, etc. The school will provide parent workshops to enable home school connections in reading, test preparation, homework assistance.
We host bilingual parent meetings.
Magnet Cluster Lead Teachers will partner with NCLB and Bilingual parent committees to plan, implement and evaluate arts and technology integrated activities for parents and community members.

Priorities

Priority #	Priority Type	Priority Description	Indicator of Success
1	Literacy	Reading/ English Language Arts	To improve student achievement by meeting or exceeding AYP on the ISAT in the areas of Reading/English Language Arts across all subgroups throughout the curriculum.
2	Mathematics	Mathematics and Science	To improve student achievement by meeting or exceeding AYP on the ISAT in the area of Mathematics and Science across all subgroups throughout the curriculum.
3	Arts Education	Integration of Fine Arts and Technology	75% of the total student population will successfully participate in arts and technology activities with a grade of C or better.
4	Family/Community Involve.	Parent and Community Involvement	To engage a broad spectrum of parents, representing 100% of the student body, in school planning, training and activities.



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Activities

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase Intermediate classroom teacher to enable reduced class size.	Y	N		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase Primary classroom teacher to enable reduced	Y	N		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase testbooks for Citywide Testing.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase property and	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
		equipment for the school.					

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase textbooks for students.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Provide seminars, fees, subscriptions, admissions for Pre-K program.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase student transportation fees for Pre-K program	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase supplies for Pre-K program	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase Instructional materials for Pre-K program	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase supplies to support reading instruction	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Provide professional development related to the reading series and use of supplemental materials.	N	N	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Collect reading assessments, quarterly progress reports and writing samples.	N	N	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase contract for ISAT test preparation program	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase supplementary office supplies	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase supplemental instructional materials to support literacy	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
		instruction					

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	Y	Battle of the Books Competition			Principal	\$0.00	

ISO Details

Student and Instructional Support

Grade	Item	Description	Qty/# of sets	# of Students	Unit Price	Amount
4-6	Competition Library Books	Set of competition library books for one team	1		\$225.00	\$225.00
4-6	Extended day pay for Saturday event	Extended day pay for Saturday event (6 hours at stipend rate)	1		\$197.53	\$197.53
4-6	Extended day pay for program facilitation (optional)	Extended day pay for facilitating after-school team meetings (20 hours at stipend rate)	1		\$658.42	\$658.42

Professional Capacity

Grade	Item	Description	Qty/# of sets	Unit Price	Amount
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Item Summary



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Item	Total Amount
Competition Library Books	\$225.00
Extended day pay for Saturday event	\$197.53
Extended day pay for program facilitation (optional)	\$658.42

Budget Lines

Item	Fund Type	Fund	Account	Program	Grants	Amount	Year
Competition Library Books	PSB Funds (FY09)	225	53305	111105	000703	\$225.00	2009
Extended day pay for Saturday event	PSB Funds (FY09)	225	51130	320020	000703	\$197.53	2009
Extended day pay for program facilitation (optional)	PSB Funds (FY09)	225	51130	320020	000703	\$658.42	2009

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/Position	Non-salary Line			
1 - Literacy	N	Purchase additional part time teacher to support literacy at the intermediate level.	Y	N	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
1 - Literacy	N	Purchase additional part time teacher to support literacy at the intermediate level.	Y	N	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
2 - Mathematics	N	Purchase math supplies for the math program.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
2 - Mathematics	N	Monitor classroom instruction through frequent walkthroughs and observations and review of lesson plans	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
2 - Mathematics	N	Purchase supplementary mathematics instructional materials.	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
2 - Mathematics	N	Provide professional development related to mathematics activities applied to real-life situations.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
2 - Mathematics	N	Purchase supplemental instructional materials to support mathematics instruction.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
3 - Arts Education	N	Purchase property/equipment to support the fine arts and technology programs.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary			



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				Line			
3 - Arts Education	N	Magnet Cluster Lead Teachers will complete 2 literacy units, 2 community units, lead 2 professional development activities, facilitate 2 parent activities.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
3 - Arts Education	N	Provide admission, fees for other instructional programs.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
3 - Arts Education	N	Provide student transportation for fine arts field trips.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
3 - Arts Education	N	Provide admission fees for theatrical performances, subscriptions to children's magazines, Teacher	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
		professional development.					

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
3 - Arts Education	N	Purchase supplemental instructional materials to support the fine arts programs.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	A committee will strive toward developing a school wide homework policy	N	Y		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	provide transportation for parent field trips to the museum.	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	Provide admissions and fees for parent workshops and subscriptions.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	Purchase postage	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	Purchase supplies and refreshments for parent meetings and training and culminating activities.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	Provide parent technology and arts classes	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
4 - Family/Community Involve.	N	Purchase incentives for student attendance.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Plan elementary articulation meetings with parents 2x year	N	Y		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Teachers will collaborate during grade level meetings	N	Y		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase Intermediate classroom teacher to	Y	N		\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
		enable reduced class size.					

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase Parent worker needed to enable office functions.	Y	N		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase Case Manager to enable case management of students with IEPs and 504 plans.	Y	N		\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase Primary classroom teacher to enable reduced class size.	Y	N		\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase science supplies.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase premium financial services consultation for review of internal accounts.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase technology hardware to replace obsolete equipment.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Network Support Fee	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Tech Excel Leasing Fee.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase technology and fine arts supplies.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase supplies for the school.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase furniture and office equipment	N	Y	Principal	\$0.00	



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Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Contract for repair and maintainance of office copying machines.	N	Y	Principal	\$0.00	

Priority	I S O	Priority Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Budget Class
			Bucket/ Position	Non- salary Line			
Other - related activities	N	Purchase intermediate teacher to reduce classsize at the intermediate level.	Y	N	Principal	\$0.00	