



CPS SIPAAA Planning Report
 Thomas Drummond Elementary School : 2010-2012 Year 1

FY11 SIPAAA and Budget Approval Page

Use this form for both SIPAAA and budget approval for FY11 . Keep it on file to verify that the SIPAAA and budget have been approved.

Check all that apply:

LSC Approval Required CAO Approval Required School Receives SGSA Funds School Receives NCLB Funds School is on Probation

LSC Approval of SIPAAA and Budget
--

Date:

Yes Votes	
No Votes	
Abstentions	
Absentees	
Vacancies	
Total	

LSC APPROVAL (circle one): YES NO

LSC Chair	(Sign)
	(Print)

PAC Chair	(Sign)
	(Print)

Principal	(Sign)
	(Print)

CAO Approval of SIPAAA and Budget
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Date:

CAO	(Sign)
	(Print)

Date	Comments



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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
Neidlinger	Mark	Principal	X		
Cantello	Nicole	LSC member			
Craig	Sabrina	LSC member			
Espada	Miriam	Asst. Principal			
Kuzniar	Laura	Counselor/case mgr.			
Nacita	Cindy	Parent/guardian			
Roman	Norma	Support staff			
Taneja	Paul	Support staff			
Wheatley	Mary	Magnet Program Staff			
Zelinski	Jonathan	Classroom tchr.			

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.

In addition to CPS SIPAAA audits, the SIPAAA Committee will present on progress twice yearly at LSC meetings and there will be in-house monitoring of SIPAAA progress to address Performance Management.

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

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

The OLSCR will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received



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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.

In addition to CPS requirements, the following agencies or groups will be involved with seeing Drummond's SIPAAA through successfully in the years 2010 - 2012.

LRE - CODAC group

Montessori - MMTTC

Literacy - NL University (CLIP)

Mathematics - CMP

Garden curriculum - Greg Raymond and Sue Perdomo

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)

The following members are involved in the in-house Progress Management team and tied to their name is the role they play.

Mark Neidlinger - School management including curriculum and Operations

Miriam Espada - Supervision of teachers and student progress

Laura Kuzniar - Oversees the LRE and IEP's as well as SBPS for all special needs students

Mary Wheatley - Oversees the implementation of Montessori curriculum while also addressing the needs of literacy improvement school-wide.

Paul Taneja - Oversees the Bilingual curriculum here at Drummond.

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.



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As always, there was a multi-layered process involved in the creation of this SIPAAA. Several public meetings were held asking for input (see dates below). Some information was emailed directly to Mr. Neidlinger for submission. Some information came via the SIPAAA Committee. All staff members were required to submit various reports to the SIPAAA committee including "what's working, what's not" an Activities list a calendar for programming as well as a wish list.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	22	11	103	92	6	12

Summary of Meetings

Meeting Date	Meeting Type	Description
26-Mar-2010	Other	Faculty preview
08-Mar-2010	Town hall/community mtg.	LSC draft preview
08-Mar-2010	SIPAAA Team	Montessori
18-Feb-2010	Working group	Social studies and Science
04-Feb-2010	Small group discussion	Mathematics
28-Jan-2010	Small group discussion	Language Arts
11-Jan-2010	Small group discussion	Least Restricted Environment
08-Dec-2009	Working group	Afterschool LRE
04-Dec-2009	Other	Faculty meeting, LRE

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: 72
 Number of Student Survey Responses: 68
 Number of Teacher Survey Responses: 22
 Number of Staff Survey Responses: 11

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:

Vision Statement:



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Drummond Montessori is committed to a continuous and collaborative process of learning that will foster both academic as well as personal growth.

Drummond Montessori Magnet school, in practicing the principles set forth by Dr. Maria Montessori, is dedicated to higher levels of academic performance through active participation both inside the classroom and out. We believe in and provide a positive, safe and diverse environment that supports learning as well as nurturing the world around us.

Student Outcomes

Student Outcomes Strengths and Concerns

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

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

Strengths:

Strengths:

84.2 % of our students meet or exceed state standards across all subject matter.

An increased number of students are applying to and are being accepted by selective enrollment high schools.

Concerns:

Continue to increase the number of students applying to and being accepted by selective enrollment high schools.

Continue to offer opportunities which better prepare our 8th grade students for the larger high school environments.

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	80.0%	84.2%	85.0%	80.0%
Freshmen On-Track to Graduate		72.7%		

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?

ISAT TESTING

Reading all grade levels Meet and Exceed 2009

Overall 84.8% (105 students)

Math all grade levels Meet and Exceed 2009

Overall 81.9% (105 students)

Science Grades 4&7 Meet and Exceed 2009

Overall 90% (30 students)

Writing Grades 3,5,6, & 8 Meet and Exceed 2009

Overall 61.1% (79 students)

ACCESS Testing (ELL students) 2009

93% of ELL students Meet or Exceed standards according to the ACCESS test.

Concerns:

Continue to explore and improve effective inclusionary practices and differentiated instruction to be used with students with disabilities and ELL students across all grade levels.

Continue to monitor ISAT scores by gender (in all curricular areas) in order to ensure a lack of discrepancy between the gender groups.

To improve writing skills across all grade levels and curriculum areas (20% lower than school wide cumulative scores).

- 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.

46% of our students qualify for free and reduced lunch. These students need additional resources and enrichment activities in order to achieve at high academic levels.

