PRELIMINARY 2013-2014
PLAN FOR THE IMPROVEMENT OF INSTRUCTION FOR
DISADVANTAGED STUDENTS IN THE
CHICAGO PUBLIC SCHOOLS

As required by Section 18-8.05 (H) of The Illinois School Code

Chicago Public Schools

July 2013
INTRODUCTION

In 1989-90, with the passage of the Chicago Public Schools Reform Act, the Chicago Public Schools (CPS) entered a new era concerning the distribution and use of State Chapter 1 funds (now called Supplemental General State Aid). For the first time, local school principals, with the approval of the Local School Councils, began the process of developing programs supported through State Chapter 1 funds.

Prior to 1989-90, State Chapter 1 funds supported various basic and supplementary programs in the CPS. In 1989-90, the “First Year of Reform,” 20% of the funds, or $53 million, was to be earmarked for supplementary school programs. The actual value of supplementary programs far exceeded $53 million, since most existing supplementary programs were continued. In 1990-91, 40% of the State Chapter 1 funds, or $111 million, was earmarked for supplementary programs. In 1991-92, it was increased to 60%, or $168 million; and in 1992-93, it was increased to 80%, or $230 million. In 1993-94, all but $16 million of State Chapter 1 funds, or $249 million, was earmarked for supplementary programs. Again, in 1994-95, all but $16 million, or about $261 million, was provided for supplementary programs.

Under the subsequent reform legislation of 1995, a minimum of $261 million was mandated for supplementary (State Chapter 1) programs in 1996 and subsequent years. Thereafter, each school was to be allocated its share of this total amount based on its number of eligible students. P.A. 90-548 of 1998 changed the mechanism whereby funds would be generated starting in fiscal 1999, although the same $261 million would be distributed to schools as supplemental funds. The new Supplemental General State Aid generated $179 million in fiscal 1999, $202 million for fiscal 2000, $207 million for fiscal 2001, $217 million for fiscal 2002, $222 million for fiscal 2003, $235 million for fiscal 2004, and $254 million for fiscal 2005. The remainder came from the reconfigured General State Aid. The term Supplemental General State Aid, or SGSA, has replaced the term State Chapter 1.

Schools plan the use of Supplemental General State Aid funds in accordance with their School Improvement Plans, as required by the Act. Those plans must address the following program areas, as recommended in the legislation:

**EARLY CHILDHOOD PROGRAMS** – Programs that provide early educational experiences to enable children who are in prekindergarten, kindergarten, or primary grade to succeed in school.

**REDUCED CLASS SIZE OR IMPROVED ADULT-TO-STUDENT RATION** – Any program that decreases the number of students who are receiving direct services from a teacher or other staff member.

**ENRICHMENT PROGRAMS** – Educational services and activities that enhance the regular program of instruction.

**ATTENDANCE IMPROVEMENT** – Services and activities that have as their primary goal increased student attendance in school.
REMEDIAL ASSISTANCE – Programs and services that provide supplementary assistance to students in educational areas in which they may be deficient.

OTHER EDUCATIONALLY BENEFICIAL EXPENDITURES – Any other educationally beneficial supplement to the regular education programs.

The Preliminary Plan for the Improvement of Instruction for Disadvantaged Students in the Chicago Public Schools has been developed in accordance with the rules and regulations of the Illinois State Board of Education pertaining to Section 18-8.05 (H) of The Illinois School Code. It aggregated the individual budgets for Supplemental General State Aid (formerly, State Chapter 1) Plans submitted to the schools through computerized public sector budgeting, as well as budgets for other basic and categorical programs.
ASSURANCES AND NEW REQUIREMENTS

At its meeting of July 27, 2005, the Chicago Board of Education approved the Preliminary Plan that conforms to the requirements of Section 18-8.05 (H) of The Illinois School Code.

The new ISBE requirements are addressed below:

1. “A needs assessment that aligns with the Chicago Public Schools Improvement Plan.”

   CPS schools will submit a copy of the needs assessments from the School Improvement Plan for Advancing Academic Achievement (SIPAAA) with their Supplemental General State Aid (SGSA) design plan for FY2012. Chief Area Officers will work with schools to ensure that the contents of the needs assessment are aligned with and supportive of their supplemental activities.

