



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

### **What is SIPAAA?**

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

For resources related to the SIPAAA process,  
Go to [www.stratplan.cps.k12.il.us/sipaaa\\_process.shtml](http://www.stratplan.cps.k12.il.us/sipaaa_process.shtml).

## 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
Munoz	Aida	Principal	X		
Dace	Erik	Special ed. faculty			
Escobar	Cesar	ELL faculty			
Garcia	Margarita	LSC member			
Giles-Long	Marjorie	Classroom tchr.			
Kahn	Shari	Lead/resource tchr.			
Leong	Sam	Lead/resource tchr.			
Long	Irma	Lead/resource tchr.			
Lopez	Sonia	Asst. Principal			
Loudin	Roberto	Lead/resource tchr.			
Martínez	Roberto	Lead/resource tchr.			
Moring	Kathleen	Lead/resource tchr.			
Osorio	Ana	Classroom tchr.			
Spivack	Miriam	Lead/resource 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.

-  **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 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. CAOs along with the Area teams will provide professional development in literacy, math, and science to school based personnel to improve instruction; CAOs along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; CAOs will provide professional development and support to school based personnel on using data to improve instruction.

 **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)

Deborah Esparza, Chief Area 2 Officer  
 Abbie Meyers, Management Support Director  
 Susan Haggerty, Reading Coach  
 Maria Perryman, Reading Coach  
 George Chipain, Mathematics and Science Coach  
 Liliam Narváez, Bilingual Education Coach  
 Donna Bedtke, Instructional Data Coach  
 Alison Saiki, Specialized Services Administrator

 **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.

All Kilmer staff members had input into the development of the SIPAAA through grade-level and other staff meetings. These meetings were scheduled on February 11, 2010 and April 9, 2010. Parents and community members provided input at meetings held on February 16, 2010 and March 9, 2010.

### Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	1	7	1	1	0	0	10

### Summary of Meetings



Meeting Date	Meeting Type	Description
18-Mar-2011	Small group discussion	Reviewing Objectives and data
15-Mar-2011	Small group discussion	Analysis of data from teachers meeting.
05-May-2010	SIPAAA Team	Budget Final Planning
01-May-2010	SIPAAA Team	Budget Planning
28-Apr-2010	SIPAAA Team	Working Meeting
14-Apr-2010	SIPAAA Team	Working Meeting
09-Apr-2010	SIPAAA Team	Working meeting.
07-Apr-2010	SIPAAA Team	Working meeting.
09-Mar-2010	Working group	Parents/community members meeting.
16-Feb-2010	Town hall/community mtg.	Parents/community members meeting.
11-Feb-2010	Working group	Teachers and other staff members met in small groups.
11-Feb-2010	SIPAAA Team	Analysis of data from teachers meeting.
10-Feb-2010	SIPAAA Team	Vision and mission draft meeting.

### 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: 26  
 Number of Student Survey Responses: 0  
 Number of Teacher Survey Responses: 50  
 Number of Staff Survey Responses: 10

### 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:

To promote life-long learning through a literature-rich environment.

The vision of Joyce Kilmer Elementary School is to foster literacy and to develop self-sustaining citizens who achieve academically and function effectively in a multicultural society. We will integrate literature and writing across the curriculum. The entire school community will focus on the social and academic needs of all children, including those with disabilities and English language learners.

## 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:**

- The percentage of student meeting or exceeding state standards has decreased 0.5% in all tested areas over the last two years from 79.40% to 78.9%.
- The percentage of Freshman on-track has increased by 12.8% it is now at 67.20%.

**Concerns:**

- Over the past two years, there was a decrease in the amount of students who were at the meets and exceeds standards in Reading of 1% and Science 3.6%.
- The need to increase the Freshman on-track to a greater percentage.
- Although the mobility rate has decreased by 5.8% to 22.10% it is still relatively high.

## 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?

The school assessment data used to make school improvement decisions were the ISAT, IAA, Scantron, ACCESS, Benchmark, DIBELS and M-Class scores. An analysis of the school's Value Added Report was also utilized.

The strengths shown by the data include:

- The overall percentage of student who were exceeding state standards increased by 1.3%. In each of the the subtests the gains were: Reading 1.3%, Math 1.7% and Science 0.2%.
- The percentage of students meeting or exceeding state standards at the school's highest grade level has increased by 13.7% in the last year from 73.4% to 87.70%.