- 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?

Continue to explore and improve effective inclusionary practices and differentiated instruction to be used with students with disabilities and ELL students across all grade levels.

- 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?

Drummond has a strong science curriculum in the intermediate and upper grades.

Emphasis in math instruction has contributed to improvement in school wide scores.



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Kindergarten and first grade students continually score at or above the 50th percentile in all areas of the ISEL test.

- 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>

Drummond passed AYP in all sub categories.
We can continue to improve scores in Reading for students with disabilities.

Strengths:

Our ELL students have all met or exceeded academic standards on the ACCESS test.

Our students with disabilities have all met their individualized IEP goals.

90% of our students meet or exceed state standards in science.

All of our 8th graders meet or exceed state standards in math, reading, and writing.

93% of our current 8th graders meet or exceed standards on the district wide writing assessment.

Concerns:

Improve achievement through differentiated instruction in the areas of measurement, probability, and statistics.

Increase hands on learning experiences in the area physical science in the primary grades.

Increase student opportunities for application of reading strategies in order to continue to develop critical discussion and written response to literature.

Continue to increase opportunities for written response to literature and to develop the writing process skills.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
84.2%	78.8%	78.2%	84.2%

Students Meeting or Exceeding State Standards in Reading

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
84.8%	76.0%	82.0%	84.8%

ISAT Reading Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	76.5%	75.0%	90.9%
4th Grade	81.8%	81.8%	93.8%



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Grade Level	2006-2007	2007-2008	2008-2009
5th Grade	70.0%	81.8%	81.8%
6th Grade	63.2%	92.9%	72.7%
7th Grade	80.0%	70.6%	92.9%
8th Grade	84.2%	90.0%	75.0%
All Grades	76.0%	82.0%	84.8%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	81.8%	100.0%				81.8%			
4th Grade									
5th Grade	80.0%	83.3%				75.0%			
6th Grade						72.7%			
7th Grade						100.0%			
8th Grade	60.0%	90.0%				75.0%			
All Grades	80.4%	88.9%				82.9%	100.0%		30.0%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	72.2%	68.9%	69.1%	73.1%
4th Grade	69.5%	77.1%	73.8%	76.3%
5th Grade	68.2%	52.3%	60.2%	68.5%
6th Grade	59.7%	56.8%	67.5%	65.0%
7th Grade	65.5%	68.6%	73.1%	64.3%
8th Grade	65.6%	72.0%	68.6%	71.7%
All Grades	67.5%	66.0%	68.2%	70.3%

Students Meeting or Exceeding State Standards in Mathematics

2008-2009 Score	2006-2007	2007-2008	2008-2009
81.9%	83.2%	76.0%	81.9%

ISAT Math Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	94.1%	68.8%	95.5%
4th Grade	90.9%	90.9%	100.0%
5th Grade	70.0%	63.6%	59.1%
6th Grade	66.7%	78.6%	63.6%
7th Grade	90.0%	64.7%	85.7%
8th Grade	84.2%	80.0%	85.0%
All Grades	83.2%	76.0%	81.9%

ISAT Math Subgroup Analysis



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Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	90.9%	100.0%				90.9%			
4th Grade									
5th Grade	60.0%	58.3%				50.0%			
6th Grade						63.6%			
7th Grade						91.7%			
8th Grade	90.0%	80.0%				83.3%			
All Grades	82.4%	81.5%				77.1%	95.0%		50.0%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	68.0%	69.9%	75.0%	69.2%	81.3%
4th Grade	71.2%	70.6%	83.0%	71.9%	78.1%
5th Grade	49.1%	41.4%	51.0%	53.4%	44.5%
6th Grade	56.3%	54.5%	49.7%	64.4%	49.1%
7th Grade	51.8%	60.7%	60.5%	72.6%	65.9%
8th Grade	58.7%	44.1%	47.5%	50.4%	60.0%
All Grades	59.4%	56.3%	61.4%	62.7%	63.6%

Students Meeting or Exceeding State Standards in Science

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
90.0%	74.2%	74.4%	90.0%

ISAT Science Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
4th Grade	81.8%	77.3%	93.8%
7th Grade	70.0%	70.6%	85.7%
All Grades	74.2%	74.4%	90.0%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade									
7th Grade						91.7%			
All Grades	93.3%	86.7%				90.0%			

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	66.7%	68.8%	64.2%	74.2%	66.7%
7th Grade	57.9%	48.5%	53.6%	76.3%	70.5%



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Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
All Grades	62.8%	59.3%	59.2%	75.2%	68.4%

Students Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
18.3%	9.9%	10.9%	18.3%

Students Exceeding Standards by Subject

Subjest	2006-2007	2007-2008	2008-2009
Reading	13.5%	15.0%	15.2%
Math	8.4%	10.0%	20.0%
Science	3.2%	2.6%	23.3%

Students Promoted from 3rd Grade

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

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	100.0%	100.0%	100.0%
6th Grade	94.4%	100.0%	100.0%
8th Grade	100.0%	94.4%	100.0%

Students Making Expected Gains

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
	52.4%		

IMAGE, IAA Scores

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

Student Connection

Student Connection Strengths and Concerns

Strengths:
Strengths:

Concerns:
Concerns:



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The current daily attendance rate is 95.75%
83% of our students participate in extracurricular activities
Over the past several years there has been an overall decline in disciplinary cases.

