



Fund Compliance and Assurances	
FUND COMPLIANCE QUESTIONNAIRE: Check each box to verify participation in any of the funded programs below.	
Supplemental General State Aid (SGSA)	X
NCLB Schoolwide Program (not available to schools receiving NCLB funds for the first time)	X
NCLB Targeted Assistance Program	
# of Students Served By Program (only applies for Targeted Assistance schools)	
SGSA - Check the box to verify that the attendance center complies with the statement regarding the use of SGSA funds.	
The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.	X
The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.	X
The attendance center's plan is approved by the LSC and CPS.	X
SGSA funded activities fall within the allowable program categories; early childhood education, reduced class size or improved adult-to-student ratios, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular and basic programs as determined by the Illinois State Board of Education.	X
SGSA funds supplement and do not supplant non-categorical and other categorial funds allocated to the attendance center.	X
SGSA funds are supporting only those activities specified in the school's approved plan/amendment.	X
SGSA funds are not used for capital expenditures.	X
SGSA funds are not used for any political or lobbying activities by the attendance center.	X
NCLB/Title I Schoolwide Programs (SW) - All schoolwide programs must include the 9 components below. After each component listed, please describe how each will be accomplished at your school.	
1) A comprehensive needs assessment of the entire school that is based on the	Data was collected and determined that the needs of the students fell into 5



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<p>achievement of students relative to state content and achievement standards. Please describe how this will be accomplished.</p>	<p>categories. Literacy, Core subjects(Mathematics, Science, and History) on track to graduate, post secondary and operations(school climate, daily activities).</p>
<p>2a) Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement. Please describe how this will be accomplished.</p>	<p>Mather is currently under high school transformation and will be entering our third year of optional SES tutoring. Both programs are helping students stay on track to graduate. We have also developed after school tutoring and enrichment programs to help as a recovery program for students.</p>
<p>2b) Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations. Please describe how this will be accomplished.</p>	<p>High school transformation is a program that offers structured curriculum with material support as well as professional development for teachers.</p>
<p>2c) Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods). Please describe how this will be accomplished.</p>	<p>We have a student development mentoring program for all incoming freshmen in order to help with the transition to high school... Our counseling department is aligned with ASCA and provide referral services outside of the school as well as college and career readiness workshops</p>
<p>3) In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status:</p>	<p>Our school attends job fairs in search of staff that is HQ, after an initial screening interview at the job fair. Qualified candidates will be asked to come in for an interview with a hiring committee</p>



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Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.	
4) High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards. Please describe how this will be accomplished.	Funds are being set aside for staff to attend professional development activities. Those activities should focus on one of our 5 goals for school improvement
5) Strategies to increase parent involvement, such as family literacy services. Please describe how this will be accomplished.	Through computer based grading system we hope to keep parents informed and involved with their child's education. There are also a number of activities planned where parents can interact with staff with an emphasis on promoting learning outside of the classroom
6) Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings. Please describe how this will be accomplished.	NA
7) Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. Please describe how this will be accomplished.	Staff is programmed and scheduled to meet at least once a week to attend teacher lead professional development. There will also be restructured days throughout the school year where departments can meet and analyze what needs to be done to increase academic performance.
8) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Please describe how this will be accomplished.	After the first 5 weeks students will have computer generated progress reports. At that time students can then be identified and referred to after school tutoring program
9) Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.	SES tutoring requirements are coordinated and services offered to qualifying families. Additional programs are offered through the parent involvement plan. Under these programs.
Additional Assurance: The school annually reviews the schoolwide plan/program.	X
Additional Assurance: The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.	X
Additional Assurances: The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.	X
NCLB/Title I Part A Targeted Assistance Schools (TA) - The school must	



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comply with the requirement for student identification and selection based upon student academic achievement. Check the box to verify compliance.	
Eligible children have been identified by the school as failing, or most at risk of failing to meet the state's students academic achievement standards on the basis of multiple, educationally related, objective criteria.	
Children from pre-school through grade two have been selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.	
Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children are eligible for service on the same basis as other children.	
Others who are eligible for service include: a child who, at any time in the preceding two years participated in Head Start, Even Start, or Early Reading First program, or in pre-school services under Title I Parts A, and C Migrant, D Neglected, Delinquent, or At Risk, and homeless and attending any school served by CPS.	
NCLB/Title I Part A Targeted Assistance Schools (TA) - All targeted assistance programs must implement these 8 components. After each component listed, please describe how each will be accomplished at your school.	
1) Title I Part A resources are used only to support activities for identified Title I students to meet academic achievement standards expected for all children. Please describe how this will be accomplished at your school.	
2) The use of effective methods and instructional strategies that strengthen the school's core academic program and: 1. Give primary consideration to providing extended learning time; before/after school, and summer programs for identified Title I students. 2. Help provide an accelerated, high-quality curriculum. 3. Minimize removing Title I identified students from the regular classroom during regular school hours for instruction provided by Title I Part A. Please describe how each item above will be accomplished.	
3) Title I Part A resources coordinate with and support the regular education program which may include services to assist preschool children transition from early childhood programs (Head Start, Even Start, Early Reading First) to the elementary program. Please describe how this will be accomplished.	
4) In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within	