An analysis of the data also indicates several weaknesses.  
These include:

- Over the past two years, there was a decrease in the amount of students in the meets and exceeds state standards in Reading of 1% and Science 3.6%.
- Third grade ISAT scores have significantly dropped in the last two years in Reading from 75.80% to 58.80% and Math from 81.80% to 64.70%.
- The scores for students who took the IAA test declined 26.4 points in the last year from 72.20% to 45.80%.

- 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.

- Our school has a high percentage of English Language Learners who are required to take the ISAT, this in turn has made the test scores drop.
- We have experienced a large increase in the number of refugee students, including some who have never attended school.
- Although the mobility rate has dropped, it still continues to be high.
- The student to teacher ratio is high at several grade 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?

- The district can support English Language Learners (ELL) students by waiving the ISAT until they show mastery of the language. Creating a test that is equivalent to the ISAT for ELL students.

- Reducing class size.

- Creating an alternative assessment for all special education students.

- The Bilingual Program is not adequately supported in pedagogical practices.

- Currently, there is not a consistent transition from Preschool to Kindergarten for ELL students. They are instructed in English in PK and then in Spanish in Kindergarten.

- 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?

The strengths shown by the data include:

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- The percentage of students meeting or exceeding state standards at the school's highest grade level has increased by 13.7% in the last year from 73.4% to 87.70%.

An analysis of the data also indicates several weaknesses.

These include:

- Over the past two years, there was a decrease in the amount of students in the meets and exceeds state standards in Reading of 1% and Science 3.6%.
- Third grade ISAT scores have significantly dropped in the last two years in Reading from 75.80% to 58.80% and Math from 81.80% to 64.70%.
- The scores for students who took the IAA test declined 26.4 points in the last year from 72.20% to 45.80%.

- 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>

The NCLB Accountability Summary in 2010 demonstrated that there was not Adequate Yearly Progress (AYP) in the following areas:

- Overall composite for all students in reading (63.5%).
- Black students in reading (65.7%) and mathematics (70.7%).
- Limited English Proficient students in reading (51.6%).
- Students with Disabilities in reading (22.2) and mathematics (40.7%).
- Economically Disadvantaged students in reading (63.3%).

### Strengths:

The following areas were identified as areas of strengths based upon the NCLB Summary:

- 99.8% of all students were took the state assessment.
- 78.3% of all students are making adequate progress in mathematics.
- Hispanic students are making adequate progress in reading (61.3%) and mathematics (81.3%).
- Limited English Proficient (LEP) students scored at the 75.0%.
- The attendance rate was at 95.9%.

### Concerns:

- A major area of concern is in the area of reading where most of the subgroups did not make adequate progress.

## Student Connection

### Student Connection Strengths and Concerns

#### Strengths:

- Average days absent per student dropped from 9.4 to 7.2 days per student.
- Various after school programs are offered for the students' social enrichment, including: Sports, Chess, and Arts and Crafts, Go Green Club, Book Club, Student Council, Fitness and Art.

#### Concerns:

- The number of students suspension decreased by 40 incidents, a 73% drop, however it is relatively high.

- Academic support is available through SES and Aims-High after-school.
- About 50% of our students participate in the Extracurricular and Academic After-School Programs.

## 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?
  - The number of ELL students taking the ISAT has increased.
  - The ELL population is faced with testing in a language in which they have not mastered. Currently, the Pre-K program is now included in the ELL population increasing the number of ESL students.
  - The state has increased the criteria for students to exit from the bilingual program from 4.0 to 4.8 on the ACCESS.
  - Mobility rate is still high even if it decreased from 27.9% to 22.1%.
  - According to our School Report Card, Kilmer's poverty rate is at 96.8%.
  - A combination of a high number of families economically challenged, a high number of ELL students, and a high number of mobility rate are all factors of a struggling community dealing with academic and social challenges.
  
- In what ways, if any, have these attributes and challenges contributed to student performance results?
  - Our Limited English Proficient population has not made Adequate Yearly Progress due to the mandate that all English Language Learners in grades 3 through 8 be tested (ISAT) in a language in which they are not fluent.
  - Our high mobility rate has an effect on the pace of instruction, which, in turn, affects the school's performance.
  - The high poverty rate and the lack of resources and facilities in our community prevents many of our students from experiencing enrichment activities.