Improve daily attendance rate.
Better education for parents and students regarding health issues that impact attendance.
Reduce tardiness among the student population.
Strive for a more academically rigorous environment for all students.

Student Connection (Elementary School)

Student Connection

Student Connection	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Average Days Absent per Student	9.7	8.1	7.7	9.7
Students Reporting Participation in Extracurricular Activities	89.0%	78.0%	77.0%	89.0%
Students Reporting a Safe and Respectful School Climate	96.0%	90.0%	91.0%	96.0%
Students Reporting Academic Rigor	78.0%	69.0%	72.0%	78.0%
Students Reporting Supportive Teachers and Staff	98.0%	80.0%	81.0%	98.0%

Suspensions and Expulsions

Outcome	2006-2007	2007-2008	2008-2009
Suspensions	10	8	18
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?

Drummond students begin at the 3 year old level which allows for a learning environment that fosters continuity from age 3 to 14. All of Drummond's staff has adapted and believes in the Montessori Philosophy. The continuity and shared teaching beliefs allow the staff to provide a rigorous, shared, and spiraling curriculum to all students.

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

The continuity of teaching practice and philosophy fosters parent support and lessens student mobility within the city.

Additionally, the continuity in school wide curriculum and teaching practice creates a solid academic environment in which all state standards are addressed in a spiraling manner.



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Strengths:

Two teachers have completed National Board Certification.
 16 staff members (Administration, Teachers, and Teaching Assistants) have attended Montessori training and or hold Montessori certification.
 15 teachers hold Masters degrees in the field of education and or additional Illinois State Teaching endorsements / certifications.
 School was rated a 'B' for cleanliness by the Department of Health and Sanitation.
 Teacher attendance is around 93% (above city average).
 We have an extremely low mobility rate.

Concerns:

Encourage more teachers to pursue National Board Certification.
 Increase the number of Montessori Trained and Certified staff members.
 Encourage and facilitate the number of teachers pursuing additional Illinois State endorsements and certifications.
 Work towards what needs to be done to earn an 'A' in school cleanliness.

School Characteristics (Elementary School)

School Characteristic	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Number of National Board Certified Teachers	2			2
Average Days Absent per Teacher				
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School	91.0%	72.0%		91.0%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2006-2007	260.0%	0.0%	2.3%	11.5%	61.9%	23.5%	58.8%	10.8%	12.0%
2007-2008	261.0%	0.0%	0.4%	5.4%	57.1%	27.6%	52.1%	9.6%	9.6%
2008-2009	276.0%	0.0%	3.3%	7.6%	52.9%	36.2%	45.7%	7.6%	11.9%

Mobility Rate (from the State Report Card)

Mobility Rate	2006-2007	2007-2008	2008-2009
Overall Mobility Rate	12.4%	5.7%	2.4%

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



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Reading	Other	Raz Kids - supplemental independent reading and intervention online with audio component			X	X	X	X	X	X	X	X	X
Reading	Other	Guided Read a loud (Hoyt) facilitating higher order thinking and discussion	X										

Partner Name	Partner Description	# of Students
Midwest Montessori Training Center	Teacher training	312
Jewish Community Center	Afterschool programming	312
PTO	PTO supports school initiatives and special events.	312
Friends of Drummond	external fundraising body	312
Merit School of Music	Children's choir	52
School of the Art Institute of Chicago	Student teacher and student observations	312
32nd ward	advocacy with city government and support for graduation and school picnic	312
826CHI	student workshop experiences in writing	60
National-Luis	CLIP learning project	312
Chic. Conservation Club	environmental studies	30
Birchwood Kitchen	Science Fair Luncheon	75
Uncle Fatties	Fundraising site	312
Lotties	Fundraising site	312
Windy City Rollers	8th grade fundraiser	14
Hide out	Fundraiser and supporter	312
Hughs Design	Web work	312
Chipotle	Earth day lessons/Fundraiser	312
Bucktown Public Library	student research	312
Friends of the Chicago River	Support our ecology programs/ Field trips	60
Office of Academic Enhancement	Provides resources to support our Montessori curriculum	312
Suder Montessori	Coalition partner for Montessori in CPS	312
Oscar Mayer	Coalition partner for Montessori in CPS	312
Near North Montessori	mentorship in Montessori	312
Charavalle ontessori	mentorship in Montessori	312
Craig Montessori in Milwaukee	mentorship in Montessori	312

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).
 - Though Drummond does not receive SES funds, the school admin will support in all possible ways the afterschool tutoring that is volunteered from our teaching staff.
 - Drummond admin will continue to support the CODAC committee as they supervise the peer tutoring program afterschool.
 - Drummond admin will focus PD on Montessori best practices



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- Drummond Admin will align all PD will student related data.
- Drummond admin will continue to support and promote calendar "E" for academic learning (and teaching).

- 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...).

- Drummond admin will assemble a PM team to consistently evaluate school data.
- Drummond admin will support and upkeep the Least Restricted Environment approach to learning.
- Drummond admin will supervise AYP subgroups on an on-going basis to close any achievement gaps.
- Drummond admin will continue to support and grow the bookroom for differentiated instruction.
- Drummond admin will meet regularly with the SBPS team to align goals, objectives and accommodations for all students.