2. “Evidence of what is accomplished through the use of these funds, particularly in terms of academic achievement of the Illinois Learning Standards.”

   In order to document student progress, the Chicago Public Schools will provide to the Illinois State Board of Education a series of reports detailing the results of all students tested on the Iowa Tests of Basic Skills (3-8 grades) in the regular grades and a supplemental report covering students tested but in special programs, such as Special Education and English Language Learners (ELL). The data will be reported in several ways including: median grade equivalent in grades 3 through 8, percentages of students at/above the national norm in grades 3-8, and the quartile distribution of scores. The reports will be longitudinal, covering a period of 10 years or more. School characteristics for the same time period will accompany the test data to allow for aggregation on any listed variable. These variables will include the neighborhood location of the school, the enrollment, percentage ELL, grades served, mobility, and the racial/ethnic indicator for the prominent student group.

   For the Illinois Standards, the Chicago Public Schools will provide a similar analysis, with the data provided to us by ISBE, covering the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement EXAM (PSAE). Reports will follow the format historically used by the Chicago Public Schools in analyzing and reporting the Illinois Measure of Annual Growth in English (IMAGE), Illinois Alternate Assessment (IAA), and Illinois Goals Assessment Program (IGAP) results.

3. “A methodology that documents compliance with the statutory requirement that these funds supplement and not supplant other District funding sources.”

   This requirement guards against reduction in basic funds when a school received additional SGSA funds. The current methodology examines the correlation between changes in non-SGSA funds with changes in SGSA funds, between current and prior year. A significant correlation is indicative of a systematic pattern of supplanting. The same methodology will be continued.
PROGRAM DESCRIPTIONS

Early Childhood 3-4 (EC 3-4)
This program provides assistance to the child in areas such as language development, reading and mathematics readiness, and physical and emotional growth.

Early Childhood KG (EC KG)
This program provides necessary readiness activities and experiences for five-year-olds prior to entering first grade. Variables that distinguish this program from regular kindergarten may be an additional teacher to provide full-day kindergarten program instead of the usual half-day and other supplementary services to stimulate children lacking in readiness skills.

Reduced Class Size K-3 (RCS K-3)
This program allows local schools to reduce the number of students being served in grades K through 3. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings.

Reduced Class Size 4-5 (RCS 4-5)
This program allows local schools to reduce number of students being served in grades 4 through 5. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings.

Homeless Education Program (HEP)
This program is intended to provide support services to students experiencing homelessness. These services include, but are not limited to, the provision of school supplies, uniforms, waivers for school fees, tutoring, and health care. For more information regarding the rights of homeless students, please contact the Homeless Education Program.

Student Book Fees (SBF)
This program is intended to assist in the replacement of lost Basal/Primary textbooks to support the general program of instruction.
Middle Grades Specialization RCS 6-8
This program is part of the Middle Grades Specialization initiative. This program allows local schools to reduce number of students being served in grades 6 through 8. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings.

Reduced Class Size HS (RCS HS)
This program allows local schools to reduce number of students being served in grades 9 through 12. Generally, the manner in which the school reduces class size should result in a meaningful reduction for all students in the grade level on a regular basis. This supplementary program enables teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include individualized instruction, greater time on task for students, and/or flexible and diversified groupings.

ISO Advanced Placement Instruction (ISO AP Inst)
This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials. The Advanced Placement program is a cooperative, educational endeavor between secondary schools and colleges and universities. Advanced Placement supports a culture of high expectations in which every student is prepared for success in postsecondary education and employment. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

ISO Law and Public Safety (ISO LPSA)
This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials. The program is designed to introduce high school students to careers in law and criminal justice. The LPSA program uses a 'school within a school' concept to provide a focused, learning friendly atmosphere. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

ISO Service Learning (ISO SL Inst)
This program is part of an Instructional Support Option (ISO), a package of Central Office-supported materials. Service Learning is a teaching and learning methodology that connects classroom curriculum with identified community issues and needs. Service Learning engages students in projects that serve the community and build their social and academic capacities. The ISO is selected as part of the SIPAAA process prior to budgeting. This program cannot be used for positions. Funds cannot be transferred out of this program during the year.