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<p>the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul.</p> <p>Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.</p>	
<p>5) Opportunities for professional development, using Title I Part A funds and other resources that are available for teachers, principals, paraprofessionals (instructional aids) and as appropriate, pupil service personnel, parents, and other staff who work with Title I students including their regular classroom teachers. Please describe how this will be accomplished.</p>	
<p>6) Strategies to increase the involvement of the parents of Title I students are being implemented as required by No Child Left Behind. Please describe how this will be accomplished.</p>	
<p>7) Coordination and integration of Federal, state, and local services, and programs supported by No Child Left Behind, violence prevention programs, nutrition and housing programs, Head Start, adult and vocational programs, and job training. Please describe how this will be accomplished.</p>	
<p>8) The school reviews on an ongoing basis the (academic) progress of the Title I students and revises the targeted assistance program/services if necessary to ensure Title I students meet state academic standards, e.g., extended day programs, training for teachers regarding how to implement student academic standards in the classroom. Please describe how this will be accomplished.</p>	
<p>Additional Assurances: Title I funded staff participate in the school's general</p>	



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professional development and school planning activities.	
Additional Assurances: Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.	
Additional Assurances: The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.	
PARENT INVOLVEMENT IN TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS	
No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.	
In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".	
FULL PARTICIPATION	
The school, as part of the parent involvement requirements, shall provide full opportunities for the participation of parents of children with Limited English proficiency, with disabilities, and parents of migratory children, including providing information and school reports in a format and language the parents understand.	X



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LANGUAGE INSTRUCTION EDUCATION: PARENT NOTICE/INFORMATION REQUIREMENTS	
Parents of students who are participating in a language instruction education program as determined in part C of Title III shall , not later than 30 days after the beginning of the school year, inform the parents of limited English proficient (LEP) students participating in the program of:	
* The reason their child was identified as LEP and in need of placement in the class.	X
* The child's level of proficiency, how it was assessed, and the child's level of academic achievement.	X
* The methods of instruction used in the program their child will participate, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.	X
* How the program will meet the educational strengths and needs of the student.	X
* How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.	X
* The specific exit requirements for the program, including rate of transition from such program into the regular classroom, and the expected rate of graduation from a secondary program.	X



Parent Policy and Parent Compact	
PARENT INVOLVEMENT POLICY	
The following are requirements in the NCLB Title I (section 1118) legislation. Please read each statement and describe how each will be accomplished at your school. For assistance on completing each item below, please contact your Area LSC Facilitator.	
1. Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.	Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held periodically throughout the year. Notification of PAC meetings will be posted on the school website and marquee, and sent home with the students. At those meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose. Notification will be sent home with students and also noted on the school website and school marquee.
2. The school will hold an annual meeting at a time convenient to parents to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will Invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished.	To inform parents of the Title I, Part A Annual Meeting the school will: Post a Notice and Agenda in the school's main entrance at least 48 hours in advance and distribute/disseminate notice of the meeting through the students, we will also post on the school marquee and website appropriate dates and times, the school will also make notices available in the main office for parents. At the meeting the school will distribute and explain the current policy to all Title I parents. The parents will be informed about their rights to be involved in Title I programs. At the annual meeting information regarding the Title I, Parent Advisory Council (PAC) Organizational Meeting, will be disrobed along with dates of Local School Council Meetings. Two meeting times (a.m. and p.m) will be available and attendance will be encouraged.
3. Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.	The school will make a copy of the School Improvement Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the High School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the schools curriculum and grading scale.
4. At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.	At the request of parents the school will respond within 15 school days in writing to individual parents who submit suggestions. Oral responses by the Principal will be given regarding any concerns at Local School Council Meetings, Parent Advisory Council meetings, or other meetings with parents, as appropriate
5. Schools will provide parents a report of their child's performance on the	Parents/students will receive individual results for state assessments as soon as



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State assessment in at least math, language arts and reading. Please describe how this will be accomplished.	provided by the state. This is hand delivered to each student during homeroom
6. Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.	Parents can submit a request to obtain the status of any of their child's teachers regarding qualifications. Those parents will receive written confirmation as soon as the information is available.
7. Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.	The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.
8. Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.	Sessions are offered for all parents at the first parent teacher conference regarding any impact gradebook and the parent portal. Each parent will receive a logon to access students grades and attendance and communication with individual teachers.
9. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.	During a weekly staff meeting (234) staff is in-serviced about how/why communication with parents is vital to the students success and our school goal to increase that communication through technology and mailings.
10. Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.	Organized family literacy night for students and extended family
11. Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.	Currently information regarding programs is printed in two languages. With a school that has over 55 languages spoken it's hard to community with every student that is ESL. We opted to have a website that can be translated into multiple languages in hope to break that barrier.
POLICY IMPLEMENTATION ACTIVITIES - Check the box to indicate planned implementation of the activity.	
The LSC will approve the school improvement plan and monitor the SIPAAA.	



