



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2010.

What is SIPAAA?

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

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



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

SIPAAA Team

Last Name	First Name	Title	Chairperson	Start Date	End Date
Jones	John	Principal	X	09-Nov-2007	15-Apr-2008
Anderson- Bryant	Brenda	Asst. principal		09-Nov-2007	15-Apr-2008
Brazley-Spencer	Ellen	Parent/guardian		09-Nov-2007	15-Apr-2008
Hayes	Tracey	Lead/resource tchr.		09-Nov-2007	15-Apr-2008
Jackson-Pratt	Jennifer	Parent/guardian		09-Nov-2007	15-Apr-2008
Robinson	Veronica	Lead/resource tchr.		09-Nov-2007	15-Apr-2008
Ware	Marcus	Asst. principal		09-Nov-2007	15-Apr-2008
Williams	Ruthie	Counselor/case mgr.		09-Nov-2007	15-Apr-2008
Wleh	Cheryll	LSC member		09-Nov-2007	15-Apr-2008
Zaher	Amy	LSC member		09-Nov-2007	15-Apr-2008

Involvement

District's Peer Review and Approval Process:

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

SIPAAA board approval on August 26 2009, board report # 09-0826-EX14

Services and Resources that the District has Provided:

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

District Review:

Services and Resources that the State has Provided:

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



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

State Resource:

Team Individuals Support: SIC Connie Reden
AIO Karen Saffold
MSD Ambra Beach
Primary Literacr Coach Kieta Haynes
Math Coach Monica Morrow
4-8 Literacy Coach Aiesha McCarthy
Sp. Ed Coach Amos

Summary of Faculty and Stakeholder Involvement: Collaborate at SIPAAA meetings and in small group discussions at school develop the SIPAAA based on data, opinions and school goals.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	5	6	1	3	6	1	

Summary of Meetings

Meeting Date	Meeting Type	Description
15-Feb-2008	Town hall/community mtg.	Meeting to present SIPAAA to staff and school community
01-Feb-2008	SIPAAA Team	Meeting to finalize the SIPAAA before presentation to the staff
25-Jan-2008	Small group discussion	Meeting Regarding School Characteristics
18-Jan-2008	Small group discussion	Meeting Regarding Student Connections
14-Dec-2007	Small group discussion	Meeting Regarding Academic Progress
07-Dec-2007	SIPAAA Team	Meeting Regarding Student Outcomes
30-Nov-2007	Small group discussion	SIPAAA Planning- Mission/Vision

Five Fundamentals Surveys

Number of Family Survey Responses: 206
 Number of Student Survey Responses: 225
 Number of Teacher Survey Responses: 33
 Number of Staff Survey Responses: 33

Mission/Vision

Mission Statement: Every Cuffe student becomes a lifelong learner through emphasis on Math, Science and Technological skills, enabling them to compete in the workforce of tomorrow. Cuffe's mission is to continuously increase student achievement levels through professional development using the balanced literacy approach and comparable approaches in mathematics.

Vision Statement: Students, parents, staff and community are very excited and happy to be at Cuffe because of the excellence of the academic and social programs, and because Cuffe students are highly recruited by the elite schools and businesses of Chicago.



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Student Outcomes

- Strengths:** For the past three years, our 8th grade promotion rates has ranged from 97-100%. Our goal is to always maintain 100% graduation rate for our students. The students meeting or exceeding state standards has increased significantly for the past 3 years. We would like for 80% of our 8th graders to exceed the standards. For "All" students, ISAT Reading and Math scores were, respectively, 64.0% and 73.4%, Meeting/Exceeding Standards. Cuffe had over 40 students who qualified to apply for the selected enrollment high schools. Our promotion rate over the past 3 years has been 95%. All 3rd and 6th grade students who attended summer school last year were promoted. Our special education promotion rate as well as our inclusion rate for special education has increased. Data from ISAT and Learning First tests are continuously analyzed and used to drive instruction.
- Concerns:** For "Students with Disabilities", ISAT Reading and Math scores were, respectively, 23.1% and 32.0%, Meeting/Exceeding Standards. Third and Fourth grade reading are one of our special concerns. By using the pacing charts, Cuffe has made tremendous strides in coverage of required curriculum; however we must continue to refine strategies, practices and programs that ensure required levels of mastery. Overall attendance is at about 91.4% and thus, the staff, parents and students must focus on reaching the goal of 100% attendance rates.