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

- Next Steps for Instruction:

All faculty report an overwhelming improvement in addressing students with disabilities through the newly assembled Special Education team.

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:

- Drummond admin will continue to provide roles for team members that address the various needs of the school community.
- Drummond admin will continue to pursue funding (NCLB) for parent worker to address school-community relations.
- Drummond admin will pursue necessary funding to maintain current staff positions.
- Drummond admin will pursue funding for a spanish language course for all students.
- Drummond admin will pursue Montessori accreditation.

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?
 - Drummond will develop a state alignment tool for our internal use.



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- Drummond will continue to reach out and broaden our Montessori school with both public and private schools.
- Drummond admin will assemble a PM team to review and advise on school data.
- Drummond will continue to educate our parents on Montessori practices.
- Drummond will strengthen our use of technology for teachers, students and administrators.
- Drummond admin will supply effective, engaging PD to all faculty members.

✓ **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 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...)

- Drummond will secure common planning periods for all cycles to meet with special education providers.
- Montessori materials and resources will be purchased and provided for all special education providers.
- Montessori and differentiated instruction training will be available to all special education providers.
- Regular education and special education teachers will attend mutual professional development opportunities.

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

- Next Steps for Professional Capacity:

- More of Drummond's teaching and administrative staff will become Montessori trained and certified.
- Additional teachers will pursue Illinois state endorsements in subject areas.
- Drummond will continue to participate in the CLIP grant in order to increase professional capacity around literacy instructional practices.
- Drummond faculty will report back and educate their peers after attending professional workshops and conferences.

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).



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- The LRE fosters inclusion in the regular education classroom whenever appropriate for the child.
- Special Education providers provide service in the regular education classroom for a majority of our students.
- Special Education providers have the necessary resources to comply with all current IEP's.

- Next Steps for Learning Climate:

- To continue the Montessori philosophy and curriculum in all classrooms. This emphasizes the individuality of each students needs and learning styles.
- Teachers will continue to provide students with and without dissabilities with individualized work plans and differentiated instruction.
- Faculty members will continue to strengthen their understanding of gifted and talented students to better address their needs and offer these students a challenging learning environment.
- The ILT and Special Education teams will provide the full faculty with ongoing professional development regarding best practices in RTI interventions for struggling students.

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?

There is regular, effective, two-way communication between school staff and families about expectations and students progress. For example, regular newsletters from faculty and administration both in print and via email, blog postings on the Drummond LSC and PTO websites, email and verbal communication between teachers and parents, and parent access to students grades and attendance via the parent portal (gradebook). The school and community share leadership and resources, including time, expertise, and facilities. School activities such as Family Reading Night, parent child book club (sponsored by the NCLB), and parent run garden and drama clubs all contribute to student performance.

- 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.

The school has provided written notice regarding the school's academic status to parents through information meetings regarding school wide results on standardized assessments, typically held in the evenings, with the PTO, LSC, NCLB, and Bilingual committees. In addition, parents receive their students individual testing scores through the official score reports on all district wide standardized tests. Score reports to parents contain a guide sheet for parents to help them understand their results; these guides are printed in English and Spanish.

Next Steps for Family & Community Involvement:



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The school will continue to offer parents educational evenings by grade level.
 Our PTO will continue to offer enrichment opportunities for our families such as Reading Night, Math Night, and Family Citizen Science activities.
 The CODAC group (parents and faculty members) will continue to meet and foster relationships, understanding, and communication between parents and the special education team. In addition, CODAC will continue to sponsor their peer mentoring program.
 School wide fundraising activities will be conducted by combined parent groups.

Priorities / Categories

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

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	To improve ISAT meet/exceeds Reading and Writing scores	Through PM we will pin-point the students who are most likely to be moved into the Exceeds category according to ISAT Additionally we will strive to push our college bound numbers up 5% at minimum	Leadership team and cycle teams will each monitor this progress.	Yes
2	Montessori	Continue to build intellectual capacity around our founding principle of Montessori practice.	Drummond will build partnerships that are on-going through Professional Development and outreach programming both in the public and the private sector	Instructional Leadership team will visit, audit and welcome other Montessori schools and programs.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Mathematics	To improve meets/exceeds Math scores on the ISAT.	<p>Through PM sessions we will target the students who can most easily transfer from a meets to an exceeds on the ISAT and push to do so.</p> <p>We will implement a pre-algebra program for our Middle School students, adopting the CMP program for our upper grades</p>	Leadership team as well as cycles will each monitor this progress.	Yes
4	Arts Education	Drummond will focus on the fine arts programming to better integrate the study of the humanities, visual arts, music, drama, and dance through teacher's collaborative efforts to integrate the arts into the core curricular areas.	<p>Drummond's administration will facilitate collaborative planning time for teachers and provide for block scheduling to facilitate cross curricular curtal units of study whihc incorporate the arts across all grade levels.</p> <p>Drummond will increase student, parent, and teacher participation in the annual art show, variety show, and after school music and drama classes.</p> <p>The art teacher will bring visitors and programs from various artists in a variety of fields as well as facilitate an increased number of curricularly aligned field trips and activities which focus upon the arts.</p> <p>A portion of Drummonds' budget will be geared to helping the arts thrive here at Drummond for all students age three through 8th grade.</p>	Principal, ILT, and SIPAAA committee	Yes
5	On Track to Graduation	As a small school, Drummond can greatly improve our committment to getting our students high school ready with the commitment to pursue college.	<p>A better focus on training and preparing our Middle School students for High School decisions and challenges.</p> <p>Career Day programming</p> <p>College Day programming</p> <p>High School visitations and exchanges.</p>	Principal, Case Manager and Middle Grade teachers.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Special Education	Continue to build staff capacity in offering academically excellent instruction for all students with an IEP and or participating in the School Based Problem Solving process, within their least restrictive environment.	SBPS students, Tier 2 and Tier 3 students, will receive services from classroom teachers in collaboration with various specialists throughout the building along with continual progress monitoring geared towards improving and supporting their academic performance. IEP students will continue to achieve AYP and make progress towards thier individualized goals.	Case Manager, Principal, and Staff.	Yes

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.
- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.