Career Employment Preparation (CEP)
This program is designed to support supplemental activities in career awareness. Programs may include career awareness and field trips at elementary school level and additional elective classes for career opportunities at secondary school level.
Language Arts
This program is designed to provide additional remedial instruction in English during the regular school day. Activities may include oral and written communication through a variety of experiences.

Social Studies
This program is designed to provide social studies instruction beyond general classroom instruction and curriculum during the regular school day.

Foreign Language
With the exception of Language Academies programs, programs in foreign language at the elementary school level are supplementary and occur during the regular school day.

Gifted
This program is designed for students who have demonstrated interest and/or talents in subject areas that beyond or above regular program of instruction that takes place during the regular school day.

Physical Education
This program is designed to extend regular school physical education and health programs and takes place during the regular school day.

Reading Instruction (R)
This program is designed to provide students with methods, skills, and experiences to promote independent growth for students not achieving at expected grade levels in reading. Activities may include oral and written communication through a variety of experiences by providing additional instructional support services of a reading specialist and/or support staff.

Math Instruction (M)
This program is designed to provide students with stimulating and meaningful instruction. Supplementary math programs may include additional instructional staff that may provide students remedial help. New and innovative approaches that present math in fresh and more meaningful ways also may be used.

Science Instruction (SC)
This program is intended to provide students stimulating and meaningful instruction. This supplementary science program may include additional staff that provides students remedial help. New and innovative hands-on materials that present science in fresh and more meaningful ways also may be implemented.
**SGSA Current Year Allocated Funds (SGSA-A)**
This program number reflects funds that have been allocated to the school which need to be reallocated by the school to support its supplemental programs. Adjustments, if any, from the 20th day enrollment count are loaded in this program number. The school must amend its program design to reallocate funds from this program number.

**SGSA Prior Year Carry-over (SGSA-C)**
This program number reflects funds that were not expended in the prior year have been allocated to the school for the current year and must be reallocated by the school to support its supplemental programs. The school must amend its program design to reallocate funds from this program number.

**Music**
This program is designed to provide additional music instruction to assist regular classroom during the regular school day. Student selection for participation is determined by local school needs and the program designed to increase the awareness and appreciation of music.

**Art**
This program is designed to provide additional art instruction to assist regular classroom teacher during the regular school day. Student selection for participation is determined by local school needs and the program designed to increase art awareness and appreciation.

**Learning Center**
This program is designed to provide supplemental support for the local school library or multimedia center, and/or Library Science instruction.

**Computer Education**
This program is designed to provide pupils with experiences to enable them to develop computer skills and literacy. Students are selected based on interest and need to enhance their technology skills.

**Summer School (SMS)**
This program is intended to provide creative and challenging summer programs to supplement the regular program of instruction. 
*Please note:* Supplemental programs cannot provide tuition for eighth grade or high school students who are pursuing credits for graduation. Extracurricular activities including clubs and sports only can be funded through SGSA.
ELL/LEP Programs (ELP)
This program is intended to provide additional support for the Transitional Bilingual Education Program, funded through ISBE and CPS. Funds may be used to provide ESL instruction during the regular school day and also may be used to provide development of alternative bilingual instruction methods.

Attendance Services (AS)
This program is designed to enhance school attendance and assist students avoid behaviors which may contribute to truancy and/or dropping out of school.

Social Services Outreach (SSO)
This program is designed to provide school social service outreach activities dealing with problems of pupils which involve the home, school and/or community.

Guidance (G)
This program is designed to provide students additional guidance services such as assisting career choices, improving personal and social development, and extending guidance activities to meet individual student needs.

Health Services (HS)
This program is designed to provide additional physical and mental health services. Included are activities that provide pupils with appropriate medical, dental and nurse services.

Professional/Curriculum Development (PCD)
This program is designed to provide staff development activities at the local school level. Staff in-services may vary from school to school depending on priorities, and may focus on such topics as communications, curriculum, attendance, classroom management, parent involvement, staff motivation, cross-cultural awareness, and problem solving. The curriculum development program enables local schools to develop new curricula or to enhance, extend, or revise existing curricula. Please note: Professional/curriculum development in the areas of reading, math, and science must be charged to those corresponding program numbers. See appropriate program descriptions below.