Student Outcomes (Elementary School)

Student Outcome	2006-2007 Score	Trends		
		2004-2005	2005-2006	2006-2007
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	86.10%	71.40%	78.80%	86.10%
Freshmen On-Track to Graduate	64.70%	45.30%	55.20%	64.70%

Academic Progress

- Relevant School-Level Assessment Data:** Cuffe utilizes data from Accelerated Reader, mock ISAT testing, Study Island and addresses Illinois Assessment Framework and the quarterly pacing chart requirements, as well as, our balanced literacy program. Data indicates there has been improvement in reading. However math and science continue to be focus areas at all grade levels.
- External Factors** Internal factors that may contribute to low achievement could be lack of professional development and low expectation of student achievement from staff and parents. Contributing external factors could be the lack of parent involvement and rigorous participation.
- Academic Community Support:** District support could be to provide additional professional development for tenured and new teachers areawide and citywide to improve student achievement. The school should promote high expectations in the learning process; provide professional development in reading, math & science, that will help teachers utilize materials and instruct in a more effective manner. The leadership team will continue to train and monitor staff to be more effective as they use state goals and assessment framework
- Academic Low Achievement:** 5th grade made 6.9% gain in reading. 5-8 grade show gains in math over the past 2 years. 7th grade made gains over the past 3 years in science. Comprehensive Gifted classrooms show gains in reading and math. Inclusion of special ed. students has increased significantly. Lead literacy teacher models and monitors best practices. Mid-tier students offered



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

tutoring during intersession. Reading and math scores need improvement.

Area of Deficiency on AYP Report:

Cuffe did not have areas of deficiencies. We made AYP.

Strengths:

Reading has improved by 6.9% at the 5th grade level, .9% at the 6th grade level, 1.3% at the 7th grade level, and 2.6% at the 8th grade level. In Math we have improved by 1.1% at the 5th grade level, 7.5% in 6th grade, 13% at the 7th grade, and 12.1% at the 8th grade level. Cuffe has identified the mid-tier students in each classroom who can, with additional help and encouragement; close the gap to achieve meets or exceeds standards. Mid-tier students are strongly encouraged to sign up for Extended Day programs. We have hired two LLTs (Lead Literacy Teachers) and one MS (Math Specialist) to model, demonstrate and monitor best practices. A science laboratory teacher has been hired to enhance our science curriculum. Funds were recently used to buy more books for classroom libraries which aid in the implementation of the CRI (Chicago Reading Initiative) and the balanced literacy approach. We have implemented CMSI curricula throughout the building and we have also added 8th grade Algebra as an enrichment class for our Cuffe students. We have increased inclusion of our special education dramatically (LRE- Least Restrictive Environment). Our school band and other sports programs have fostered a better school spirit-which is producing serendipities academically.

Concerns:

Reading, math and science scores are not at desired NCLB levels and must improve. Our 3rd and 4th grade reading and math scores are especially a concern. We are also concerned about our Special Ed population and we will be working to improve their academic achievement. Cuffe must stop letting staff, parents and students be comfortable with low levels of student achievement in reading math and science.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
74.50%	65.00%	66.10%	74.50%

Students Meeting or Exceeding State Standards in Reading

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
77.40%	66.30%	63.40%	77.40%

ISAT Reading Trend Analysis

Grade Level	2004-2005	2005-2006	2006-2007
3rd Grade	65.60%	50.40%	80.00%
4th Grade	69.30%	55.20%	71.70%
5th Grade	51.00%	57.90%	73.30%
6th Grade	63.00%	63.90%	85.50%
7th Grade	72.00%	73.30%	66.00%
8th Grade	79.10%	81.70%	86.10%
All Grades	66.30%	63.40%	77.40%