#### Strengths:

- There is a high degree of parent satisfaction with the school. This has increased significantly over the past two years.
- The school reflects the community's diversity.
- The school's enrollment has stabilized and is no longer declining.
- Teacher attendance is high.
- Response to Intervention (RTI) is implemented and meeting regularly.

#### Concerns:

- There are no National Board Certified teachers at Kilmer as of yet.
- The mobility rate is high.
- High poverty rate throughout the school population.
- Various social and emotional challenges.

## 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 as the Five Fundamentals for School Success.
- ✔ **TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- ✔ **TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

### **Five Fundamentals: Instruction**

- ✔ **TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Harcourt	Full implementation Story Town - SCRMA			X	X	X	X	X	X	X		
Reading	McDougal Littell (Houghton Mifflin Harcourt)	The Language of Literature										X	X
Math	Houghton Mifflin Harcourt	Harcourt Mathematics			X	X	X	X	X	X	X		
Math	Prentice Hall (Pearson)	Prentice Hall - Mathematics										X	X
Science	McDougal Littell (Houghton Mifflin Harcourt)	McDougal-Litell - Earth Science, Physical Science and Life Science									X	X	X
Science	McDougal Littell (Houghton Mifflin Harcourt)	Harcourt - Science Big Books			X	X	X						
Science	Macmillan (McGraw-Hill)	McGraw-Hill - Science						X					
Science	Houghton Mifflin Harcourt	Harcourt - Science							X				
Science	Scott Foresman (Pearson)	Scott Foresman - Science								X			
Science	Delta Module Kits	Delta Module Science Kits	X										
Science	FOSS Kits	FOSS Science Kits						X	X	X	X	X	X
Writing	Writers' Workshop	Lucy Caulkins	X										
Social Studies	Other	Harcourt				X	X			X			
Social Studies	Other	McGraw-Hill						X	X				
Social Studies	Other	McDougal-Litell									X	X	X

Partner Name	Partner Description	# of Students
Living Water After-School Program	Tutoring	26
Lifeline Theatre	Provide drama classes	120
Centro Romero	ESL classes for parents	
SES Literacy for All	After-school tutoring	11
Newton Learning	After-school tutoring	26
SPC Education Solutions	After-school tutoring	35
AIM High	After-school tutoring	7
Literacy for All	After-school tutoring	12
Junior Achievement	Everyday business classes	120

 **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).
  - Extended-day tutoring program.
  - All Star After School (ASAS) Program.
  - Common planning periods for teachers.
  - Grade-level collaborative lesson plans.
  - Professional development for teachers in differentiating instruction.
  - SES providers and AIMS High after-school support.
- 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...).
  - Differentiation of instruction.
  - Use of progress monitoring assessments such as DIBELS, M-Class, Scantron, ACCESS and Benchmark Assessments.
  - Response to Intervention (RTI).
  - Co-operative and differentiated learning groups.
  - Coteaching model.
  - Use of assistive technology.
  - Pull-out program for reading and writing instruction in the primary grades.
  - Daily double period of reading/language arts at the sixth, seventh and eighth grades.

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

- Next Steps for Instruction:

- Increase technology resources.
- Continue the implementation of curriculum mapping.
- Expand the Literature and Writing program to include co-teaching.
- Continue to use data analysis as a decision-making tool and to improve classroom instruction.
- Continue to use strategies and implementation of differentiated instruction.
- Monitor the RTI process, procedure and follow-up.
- Monitor the special education program for continuity of the Corey H. state and federal mandates.
- Monitor the ESL instruction and bilingual mandates for all respective students.

### ***Five Fundamentals: Instructional Leadership***

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instructional Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

#### Next Steps for Instructional Leadership:

- Increase opportunities for collaboration and leadership opportunities.
- Encourage teachers to work toward National Board Certification.
- Recommend that teachers get ACCESS training.

### ***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?
  - Reduced class size at some grade levels.
  - Common planning time and collaboratively-developed grade-level lesson plans to ensure coherence.
  - Analysis of assessment data to drive instruction.
  - Collaboration among teachers on differentiating instructional strategies.
  - Continue to have weekly RTI meetings with RTI committee and teachers requesting assistance.

- ✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring 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...)
  - Regular and Special Education Teachers will meet on a weekly basis in grade level meetings to discuss teaching best practices and to share innovative

ideas and develop collegial support.

- Reading/Literacy Specialist will conduct all grade level meetings with the support of the administration to monitor consistency and high quality literacy instruction.
- Bilingual coordinator will meet on a monthly basis with bilingual teachers to share updates and best-practices information.
- Bilingual coordinator will provide data and relevant information regarding bilingual students during staff meetings and professional development.

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

- **Next Steps for Professional Capacity:**

- Provide opportunities for peer observations.
- Provide professional development on data analysis, differentiated instruction to meet individual student's needs and assisting with higher level of instruction.

## ***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).

Our school has an inclusive learning climate. We plan to continue to include students in bilingual program and students with disabilities in all academic and non-academic activities school-wide whenever it is feasible.

- **Next Steps for Learning Climate:**

- Develop activities that will showcase all students' talents including bilingual and special education students.
- Implement creative arts activities during and after the school day including bilingual and special education students.
- Showcase students' abilities in various activities, such as, Spelling Bee, seasonal assemblies, etc.
- Celebrate all students' accomplishments with quarterly award ceremonies.
- Incorporate various ethnic celebrations into the general curriculum throughout the school year.
- Participate in citywide competition for bilingual students including oratory and writing contests.
- Continue to use OLCE's resources, such as tutoring, to assist with academic and social transitions.

## ***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?
  - Family Reading Nights which provide the parents with tools and strategies to help their children with reading at home.
  - Parent workshops.
  - ESL classes for parents and community members.
  - The use of agenda books with all children in grades 1 through 8 to enhance the home-school connection.
  - Partnerships between the school and various community agencies.
- 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 communicated to the parents its non-probation and AYP status via letters in English and Spanish. In addition, the school provides regular communications with parents in both languages, including a monthly calendar, school website, maquee and newsletters.

#### Next Steps for Family & Community Involvement:

- Continue providing workshops for parents on how they can assist their children with school work.
- Develop a more interactive website for the school.
- Develop additional partnerships that would enhance the school's focus on academics.
- Develop partnerships with agencies to address students' emotional needs.
- Continue to encourage parents to attend all school functions, such as, assemblies, ceremonies, and parent workshops.

## 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 increase literacy achievement across content-areas and grade levels. We will continue to best suit our students' needs with a Language Arts curriculum that includes differentiating instruction, the use of the computers and library for research, cooperative learning groups, Lucy Calkins Writer's Workshop, for grades K-5, and Nancy Atwell's writing strategies for grades 6-8. We will particularly focus on ELL to assist them in meeting the exiting criteria based upon the ACCESS and students with Special Needs in continuing to meet the mandates of the Least Restrictive Environment mandates and AYP.	<ul style="list-style-type: none"> <li>*5% increase in Meets/Exceeds ISAT Reading by April, 2012.</li> <li>*5% increase in Exceeds ISAT Reading by April, 2012.</li> <li>*10% increase in writing skills of grades 3-8 participating in the Lucy Calkins Writer's Workshop and Nancy Atwell's writing workshop by June, 2012.</li> <li>*10% increase average per student for primary grade-levels in DIBELS for vocabulary by June, 2012.</li> <li>*10% increase average per student for primary grade-levels in DIBELS for spelling by June, 2012.</li> <li>*10% decrease in the gap between ELL and non-ELL Meets/Exceeds ISAT Reading by April, 2012.</li> </ul>	<p>The Instructional Leadership Team (ILT) will monitor the following:</p> <ul style="list-style-type: none"> <li>Weekly grade-level meetings in order to:               <ul style="list-style-type: none"> <li>*Align lesson plans</li> <li>*Evaluate student writing</li> <li>*Align ESL timeframe</li> <li>*Discuss differentiating group instruction</li> <li>*Conduct analysis of progress monitoring needs for improving reading skills.</li> </ul> </li> </ul> <p>Weekly Instructional Leadership Team meeting to:</p> <ul style="list-style-type: none"> <li>*Assess student writing</li> <li>*Create assessment tools for evaluation</li> <li>*Modify literacy skills, as needed</li> <li>*Monitor Special Education Programs and LRE compliance continuity.</li> </ul>	Yes
2	Mathematics	To increase the mathematics achievement levels (meeting and exceeding) for all general classrooms from third through eighth grade including students with special needs and English Language Learners (ELL).	<ul style="list-style-type: none"> <li>*A 5% increase in Meets/Exceeds ISAT for general education classrooms in 3rd through 8th grades, including students with special needs and ELL students by the Spring of 2012.</li> </ul>	<p>The Instructional Leadership Team (ILT) will monitor the following:</p> <ul style="list-style-type: none"> <li>*Monitor students not meeting or exceeding in the Mathematics Benchmark Assessment, focusing upon students in 3rd, 4th, students with special needs and ELL students.</li> <li>*Monitor students in Kindergarten to 2nd</li> </ul>	Yes


Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				<p>grade who are are identified as low performing on the M-Class.</p> <p>*Monitor students in early interventions, such as students referred for RTI programs.</p> <p>*Monitor students with D's and F's in mathematics and low performance on the Scantron test.</p> <p>*Monitor quarterly remediation plans for students with grades of D's and F's in mathematics.</p>	
3	Bilingual/Multicultural Ed	<p>To increase the number of students in the English Language subgroup meeting or exceeding in ISAT Reading by a 5% increase given the previous scores in all grade levels.</p> <p>To increase the number of students meeting and exceeding performance in other standardized assessments, such as, ACCESS.</p>	<p>*To provide adequate bilingual services and resources for pull-out students. Adequate services might include but not exclude immediate interventions for those English Language Learners identified as priority or concerns in teachers' Response to Intervention plan; coordination of pullout services, use of soft and hardware programs to reinforce English language acquisition and use of audiovisual resources.</p> <p>*To provide additional support to English Language Learners focusing on grades 3rd through 5th grade (self-contained) bilingual classrooms.</p> <p>*Implement various techniques to assist with bilingual students for example SIOP Model.</p>	<p>Interim Metrics:</p> <p>*Monitor students meeting or exceeding in the Reading Benchmark Assessment and Scantron.</p> <p>*Monitor students in the intensive and strategic levels in IDEL and M-Class.</p> <p>*Monitor students' performance paying particular attention to students in pullout programs and student in extension (after three years of bilingual service).</p> <p>*Monitor stuents with D's or F's and stuents on the RTI list.</p> <p>*Monitor teachers' use of different computer resources available, such as , Scantron.</p> <p>*Montior teachers'</p>	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				familiarity and use of students' analysis by formal and informal assessments. *Monitor the yearly transition of students from the bilingual program to the general education program.	
4	Learning Climate / Safety	To promote a safe and positive learning environment with emphasis on decreasing disciplinary issues.	*A decrease of 5% each year in the number of student suspensions.	The Instructional Leadership Team (ILT) will monitor the following: *Monitor the monthly suspension rate. *Monitor implementation of the Calm Classroom Program. *Monitor implementation of the Student Code of Conduct. *Monitor implementation of the Behavior Plans for the appropriate students. *Build relationship with community by attending CAPS meetings.	Yes
5	Attendance	To maintain a high rate of student attendance.	*Maintaining the attendance rate at or above 95% each year.	The Instructional Leadership Team (ILT) will monitor the following: *Monitor the attendance rate on a daily and monthly basis. *Monitor attendance on Dashboard. *Monitor communications with the parents of absent students. *Monitor the implementation of the Attendance Incentives	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
6	Technology	To increase the students' exposure to research, publication and technology integration that will enrich and enhance their learning opportunities and become life-long learners and be functional in a technological society.	<ul style="list-style-type: none"> <li>*100% of the teacher will increase the use of technology into their curriculum through the use of computers in their classrooms and laptops availability by 2012.</li> <li>*All teachers will rely on data analysis, provided through technology, to plan and implement curriculum.</li> <li>*Teachers with Smart Boards will continue to integrate curriculum through the use of technology.</li> <li>*Additional Smart Boards will be purchase as funds become available.</li> </ul>	<p>Program.</p> <ul style="list-style-type: none"> <li>*The use of technology will be monitored through formal and informal observation.</li> <li>*Lesson plans will be monitored on a bi-weekly basis to track use of technology in the classroom.</li> <li>*Students' technology work will be displayed throughout the school.</li> </ul>	
7	School leadership	Principal and Assistant Principal will be responsible for the Instructional Leadership Team (ILT) and overall professional development for teachers and teacher assistants, building management, parent's issues, student discipline and school budget.	<ul style="list-style-type: none"> <li>*The ILT will focus professional development on research-based principles for Reading/Language Arts Instruction. Overall projected academic increase has been set over a 5% plus improvement in all academic subjects.</li> <li>*100% of our teachers will participate in professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>*Weekly Instructional Leadership Team will review students data and present level of achievement.</li> <li>*Weekly grade level agenda will list the objectives of the week and coming months.</li> <li>*Administration and ILT will monitor weekly meetings.</li> </ul>	
8	Family/Community Involve.	To increase the number of activities and programs that promote family/community involvement.	<ul style="list-style-type: none"> <li>*A 5% increase in the number of parents attending school-sponsored family/community activities each year.</li> <li>*A 10% increase in the number of parents attending the LSC, BAC and NCLB meetings.</li> </ul>	<p>The Instructional Leadership Team (ILT) will monitor the following:</p> <ul style="list-style-type: none"> <li>*Monitor sign-in sheets for parent meetings and workshops.</li> <li>*Monitor the amount of parents attending the LSC, BAC and NCLB monthly meetings.</li> <li>*Monitor the number of parents attending Family Reading Night and Report Card Pick-Up Days.</li> <li>*Monitoring the number</li> </ul>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				of parents participating in Parent ESL classes. *Monitor monthly calendar for parent/community activities. *Send out all communications in Spanish and English. *Effectively use the marquee to highlight monthly events. *Update the school's website to list monthly events.	
9	Health and Wellness	To promote a healthy and fit life style for all students with an emphasis on daily exercise.	*To provide a daily 10-minute recess for preschool to 8th grade. *Weekly physical education and health classes for kindergarten to 8th grade. *Promote healthy eating habits by displaying colorful and informative posters in the cafeteria. *Provide extracurricular after-school sports and activities for students, such as, basketball, softball, soccer, green club, chess, music and book club. *Partner with Sullivan High School to provide students with necessary physical exams and immunizations. *Promote Sullivan's and Chicago Park District after-school and weekend aquatic activities. *Provide students with daily Grab & Go Breakfast in the Classrooms to ensure adequate nourishment.	The Instructional Leadership Team (ILT) will monitor the following: *Monitor the daily recess periods. *Monitor the lesson plans and schedules for evidence of implementation school-wide. *Daily monitoring of the Breakfast for All program.	