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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	Unit funds available-Misc line			X	Principal	\$150,000.00	\$0.00	INPROGRESS		23021.115.57940.111013.000219.2011 + 23021.225.57940.119020.000703.2011
N	Textbooks for Elementary			X	Principal	\$13,687.00	\$0.00	INPROGRESS		23021.115.53305.119035.000000.2011
N	Educational Equipment-Elementary			X	Principal	\$3,330.00	\$0.00	INPROGRESS		23021.115.55005.119035.000000.2011
N	Repairs to Educational Equipment-Elementary			X	Principal	\$559.00	\$0.00	INPROGRESS		23021.115.56105.119035.000000.2011
N	Citywide Tests-School Allocation			X	Principal	\$2,841.00	\$0.00	INPROGRESS		23021.115.53305.223012.000000.2011
N	115-Furniture -Elementary			X	Principal	\$1,654.00	\$0.00	INPROGRESS		23021.115.55005.254403.000000.2011
N	115 Supplies-Elementary			X	Principal	\$2,256.00	\$0.00	INPROGRESS		23021.115.53405.119035.000000.2011
N	Tech XL Network support funded by SGSA			X	Principal	\$2,376.00	\$0.00	INPROGRESS		23021.225.54105.266408.000703.2011
N	Position(s) funded out of NCLB Title V Fund		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		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						
	for fund usage detail.									
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst	\$321,700.00	\$0.00	INCOMPLETE	304566,392844, 274931,274932	
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant		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						
	Language Acquisition									
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$40,166.00	\$0.00	INCOMPLETE	410258	
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	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		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		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	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$49,832.00	\$0.00	INCOMPLETE	163792	
N	Lunchroom position(s)		X		OMB Budget Analyst	\$102,767.00	\$0.00	INCOMPLETE	155844,160664,148533	

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	Continue Accelerated Reader Program. During school hours.	Purchase on-going membership to allow our students access to a variety of level appropriate reading material for differentiated instruction and independent reading.		X	Case Manager	\$4,175.00	\$0.00	INCOMPLETE		23021.225.54505.119015.000703.2011 + 23021.115.54505.119015.000219.2011 + 23021.225.53405.119010.000703.2011
N	Continue to support RAZ kids school-wide. During and after school hours.	purchase on-going membership to enable our students to access independent reading material with audio and comprehension standards at home and			Director			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						
		school. This is EC through 8th grade.								
N	Continue to purchase high quality tradebooks in both fiction and non-fiction materials to support content areas school-wide. These materials will be leveled with F/P. Before, during and after school hours.	Materials for the bookroom that are used for classroom instruction.		X	Director, ILT	\$6,000.00	\$0.00	INCOMPLETE		23021.225.53305.119010.000703.2011
N	Continue our involvement in the CLIP partnership. Before, during and after school hours.	NLU classwork for 8 of our teachers in addition to PD school-wide via literacy coach, NLU staff and peer to peer presentations and discussions.		X	Director/Principal	\$10,000.00	\$0.00	INCOMPLETE		23021.225.53305.119015.000703.2011
N	Provide on-going PD to all staff members on Best Practices in literacy instruction. Before, during and after school hours.	Using both internal and external resources such as NLU staff, area 6 coaches, peer observations and outside professional resources.		X	Principal/Director	\$1,200.00	\$0.00	INCOMPLETE		23021.115.54125.223013.000219.2011
N	Continue PTO supported Family Reading Night. After school hours.	Family evening hosted at school centered on literacy			Principal/PTO			INCOMPLETE		
N	Continue to	These materials		X	All classroom	\$3,800.00	\$0.00	INCOMPLETE		23021.225.53305.223013.000703.2011 +