CPS SIPAAA Planning Report
Paul Cuffe Elementary School : 2008-2010 Year 2

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	72.90%	89.20%			80.00%				
4th Grade	69.60%	73.90%			71.40%				68.80%
5th Grade	67.60%	77.60%			72.90%				
6th Grade	81.10%	90.60%			84.80%				
7th Grade	56.30%	81.00%			65.40%				
8th Grade	79.50%	92.50%			86.80%				
All Grades	71.50%	83.60%			77.10%				47.90%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	71.60%	59.50%	64.70%	69.80%
4th Grade	63.50%	59.10%	58.60%	63.50%
5th Grade	74.00%	66.60%	71.80%	65.00%
6th Grade	78.50%	69.90%	74.10%	69.00%
7th Grade	70.40%	70.80%	65.50%	63.70%
8th Grade	70.60%	71.60%	72.40%	75.20%
All Grades	71.20%	65.60%	67.60%	67.80%

Students Meeting or Exceeding State Standards in Mathematics

2006-2007 Score	2004-2005	2005-2006	2006-2007
77.60%	66.20%	72.00%	77.60%

ISAT Math Trend Analysis

Grade Level	2004-2005	2005-2006	2006-2007
3rd Grade	78.10%	64.70%	73.50%
4th Grade	69.30%	66.70%	81.50%
5th Grade	58.20%	79.20%	70.90%
6th Grade	64.80%	72.30%	82.60%
7th Grade	63.40%	76.40%	68.60%
8th Grade	63.70%	75.80%	86.10%
All Grades	66.20%	72.00%	77.60%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	69.60%	78.40%			73.50%				
4th Grade	71.70%	91.30%			81.30%				62.50%
5th Grade	70.30%	71.40%			70.60%				
6th Grade	83.80%	81.30%			81.80%				



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
7th Grade	60.00%	81.00%			68.00%				
8th Grade	82.10%	90.00%			86.80%				
All Grades	73.20%	82.20%			77.40%				47.80%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	62.40%	56.90%	72.30%	63.90%	68.80%
4th Grade	58.10%	52.80%	69.70%	63.10%	62.20%
5th Grade	59.10%	52.30%	64.30%	68.60%	57.20%
6th Grade	68.30%	68.20%	70.20%	69.40%	61.40%
7th Grade	49.20%	53.30%	54.20%	59.70%	66.10%
8th Grade	55.40%	44.30%	61.00%	59.80%	54.80%
All Grades	59.10%	54.40%	66.00%	64.30%	61.50%

Students Meeting or Exceeding State Standards in Science

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
54.00%	56.10%	56.30%	54.00%

ISAT Science Trend Analysis

Grade Level	2004-2005	2005-2006	2006-2007
4th Grade	52.70%	50.60%	48.30%
7th Grade	59.30%	61.80%	64.00%
All Grades	56.10%	56.30%	54.00%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	43.20%	53.50%			47.70%				73.30%
7th Grade	51.70%	81.00%			63.30%				
All Grades	46.60%	62.50%			53.30%				54.50%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	50.30%	44.50%	45.20%	45.60%	50.00%
7th Grade	52.70%	43.60%	50.10%	55.10%	52.80%
All Grades	51.20%	44.20%	46.90%	49.10%	51.00%

Students Exceeding State Standards



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
16.00%	10.70%	10.10%	16.00%

Students Exceeding Standards by Subject

Subject	2004-2005	2005-2006	2006-2007
Reading	9.40%	8.80%	16.60%
Math	15.00%	13.60%	18.90%
Science	0.60%	2.80%	4.40%

Students Promoted from 3rd Grade

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
	95.8	99.1	

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	95.8	99.1	
6th Grade	100	100	
8th Grade	100	98.7	

Students Making Expected Gains

2006-2007 Score	Trends		
	2004-2005	2005-2006	2006-2007
		54.4	

IMAGE, IAA Scores

Other Elementary Data	2004-2005	2005-2006	2006-2007
IMAGE			
IAA	44.1	31	55.6

Student Connection

Strengths:

Cuffe students perceive a higher level of student teacher trust in comparison to schools like ours according to the Consortium of Chicago School Research. Students also feel their teachers offer personal support, such as giving help for personal problems and caring about how they're doing. We are offering and students are participating in more extracurricular activities. Cuffe has an excellent parent and student turnout for special events such as Education Expedition, Assemblies and Parent Teacher Conferences. Our Student Council has been instrumental in prompting improvements in promoting these extra curricular activities which impact our student's academic achievement potentials.