## 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.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$639,545.00	\$763,829.00	INCOMPLETE	451131,388126, 216976,444493, 387878,430537, 387827,394829, 444654,387927, 432093,440371, 394404	
N	Contractual Services	Provide contractual services		X	Administration			INCOMPLETE		
N	Fund ARRA (fund 353) professional development activities. See school budget detail. (position/bucket)		X					INCOMPLETE		



## CPS SIPAAA Planning Report

24021 - Joyce Kilmer School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	All Special Education Classroom Assistants will have 60 college credit hours and will be approved by the Illinois State Board of Education.		X		Principal	\$302,209.00	\$295,332.88	INPROGRESS	217049,258099,372147,259336,391275,275206	
N	School clerk position		X		Principal	\$66,732.00	\$71,039.10	INPROGRESS	213647,442638,445409	
N	School Administration		X		Principal, LSC	\$350,946.00	\$343,241.96	INPROGRESS	115002,114023	
N	All classes will be taught by fully certificated and appropriately endorsed teachers		X		Principal	\$3,316,152.00	\$3,386,289.33	INPROGRESS	125599,275152,116927,144142,112501,421812,406247,308499,421833,112823,115769,144788,136811,421834,444600,115794,113388,124410,281355,112529,134527,119443,113927,422542,421934,146366,117194,372145,112896,119354,116326,119401,128415,111630,444600	
N	Court Monitored approved Corey H. LRE funds to implement the approved Education Connection or ISBE LRE plan.			X				INCOMPLETE		



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## 24021 - Joyce Kilmer School : 2010-2012 Year 2