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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						
	purchase ISAT coaches for practice 3rd through 8th grade. Before, during and after school hours.	will support classroom instruction.			teachers					23021.225.53405.119017.000703.2011
N	Hold academically based Parent Ed nights that focus on literacy instruction for all grade levels. After school hours.	Faculty will help promote family literacy and understanding of our curriculum through outreach evenings.			classroom teachers and Principal			INCOMPLETE		
N	Develop school-wide writing portfolios. Before, during and after school hours.	Provide folders for students work that can travel through the grade-levels with a checklist of writing categories and assessments.		X	Director and classroom teachers	\$300.00	\$0.00	INCOMPLETE		23021.115.53405.111050.000219.2011
N	Develop a committee to oversee the development of a writing curriculum that addresses the needs of all students age three through 14. Before and after school.	Develop a committee to oversee the development of a writing curriculum that addresses the needs of all students age three through 14.			Director and Lead Teachers			INCOMPLETE		
N	Continue to support our bilingual population through meaningful literature and supportive	ILT will continue to support collaboration between the lead bilingual teacher and classroom teachers. The bilingual teacher			Principal and Bilingual Teacher			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						
	literacy instruction highlighting vocabulary instruction in the content areas. Before, during and after school hours.	will use best practices in education to support the language and literacy development of bilingual students according to state standards.								
N	Continue to support the academic success of our LRE students through meaningful and appropriate literacy instruction. Before, during and after school hours.	Faculty will provide students with more expert and more intensive reading instruction using a wide variety of appropriately leveled independent and instructional leveled materials (trade books, leveled readers, novels, audio books, magazines, computer programs, etc.).			Principal, Case Manager and Classroom & Special Ed providers			INCOMPLETE		
N	Purchase handwriting books for K through 4th grade students. During and afterschool.	Handwriting curriculum support which will also help to develop fine motor skills.		X	Classroom teachers	\$1,800.00	\$0.00	INCOMPLETE		23021.225.53305.111049.000703.2011
N	Kindergarten through 8th grade research process in conjunction with core curricular areas.	Big 6 research process will be used by all students when conducting research. Projects will be developed in						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						
		colloboration by classroom teachers and the school librarian. The school library will facilitate all research through flexible access hours, a full time librarian, and through the provision of print and online resources.								
N	Develop an electronic assessment wall to monitor student reading levels (K-8th grade). After school hours.	Faculty will use a variety of assessment tools to pinpoint the reading levels of each of their students using the Fountas and Pinnell leveling system. Data will be entered and stored electronically on a quarterly basis. Cycle teams and the ILT will use the data to drive instructional decisions.			Classroom teachers and ILT			INCOMPLETE		
N	Monitor student progress in the literacy on a five week schedule using: running records, Fountas and Pinnell assessment kits, fluency snapshots, CLOZE testing,	Classroom teachers will adminster literacy assessments as appropriatiate and aligned to their curriculum on a five week schedule. Assessment		X	Classroom teachers and ITL	\$133.00	\$0.00	INCOMPLETE		23021.115.53405.119015.000219.2011



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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						
	STAR reading and early literacy, spelling assessments (Shlagel or Darrell Morris), ISEL, portfolios, and observations. Before, during and after school hours.	data will be collected by the ILT and used by both the team and the classroom teachers to drive instruction.								
N	Continue to support students literacy growth through small group instruction. Before, during and after school hours.	Responsive guided reading instruction, literature circles, reader response notebooks, and book discussions will be used by all classroom teachers. Instructional decisions will be driven by assessment data.			ILT, Classroom teachers			INCOMPLETE		
N	Purchase additional trade books and novels for the classroom and school libraries to support students independent reading. During school hours	New material purchases will support Content area curriculums, literacy instruction, and the Accelerated Reader program. Students will apply and practice strategies and skills learned during instruction independently with the reading materials.		X	ILT	\$2,000.00	\$0.00	INCOMPLETE		23021.225.53305.180040.000703.2011



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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						
N	Implement Linda Hoyt's guided read aloud curriculum across all grade levels. During school hours	Teachers will implement guided read alouds across all grade levels to facilitate student conversation and higher order thinking about text.			ILT, Classroom teachers			INCOMPLETE		

2 - Montessori										
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	Replacement of works and materials for all grade levels, including a laminator for creation of works. Before, during, or after school.	Materials need periodic replacement and replenishment due to the highly manipulative nature of works.		X	Principal and Director	\$10,500.00	\$0.00	INCOMPLETE		23021.225.55005.119045.000703.2011 + 23021.225.54125.221234.000703.2011
N	Continue to build partnerships in both the public and private sector of Montessori including developing partnerships within AMS and AIMS, before, during and after school hours.	Continue to work with Montessori schools in alignment of curriculum to state standards, securing relevant professional development, and developing a professional community of Montessori educators.			All stake-holders			INCOMPLETE		
N	Begin the	File all		X	Principal and	\$800.00	\$0.00	INCOMPLETE		23021.225.54125.119010.000703.2011



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2 - Montessori										
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						
	accreditation process with AMS, before, during and after school hours.	necessary paper-work by the end of 2010 to initiate this lengthy process			Director					
N	Continue the necessary support of our Teacher Assistants, before, during and after school hours.	Early Childhood and Elementary 1 classrooms	X		Principal	\$147,923.00	\$0.00	INCOMPLETE	407677,386499, 407644,407644, 169126,171566	
N	Continue the observational practices of our parents, during school hours.	Parents observe and work with their students on a yeraly basis in both the early childhood and Elementary 1 classrooms.			Director			INCOMPLETE		
N	Provide leadership opportunities for our mid-teir and older students according to Montessori, before, during and after school hours.	Expecting more leadership means teaching them leadership skills and providing students real life curriculum based activities in which to apply and develop leadership skills.		X	All stakeholders	\$200.00	\$0.00	INCOMPLETE		23021.115.53405.390030.000219.2011
N	Continue transitional opportunities for students who are moving up to new grade-levels, during school hours.	EC to Elem 1, Elem 1 to Elem 2 Elem 2 to MS. Students observe and have mentoring opportunities in the other cycles. Classroom teachers have opportunities to observe in the			classroom teachers			INCOMPLETE		