Concerns:

Cuffe's student attendance is a concern. We need to make sure our students come to school on time so that they can achieve thier academic potential. Our students need more of a sense of control and accountability in the affairs of our school



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

and the surrounding community. Some feel that the community does not support them or care about them. They're also in need of more peer-centered programs. Students need to feel more supported academically and socially by the school and community.

Student Connection (Elementary School)

Student Connection

Student Connection	2006-2007 Score	Trends		
		2004-2005	2005-2006	2006-2007
Average Days Absent per Student	13.7	13.1	15.5	13.7
Students Reporting Participation in Extracurricular Activities	78.90%		77.00%	78.90%
Students Reporting a Safe and Respectful School Climate	83.60%		76.90%	83.60%
Students Reporting Academic Rigor	85.40%		78.40%	85.40%
Students Reporting Supportive Teachers and Staff	83.60%		69.40%	83.60%

Suspensions and Expulsions

Outcome	2004-2005	2005-2006	2006-2007
Suspensions	39	97	141
Expulsions	5	0	1

School Characteristics

School Attributes Challenges:

Challenges have been lack of parent participation and involvement, such as training sessions, to become more actively involved in their child's education. Parents will be encouraged to attend Open House, Family Read, Math, & Science Night, as well as other school events.

Performance Challenges:

These challenges have attributed to low level of student homework, test preparation, attendance and lack of following Student Uniform Code.

Strengths:

Our enrollment is about 720 students. Even though the school was built for approximately 600 students, because we are now a year round school, we are able to accommodate the increases in our student population. We have a Science Program, a Music Program and a full time librarian; these should significantly improve opportunities for Advancing Academic Achievement. School leadership regularly attends CPS job fairs in an attempt to hire more highly qualified teachers.

Concerns:

Parent reporting Satisfaction with the school is at 60.30%. We would like to improve parent support for student achievement.



CPS SIPAAA Planning Report
Paul Cuffe Elementary School : 2008-2010 Year 2

School Characteristics (Elementary School)

School Characteristic	2006-2007 Score	Trends		
		2004-2005	2005-2006	2006-2007
Number of National Board Certified Teachers	1		1	1
Average Days Absent per Teacher				
School Cleanliness	B		B	B
Parents Reporting Satisfaction with the School	82.90%		60.30%	82.90%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2006-2007	810	0	0	99.8	0.1	0	96.4	0.1	12.6
2007-2008	803	0	0	100	0	0	95.8	0	12.2
2008-2009	733	0	0	98.9	0	0	92	0	9

Mobility Rate (from the State Report Card)

Mobility Rate	2004-2005	2005-2006	2006-2007
Overall Mobility Rate	48.70%	51.30%	19.80%

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

Pattern	Stability Rate	In Mobility Rate
School Year	89.20%	7.50%
Summer	85.00%	9.90%

Process Analysis

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Other	McGraw Hill				X	X	X	X	X			
Math	Everyday Math	Everyday Math			X	X	X	X	X	X	X		
Math	Other	Holt										X	X
Science	FOSS Kits	Foss Kits			X	X	X	X	X	X			
Science	STC	STC			X	X	X	X	X	X			
Writing	Writers' Workshop	Fountas/Pinnell	X										
Social Studies	Other	McGraw Hill							X	X			
Arts Education	Other	Music Curriculum	X										
Reading	Other	McDougal Littel									X	X	X
Social Studies	Other	McDougal Littel									X	X	X
Science	SEPUP	CMSI Science										X	X



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Partner Name	Partner Description	# of Students
Exelon Corp. and Foley LLP.	Lawyers In The Classroom - mock trials and Firm visits.	30
The Beloved Community	Summer and after-school trips, tutoring and mentoring thru highschool.	7

Assisted Policies and Practices:

Afterschool tutoring programs and three Track Intercession periods that occur before the ISAT to address student needs through remediation, review and enrichment. Grouping, differentiated instruction and Reading Workshop are strategies used within the classrooms.

Next Steps for Instruction:

The LLTs and MS will continue to implement professional development through grade level meetings, in-services and vertical and horizontal team building. The school will provide more opportunities for technology, CRI and CMSI staff development. We will also continue our intercession school for our mid tier students which offers a tremendous opportunity for Advancing Academic Achievement if funds could be found to support tutoring programs for students out on their intercessions. The school should expand the intercession tutoring programs to include struggling students. The LD resource teacher and other teachers will continue to work with our students with special needs. Expanding departmentalization could give students more learning opportunities in reading and math. The school should continue to promote high expectations in the learning process. Professional development in reading, math and science will help teachers utilize materials and instruct in a more effective manner. LLTs and the MS will continue to train staff to more efficiently and effectively use the state goals, the assessment frameworks and the pacing charts to ensure the instructional content is aligned with the standards and addresses student needs in accordance with assessment data. More focus on the intermediate grades in reading and math would benefit our overall school performance.