Parent Policy and Parent Compact	
In the SIPAAA the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.	
The school will coordinate the parent involvement programs identified in the SIPAAA.	
The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.	
Please explain any non-compliant responses (unchecked boxes):	
SCHOOL-PARENT COMPACT FOR SCHOOL YEAR 2010-11	
The school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The following are components in this compact, please describe how each item will be accomplished.	
1. The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission and vision.)	1. Mather High School commits to involving school personnel, students, parents and members of the wider community as partners in an ongoing process of reading improvement. We will construct an environment of excellence, responsibility and diversity which foster intellectual, social, and technological skills, accomplished through professional development, structured learning experience and parental support. The vision of Mather High School is to create a positive learning environment in which to educate all students. Each student will achieve at a higher level of academic performance, function effectively in the community, and contribute to the broader society.
2. The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.	Parent/teacher conferences will be held in November 2010 and April 2011
3. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.	3. Parents/Guardians receive regular feedback on student achievement, progress or grade reports are sent home every five weeks and teachers are encouraged to call home and involve parents more. With each progress report, the principal sends home a newsletter keeping the parent abreast of any new developments. All teachers are required to use Impact parent portal to post grades. At report card pick up, the computer lab will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. Mather's website also is an effective method of communication with stakeholders
4. The school will provide parents access to staff. Describe when, where and	The school currently employs a variety of communication avenues for parents



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how staff will be available for consultations with parents.	to access staff that include e-mail addresses of staff via the parent portal or Mather website, teacher voice mailbox extension, parent teacher conferences and individual appointments
5. The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.	Parents are invited to volunteer as judges in academic competitions such as science fair and history fair, as well as volunteer as guest speakers in classrooms. Parents are also encouraged to accompany his or her child's class on a one-day field trip or on other type of extra-curricular activities, as long as CPS guidelines for doing so are followed. Parents can also observe his or her child's classroom during a regular school day with permission from an administrator and the teacher.
6. The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).	Parents are provided their own access to the parent portal. Through this communication tool, parents can periodically monitor his or her own child's progress. If the child is missing assignments and/or scoring low on tests and quizzes, the parent can take the necessary actions to ensure their child will meet class standards. Parents may also use the parent portal to email the teacher with further explanation or assistance. In addition, parents are encouraged to meet their child's teachers in person either by appointment or during the teacher/parent conferences in order to develop a relationship that will benefit the child.
7. The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.	7. At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held periodically throughout the year. The LSC (Local School Council) also invites parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.
8. The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).	8. The school climate promotes students' responsibility and active participation in their own academic achievement. Students are expected to maintain good attendance in order to learn good work and study habits. Students are expected to rise to meet the more challenging grading scale and are encouraged to choose rigorous courses such as honors and AP courses in order to better prepare themselves for a post-secondary education. Students are expected to monitor their own progress by using gradebook and by developing a positive relationship with their classroom teachers. If a student needs additional assistance, they have the opportunity to attend after school tutoring and/or meet with their counselor. In addition, students are encouraged to attend the parent/teacher conference with their parent, sign-up for the ACT prep class, and join various academic clubs and activities the school has to offer.



Technology	
STEP 1: Evaluate your school in each of these categories, using the following ratings: Optimal, Developing (Dev), Emerging (Emerg), and Not in Place (NIP). Please see Technology Deployment and Sustainability Rubric for assistance in completing the evaluation.	
Ubiquitous Access - The availability, organization, and deployment of technology tools around the learning and working needs.	
Tool Capacity - The range of technology tools and software used, as well as their capacity to meet standards of high performance.	
Connectivity - The universal access to robust, stable, local, and global resources by students and staff.	
Technical Support - The availability and responsiveness of software, hardware, and network support when needed by clients.	
STEP 2: Identify goal around technology deployment and sustainability.	
Goal #1: The school will continue to build and maintain a technology infrastructure that creates and supports a productive student-learning environment and promotes technology integration for our students, while achieving the core functions outlined in the CPS technology vision statement.	
NOTE: These core functions are: 1) To utilize technology to enrich the teaching and learning experience. 2) To solicit greater input in technology investments. 3) To improve/maintain network infrastructure, security and standards. 4) To enable schools to connect with community and/or enhance the cost-effective use of resources.	
Goal #2: OPTIONAL - Please only identify goals that are not already clearly articulated in the SIPAAA.	
STEP 3: Identify gaps between the goal(s) and your reality.	
1) The Technology Committee meets on a regular basis to discuss the redeployment of old equipment and software, plan for hardware and software upgrades and future technology purchases, maintain the hardware and software inventories, assess the electrical capacity of the building, and update the detailed infrastructure plan.	



Technology	
List the person(s) responsible, cost, and how you'll assess the activity:	
2) OPTIONAL - Please only identify activities that are not already clearly articulated in the SIPAAA. List the person(s) responsible, cost, and how you'll assess the activities:	
3) OPTIONAL - Please only identify activities that are not already clearly articulated in the SIPAAA. List the person(s) responsible, cost, and how you'll assess the activities:	
4) OPTIONAL - Please only identify activities that are not already clearly articulated in the SIPAAA. List the person(s) responsible, cost, and how you'll assess the activities:	