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2 - Montessori										
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						
		other cycles as well in order to facilitate school wide alignment and spiraling of curriculum.								
N	Gardening opportunities, before, during and after school hours.	Continue the growth and development of our garden and its curriculum as it aligns to state standards and the Montessori philosophy.			all teachers and the garden committee			INCOMPLETE		
N	Open Houses and parent education by cycle, after school hours.	EC, EL1, EL2, MS faculty will host parent open houses in order to explain Montessori philosophy and curriculum to parents and how we have aligned it to Illinois state standards, to facilitate Montessori practices in the home, and to develop stronger partnerships between the classroom teachers and parents.			All teachers and Principal			INCOMPLETE		
N	Provide Montessori Great Lessons, during school hours.	Continue to develop the five great lessons and provide them to all students. Add additional great lessons to tie			EL1 and EL2 teachers, Director			INCOMPLETE		



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2 - Montessori										
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						
		into other curricular areas such as the fine arts and school wide projects.								
N	LRE learning materials, during school hours.	Purchase Montessori materials for our LRE population so they can be used during pull out resource minutes to facilitate all students meeting their academic goals.		X	Principal and Director	\$3,600.00	\$0.00	INCOMPLETE		23021.115.53305.119016.000219.2011 + 23021.225.53305.119045.000703.2011
N	Parent worker position, during school hours.	Additional staffing is needed to assist with communication needs, translations and lottery data entry.	X		Principal and LSC			INCOMPLETE		
N	Support teachers that need additional training in either Montessori, National Board Certification, or endorsement / certification in a core curricular area (math, reading, science, or social studies). Before, during and after school hours.	On-going PD opportunities and partnerships, such as CLIP, with local universities.			Principal			INCOMPLETE		
N	Provide support to our Homeless program. Before,	Supported by our Parent Worker position		X	Principal and parent worker	\$1,000.00	\$0.00	INCOMPLETE		23021.225.53405.111069.000703.2011



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Thomas Drummond Elementary School : 2010-2012 Year 1

2 - Montessori										
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 and after school hours.									
N	Montessori philosophy. Before during and after school hours.	Continue to follow the founding principles of Montessori: Grace and courtesy school-wide, prepared environment, teacher observation and guidance, and multi age classrooms.			All stakeholders			INCOMPLETE		
N	Continue our partnership with MMTTC. Before, during, and after school hours.	Montessori training facility provides support for teachers currently in training, ongoing professional development for all staff , and serves as a professional resource for the ILT.			Director			INCOMPLETE		
N	Purchase of additional furniture and equipment for Montessori classrooms. Before, during, and after school.	Furniture and equipment to be placed in newly opened classrooms to facilitate a prepared and welcoming learning environment for all students.			Principal. Director			INCOMPLETE		
N	Fund Instructional Leadership	Principal, Assistant Principal and	X		Principal	\$298,566.00	\$0.00	INCOMPLETE	113251,121567	



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2 - Montessori										
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						
	Team to lead the direction of our school. Before, during and after school hours.	Montessori Director								
N	Fund faculty and staff who are engaged in the Montessori philosophy and practice. During school hours.	Montessori and State Standard certification will be required for 90% of the faculty in order to achieve accreditation from AMS.	X		Principal	\$952,181.00	\$0.00	INCOMPLETE	206109,345814,406633,291302,146172,135670,146102,345810,146118,141165,146290	
N	Support staff who assist in the smooth operation of our school. Support a full time arts instructor to supervise the varied arts programming at school, before, during and after school hours.	Teacher Assistants, office clerk, security, and lunchroom staff. Drama, Music and dance and visual arts will be integrated into the core curriculum through humanities studies. Units of study will be created through collaborative planning and teaching between classroom teaches and the fine arts instructor. Block scheduling will help to facilitate the integration.	X		Principal	\$127,583.00	\$0.00	INCOMPLETE	157904,135701	



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Thomas Drummond Elementary School : 2010-2012 Year 1

3 - 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	Continue PM sessions of inquiry, before, during and after school hours.	grade-level, cycle-wide and school wide			Staff			INCOMPLETE		
N	Continue to support our LRE students and their academic rigor, before, during and after school hours.	Small group and whole group instruction within the least restrictive environment for each student with an IEP.			all staff			INCOMPLETE		
N	Host Parent Education classes geared toward Mathematics during after school hours.	Montessori math instruction and materials and or the CMP curriculum will be explained and modeled with the parents.		X	All staff	\$100.00	\$0.00	INCOMPLETE		23021.115.54125.390030.000219.2011
N	Purchase CMP mathematics materials, during school hours.	6th through 8th grade students will use the CMP math curriculum.		X	Principal	\$700.00	\$0.00	INCOMPLETE		23021.225.53305.119016.000703.2011
N	Implement Great Lessons based on numbers sense, during school hours.	Great lessons inspire student interest in the history and development of mathematical language.			Classroom teachers			INCOMPLETE		
N	Implement timed practice for test practice materials, during school hours.	Classroom teachers will facilitate opportunities for students to practice computation skills in a timed setting using paper and online methods in order to prepare for state testing.			all teaching staff			INCOMPLETE		