Next Steps for Instructional Leadership:

Teachers participation on committees which collaborate with the leadership team needs to be increased. Teachers need to take an expanding role in developing our integrated standards-based curriculum. The leadership team will continue to take advantage of Area 16 and other CPS and state professional development sessions. The Principal and the Assistant Principals will increase classroom observations and feedback sessions in order to work closer with staff to improve student learning. Teachers need to continue to participate on and take more of a leadership role with the academic committees. Teacher collaboration for the purpose of vertical and horizontal team building will be encouraged. LLTs and MS will assume a greater role in coaching and modeling more in-depth and rigorous instructional practices and building higher expectations among staff, students and parents.

Professional Performance:

Our improving ISAT scores are an indication that the Focused PD, Collaboration and Continuous Learning processes afforded in our weekly grade-leveled meets are effective and succeeding.

Teacher Mentoring Program

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

Next Steps for

There is a concern about teachers effectively taking advantage of and implementing in the classrooms the information presented



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Professional Capacity: during professional development sessions. There needs to be additional professional development and mentoring for new teachers. The leadership team will continue to improve the monitoring of the implementation of skills, strategies and techniques presented in professional development sessions. The monitoring, mentoring and orientation programs for staff must be re-evaluated and refined regularly to maximize Advancing Academic Achievement potential.

Next Steps for Learning Climate: Data have indicated that students feel welcome, safe and supported at school. Mid-tier students participate in after school programs to enhance their skills in reading and math. Students are exposed to various careers through our Youth Motivation Day and our upper grades students are introduced to high schools through the Counselor, high school visitations and fairs. Students are able to experience school government through Student Council and are provided service opportunities through various programs at our school. Cuffe regularly involves students in the many academic competitions to improve the learning climate such as the Academic Olympics, Young Authors Competition, Science Fair, Spelling Bee and Battle of the Books. School Based Problem Solving being implemented, however, classroom teachers need a better understanding of intervention techniques for dealing with students. The counselor, social worker and administrative team will provide teachers with intervention strategies.

Involvement Performance: Student must present before community and partner at mock trials, Math Family Night and Family Read Night and also at science fair - which they and families and community members and partners enjoy.

Academic Status Identification: Parents are given the ISAT and Benchmark assessment data and explanations provided by the state and CPS. And this is reviewed with them on report card pickup dates and in parent-teacher conferences.

Next Steps for Family & Community Involvement: Cuffe 's Parent Advisory Council will remain active and meet regularly. PAC will provide opportunities during the year for parents to become involved in the school. Parents will continue to be invited to attend Open House, Family Read Nights, Math/ Science/ Technology Nights- as well as other events. Training sessions for parents to become more active in their child's education will also be provided.

Parents are given the ISAT and Benchmark assessment data and explanations provided by the state and CPS. And this is reviewed with them on report card pickup dates and in parent-teacher conferences.

Priorities

Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Literacy	Increase ISAT Reading Scores by 8% .	ISAT, Reading First, and Benchmark test scores.	When made available, scores are analyzed by Principal with AIO, Principal with Staff, and Staff with Parents and Students.
2	Mathematics	Increase ISAT Math Scores by 8% .	ISAT, Reading First, and Benchmark test scores.	When made available, scores are analyzed by Principal with AIO, Principal with Staff,



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
				and Staff with Parents and Students. .
3	Student Connection	Increase ISAT Scores in Reading and Math by 10% for "Students with Disabilities".	ISAT, Reading First, and Benchmark test scores.	When made available, scores are analyzed by Principal with AIO, Principal with Staff, and Staff with Parents and Students.
4	Learning Climate	Enrich Student Development by enhancing and enriching school programs.	Student attendance, parent participation, staff professional development.	Dashboard is used to monitor student attendance. Sign-in sheets used to monitor parent participation. Sign-in sheets, activities in grade-level meetings and classroom observations are used to monitor staff PD.