Reading Professional/Curriculum Development (RPCD)
This program supports school-initiated professional development activities in reading. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.
Math Professional/Curriculum Development (MPCD)
This program supports school-initiated professional development activities in math. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.

Science Professional/Curriculum Development (SPCD)
This program supports school-initiated professional development activities in science. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development. The school will coordinate the activities and expenditures.

Area Based Professional Development (APD)
This program supports professional development activities recommended by the school's Area Instructional Officer.

Early Childhood Professional/Curriculum Development (ECPD)
This program supports professional development activities in early childhood. This program includes lead teachers who spend 100% of their time on coaching, curriculum development and/or professional development.

Assessments/Standards (AS)
This program is designed to provide opportunities for school staff to develop and/or purchase additional benchmark assessment instruments tied to their curriculum. Funds may also be used for test scoring and benchmark assessment results reporting for parent and school use.

School Office Services (SO)
This program is intended to provide additional office staff and supplies to assist in general operation of the school office. Supplementary staff performs tasks to support educational program, as assigned by the principal.

Instructional Administration (IA)
This program is intended to provide additional school-based personnel who provide instructional leadership and support to the general program of instruction. Please note: A freed assistant principal cannot replace the Board-funded teaching assistant principal at the elementary school level or the regular assistant principal at the high school level.

BSC Premium Services (BSC PS)
This program is intended to provide additional business support services to assist in the general operation of the school through participation in the BSC Premium Services Program.
Security Services (SS)
This program is intended to increase student and staff safety in the school building or playground during regular or extended day activities. Security staff must go through a personal background check and receive appropriate training prior to employment.

TechXL Network (TXL-N)
This program is intended to provide for the availability of school-based technology and service for network attached school-based technology. These services include the necessary components to enhance curriculum and instruction for students.

TechXL Leasing (TXL-L)
This program is intended to provide for the availability of school-based technology and state of the art technology equipment. These services include the necessary components to enhance curriculum and instruction for students.

TechXL Repair and Maintenance (TXL-RM)
This program is intended to provide for the ongoing upkeep and availability of school-based technology. These services include the necessary components to enhance curriculum and instruction for students.

E-Rate (E-RATE)
E-Rate is a federally funded program designed to bolster technology in our schools. Through the partnership program, schools can put technology into the hands of students and teachers in an effort to enhance student achievement in the 21st century. Schools will have the opportunity to leverage dollars to receive discounts on telecommunications services, Internet access, and internal networking services. The E-Rate partnership program allows schools to request available technology and leverage school discretionary dollars with the District's overall strength.

Salary Adjustments (SA)
This program number reflects adjustments in payroll from vacancies, lane and step increases, and other payroll adjustments. The school must amend its program design to reallocate funds from this program number to support its supplemental programs and in some cases, to cover the cost of negative balances caused by increases in salaries and/or benefits.

Community/Parent Involvement (CPI)
This program is intended to foster a closer relationship between parents and teachers. This improved relationship should result in a higher level of academic achievement, improved attitudes toward school, and greater ongoing parent involvement the education of their children. Funds may be used to purchase school–community representative (SCR) positions. Please note: Parent patrols can be funded with SGSA only.
Other After School Programs (OASP)
This program is designed to provide students after-school, Saturday, and intersession experiences in subject areas other than reading, math, and science. After-school programs in reading, math, and science must be charged to the corresponding instructional program number (119015, 119016, 119017). *Please note:* Extracurricular activities including clubs and sports only can be funded through SGSA.

Parent Training (PT)
This program has two components: training parents on NCLB Title I, SGSA rules and regulations, and CPS procedures; and training parents to work with their children at home in order to achieve the local school’s instructional objectives. Training activities include clearly defined objectives and regularly scheduled meetings for parents of participating students.

HS Evening School /Credit Recovery
This program provides a second chance for students that have previously failed courses **needed to meet the graduation requirement.** It allows local schools to run their own credit recovery program in conjunction with the district’s Evening School initiative. A minimum of 60 hours of instruction is needed in order to earn ½ credits. Generally, the manner in which schools make this opportunity available to students should enable teachers to facilitate learning experiences not possible in regular classroom settings. These learning experiences may include virtual learning, evening school participation, and/or small group instruction.