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3 - 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	Provide teachers time and resources to develop needed materials, before and after school hours.	EC through MS teachers create additional word problems, extended reponse activities, and manipulatives which align to the state mathematics standards and fit within our Montessori philosophy.			all staff			INCOMPLETE		
N	Provide substitute coverage for cross classroom examination, during school hours.	Teachers will conduct voluntary peer observations to facilitate Mathematics, Montessori, literacy	X		Principal			INCOMPLETE		
N	Monitor student progress in mathematics through the use of easyCBM.com website. During school.	Classroom teachers will monitor progress on a 5 week cycle. Testing will reflect the skills addressed in small and whole group instruction during that time period. Results will be used to influence next steps in instruction.			Classroom teachers, ILT			INCOMPLETE		
N	Star Mathematics testing will be conducted on a quartley basis. During school.	Classroom teachers will administer the STAR Math test to all students on a quarterly basis. Results will be			ILT and Classroom teachers			INCOMPLETE		



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Thomas Drummond Elementary School : 2010-2012 Year 1

3 - 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						
		analyzed by cycle teams and the ILT and used to guide future instruction.								

5 - On Track to Graduation										
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	Consistant monitoring of school-wide reading data - before, during and after school hours.	EC through MS teachers will monitor student progress through observational, formative, and sumative assessments. Teachers will inform instructional decisions through data analysis and observations.			Case Manager, all staff and Principal			INCOMPLETE		
N	Consistant monitoring of school-wide mathematics data, before, during and after school hours.	EC through MS teachers will monitor student progress through observational, formative, and sumative assessments. Teachers will inform instructional decisions through data analysis and observations.			Case Manager, all staff and Principal			INCOMPLETE		



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5 - On Track to Graduation										
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	Constant monitoring of school-wide writing assesments, before, during and after school hours.	EC through MS teachers will monitor student progress through observational, formative, and sumative assessments. Teachers will inform instructional decisions through data analysis and observations.			Case Manager, all teachers and Principal			INCOMPLETE		
N	Hosting Career day - during school hours.	MS students will facilitate a school wide event where they will invite professionals from a wide variety of careers to visit the school and explain their professions.			Case Manager			INCOMPLETE		
N	Hosting College Day - during school hours.	MS students will learn about opportunities at local and national colleges.			Case Manager			INCOMPLETE		
N	Hosting of High School Days - during school hours.	MS students will attend presentations by visiting high school students, attend open houses at various high schools, and attend shadowing events.			Case Manager			INCOMPLETE		



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Thomas Drummond Elementary School : 2010-2012 Year 1

6 - 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	Continued coaching for Special Education team.	Continued and collaboration between area staff and the special education team regarding best practices in instruction for our special education population. Continue professional development opportunities for all staff regarding LRE, RTI, and best practices in special education.			Principal and Special Education team			INCOMPLETE		
N	Continue support of CODAC parent and teacher organization and their after school peer tutoring / mentoring program. Before, during, and after school.	CODAC supports parent-teacher relationships and communications regarding special education students.			ILT			INCOMPLETE		
N	Continue bi-weekly meetings of the school based RTI team.	Team meetings support classroom teachers in identifying students who may need additional interventions,			ILT			INCOMPLETE		



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6 - 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						
		formulating intervention strategies, helping with progress monitoring, assessments, and re-evaluation of needs and goals.								
N	Montessori training for special education teachers.	Montessori teachers will collaborate with and coach special education staff in Montessori philosophy and use of materials.			All faculty, ILT			INCOMPLETE		
N	Facilitate ongoing collaborative dialog regarding students with IEP and their LRE.	Support common planning periods to allow for collaborative meetings between special education faculty and classroom teachers. Continue professional development opportunities for all staff regarding LRE, RTI, and best practices in special education.			ILT, classroom teachers			INCOMPLETE		
N	Continue professional study group focused on aligning assessments, progress	Teachers meet on a bi weekly basis to read and research the RTI process and its components. Finding and			ITL, classroom teachers			INCOMPLETE		



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Thomas Drummond Elementary School : 2010-2012 Year 1

6 - 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						
	monitoring, and effective research based interventions for RTI students.	recomendations are shared with the full faculty during monthly meetings.								
N	Special Education providers to support academic achievement in the LRE - before, during and after school hours.	Case Manager, Special Ed providers, Special Ed assistants.	X		Principal	\$291,128.00	\$0.00	INCOMPLETE	398945,272142, 291319,288987	

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	Provide more emphasis on integrating the creative arts into the core curriculum through collaborative work and partnerships within the school and with outside groups and individuals, before, during and after school hours.	3 years old through 8th grade students will address the fine arts standards through integrated units of study created by their classroom teacher and the arts teacher.			Art teacher and Classroom teachers			INCOMPLETE		
N	Support a full time arts instructor to supervise the	Drama, Music and dance and visual arts will be integrated into			Art teacher and Principal			INCOMPLETE		



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Thomas Drummond Elementary School : 2010-2012 Year 1

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						
	varied arts programming at school, before, during and after school hours.	the core curriculum through humanities studies. Units of study will be created through collaborative planning and teaching between classroom teaches and the fine arts instructor. Block scheduling will help to facilitate the integration.								
N	Promote the growth of after school programming, after school hours.	Fine arts instructor will facilitate the growth of drama, fine arts, music, dance and Language programs. In addition the fine arts instructor will facilitate increased participation by students and parents in the annual art show and variety show.			Art teacher and after school committee			INCOMPLETE		