Activities

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	FY09 Parent Involvement funds reload. Funds to be used for parent involvement by Aug 31, 2009.	Provide funds to improve parental involvement per PAC directions.		X		\$1,808.13	\$1,808.13	INCOMPLETE		23881.332.53405.390030.430081.2010 + 23881.332.55005.390030.430081.2010 + 23881.332.53305.390030.430081.2010 + 23881.332.53205.390030.430081.2010
N	Fund Tech XL Network Support Fee using SGSA funds - During			X		\$3,480.00	\$3,480.00	INPROGRESS		23881.225.54105.266408.000703.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	School & After School									
N	Fund Tech XL Network Support Fee using NCLB funds - During School & After School			X				COMPLETE		
N	(Default) Continue to fund existing SGSA and NCLB positions. - During School & After School		X			\$263,415.00	\$259,638.86	INPROGRESS	359505,246501, 359497,294756, 213708	23881.332.51100.112007.430083.2010, 23881.225.51130.119015.000703.2010
N	Pre-K Admissions - During School			X	Jones			COMPLETE		
N	Pre-K Transportation - During School			X	Jones			COMPLETE		
N	Pre-K Supplies - During School			X	Jones			COMPLETE		
N	Pre-K Instructional Materials - During School			X	Jones			COMPLETE		
N	Science Instructional Material - During School			X	Jones	\$1,000.00	\$1,000.00	INPROGRESS		23881.332.53405.111032.430083.2010
N	Purchase Copier - During School	Provide copier to produce supplemental materials needed to enhance and improve student achievement.		X	Jones			INPROGRESS		
N	Consultant for Professional	Provide consultants to		X	Jones	\$10,000.00	\$10,000.00	INPROGRESS		23881.332.54125.111045.430083.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Development - During School	free staff for PD activities and programs intended to enhance differentiation strategies used to address improving student achievement.								
N	Funds for Subs for Professional development - During School	Provide substitutes to free staff for PD activities and programs intended to enhance differentiation strategies used to address improving student achievement.		X	jones			INCOMPLETE		

3 - Student Connection										
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	PAC materials to facilitate Sp Ed Parents when home with students - During School	Provide materials to improve parental involvement per PAC directions.		X	Jones/ Pratt	\$149.00	\$149.00	INPROGRESS		23881.225.53405.119045.000703.2010
N	Supplies needed for PAC to facilitate Parent (including the special needs of Sp Ed	Provide supplies to improve parental involvement per PAC direction.		X	Jones/Pratt	\$2,500.00	\$2,500.00	INPROGRESS		23881.332.53405.390030.430083.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

3 - Student Connection										
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						
	Parent)involvement in our school curriculum - During School									
N	Study Island -Enhance Differentiated Learning(including Sp Ed students) - During School	Provide Study Island software to enhance math differentiation strategies used to address improving low performing student achievement.		X	Jones			INPROGRESS		

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	CRI Books -Trade books, libraries, student periodicals - During School	Provide supplemental reading materials to enhance differentiation strategies used to address improving low performing student achievement.		X	Jones/Robinson/Zaher	\$7,000.00	\$7,000.00	INPROGRESS		23881.332.53305.119045.430083.2010
N	Substitute needed for Teacher absences such as training and conferences and AR/AM software for enrichment and remediation - During School-	Provide substitutes and software to augment activities and programs intended to enhance differentiation strategies used	X		Jones			INPROGRESS		



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

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						
	During School	to address improving low performing student achievement.								
N	Comprehensive Gifted Program - Moore- During School	Provide Comprehensive Gifted personnel to enhance differentiation strategies used to address improving student achievement.	X		Jones/K.Smith/Moore			INPROGRESS		
N	Comprehensive Gifted Program - Boykin- During School	Provide Comprehensive Gifted personnel to enhance differentiation strategies used to address improving student achievement.	X		Jones/Boykin			INPROGRESS		
N	Supportive personnel to enhance literacy skills- During School	Provide supportive personnel to enhance differentiation strategies used to address improving low performing student achievement.			Jones/Bertucci/Kelly Smith			INPROGRESS		
N	Reading Software - During School	Provide supplemental reading software to enhance differentiation strategies used to address improving low performing		X	Jones	\$1,000.00	\$1,000.00	INPROGRESS		23881.332.53306.119015.430083.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

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						
		student achievement.								
N	Instructional Materials Reading - During School	Provide supplemental reading materials to enhance differentiation strategies used to address improving low performing student achievement.		X	Jones	\$27,000.00	\$27,000.00	INPROGRESS		23881.332.53306.119045.430083.2010
N	Retain LLT - During School	Provide PD, modeling and monitoring of differentiation strategies to address improving low performing student achievement.		X	Jones/Robinson			INPROGRESS		

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	Supportive personnel to enhance math skills - During School	Provide personnel to enhance differentiation strategies used to address improving low performing student achievement.			Jones/Vaughn			INPROGRESS		
N	Math	Provide		X	Jones	\$1,000.25	\$1,000.25	INPROGRESS		23881.332.53405.223013.430083.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

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						
	Instructional Materials - During School	supplemental math materials to enhance differentiation strategies used to address improving low performing student achievement.								
N	Education City to enhance Math Curriculum - During School - During School	Provide Education City software to enhance math differentiation strategies used to address improving low performing student achievement.		X	Jones/Hayes/Hicks	\$743.00	\$743.00	INPROGRESS		23881.225.53306.119016.000703.2010
N	Everyday Math (& other) copy services - During School	Provide copy materials to enhance differentiation strategies used to address improving low performing student achievement.		X	Jones/Hayes	\$568.00	\$568.00	INPROGRESS		23881.332.53405.119016.430083.2010

4 - Learning Climate										
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 to facilitate PAC activities - During School	Provide supplies to improve parental involvement per PAC directions.		X	Jones/Pratt	\$2,500.00	\$2,500.00	INPROGRESS		23881.332.53405.390030.430092.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

4 - Learning Climate										
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	PAC office needed services - During School & After School	Provide services to improve parental involvement per PAC directions.		X	Jones/Pratt	\$1,066.25	\$1,066.25	INPROGRESS		23881.332.54105.390030.430092.2010
N	Software and related materials to produce music videos - During School	Provide software and related materials to produce music videos and thus expand and enrich our curriculum.		X	Jones/C. Johnson/Haynes			COMPLETE		23881.225.54130.211210.000703.2010
N	Provide learning center and develop literacy and computer skills - During School	Provide technology personnel needed to effectively address improving student literacy and computer skills .	X		Jones/Haynes			INPROGRESS		
N	Enhance Student and Staff safety and security - During School & After School	Provide security personnel for needed to effectively address improving student achievement and the learning culture and climate of the school.	X		Jones/Woodhouse	\$194,328.04	\$191,898.47	INPROGRESS	150541,356847	23881.225.52100.254612.000703.2010, 23881.225.51100.241016.000703.2010
N	Improve Attendance and Truancy rates and school Social Services - During School	Provide personnel for programs intended to address improving Attendance and Truancy rates and school Social Services .	X		Jones/ B. Johnson	\$56,980.82	\$56,677.29	INPROGRESS	209511	23881.225.52100.210001.000703.2010



CPS SIPAAA Planning Report

Paul Cuffe Elementary School : 2008-2010 Year 2

4 - Learning Climate										
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	Comprehensive Gifted Program - During School	Provide Comprehensive Gifted program to enhance differentiation strategies used to address improving student achievement.	X		Jones			INPROGRESS		
N	Retain Security for Extended Day - After School	Provide security personnel for Extended Day programs intended to address improving student achievement and improving the learning culture and climate of the school.	X		Jones	\$6,087.00	\$6,087.00	INPROGRESS	359494	23881.225.52130.254612.000703.2010
N	Comprehensive Gifted Program - During School	Provide Comprehensive Gifted program to enhance differentiation strategies used to address improving student achievement.	X		Jones			INPROGRESS		
N	Band and Music Teacher - During School	Provide Fine Arts curriculum of music and band.	X		Jones/C. Johnson	\$53,661.16	\$51,623.43	INPROGRESS	295087	23881.225.51100.119045.000703.2010
N	Funds for Homeless needs - During School	Provide supplies and materials for Homeless per LSC directions.		X	Jones	\$1,000.00	\$1,000.00	INPROGRESS		23881.332.53405.111069.430083.2010