8 - Family/Community Involve.										
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 a funds for the homeless.	Provide support for the homeless students.		X		\$1,000.00	\$1,000.00	INCOMPLETE		24021.225.53405.111069.000703.2012_\$1,000.00
N	Purchase postage.	Purchase postage to keep communication with parents through mail and to send out the absence notice.		X	administration	\$1,000.00	\$1,000.00	INCOMPLETE		24021.225.53510.211210.000703.2012_\$1,000.00
N	Provide bilingual parent-advocate position. (During school)		X		Principal	\$55,262.00	\$54,450.66	INCOMPLETE	147665	
N	Provide all children in grades 1 through 8 with a student agenda in order to promote the school-family connection. (During School)			X	Principal, teachers	\$2,000.00	\$2,000.00	INCOMPLETE		24021.225.53405.119060.000703.2012_\$20.00
N	Continue partnering with agencies such as Lifeline Theater, NASA and Jewish Vocational Services in order to provide resources to our school community. (During and after school)			X	Principal, Bilingual Lead Teacher, teachers			INPROGRESS		
N	Explore additional partnerships as opportunities arise to enhance the school's			X	Principal			INCOMPLETE		



## CPS SIPAAA Planning Report

### 24021 - Joyce Kilmer School : 2010-2012 Year 2

8 - Family/Community Involve.										
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						
	focus on literature and writing. (During and after school)									
N	Continue English as a Second Language classes for parents during school hours in partnership with community agencies. (During school)			X	Principal, Bilingual Lead Teacher			INCOMPLETE		
N	Continue scheduling an annual Family Reading Night. (After school)		X		Principal, teachers			INCOMPLETE		
N	Continue operating the Parents Resource Room. (During school)			X	Principal, Bilingual Lead Teacher			INPROGRESS		
N	Continue scheduling NCLB PARENT FUNDED parent meetings and workshops led by consultants. (During school)			X	Principal, Bilingual Lead Teacher	\$5,000.00	\$5,000.00	INPROGRESS		24021.332.54125.390030.430128.2012_\$5,000.00 + 24021.332.54125.390030.430115.2012_\$2.00
N	Allocate funds for supplies for NCLB PARENT FUNDED parent meetings and workshops. (During school)			X	Principal, Bilingual Lead Teacher	\$759.00	\$759.00	INCOMPLETE		24021.332.53405.390030.430115.2012_\$0.74 + 24021.332.53405.390030.430128.2012_\$759.00
N	Allocate funds for additional supplies to provide regular communication with parents.			X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

### 8 - Family/Community Involve.

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	(During school)									

### 6 - Technology

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	Purchase additional technology equipment as funds become available. (During school)			X	Principal, Technology Coordinator	\$3,324.00	\$3,324.00	INCOMPLETE		24021.225.55005.119060.000703.2012_\$3,324.00
N	Allocate funds for computer maintenance. (During school)			X	Principal, Technology Coordinator	\$3,000.00	\$3,000.00	INCOMPLETE		24021.225.56105.119060.000703.2012_\$3,000.00
N	Provide accessibility to a computer lab for grades K-6 on a teacher-request basis. (During school)			X	Principal, Assistant Principal			INCOMPLETE		

### 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	Provide Literacy Consulting Services for	Provide literacy consulting services for		X	Administration			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Teachers	increasing teaching best practices.								
N	Fund ARRA (fund 353) professional development activities. See school budget detail.			X				INCOMPLETE		
N	Provide one teaching position to reduce class size in grades 4-5. Provide the corresponding substitute service. (During school)		X		Principal			INACTIVE		
N	Continue holding an annual Family Reading Night and expand it to include grades PK-6. (After school)		X		Principal, teachers			INCOMPLETE		
N	Provide a supplemental summer school program for non-benchmark grades as funds become available. (After school)			X	Principal			INCOMPLETE		
N	Continue integrating reading and writing instruction in grades 6-8 by providing daily double periods of language arts. (During school)			X	Principal, teachers			INPROGRESS		



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## 24021 - Joyce Kilmer School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue providing mainstreaming, inclusion, resource and instructional models of instruction in order to educate our students with disabilities in the least restrictive environment. (During school)	This will assist our students with disabilities subgroup in progressing in reading and mathematics in an effort to meet AYP.		X	Principal, Case Manager, teachers			INPROGRESS		
N	Provide extended-day support to struggling students as funds become available. (After school)			X	Principal, teachers			INCOMPLETE		
N	Provide funds to expand classroom libraries. (During school)			X	Principal, teachers			INCOMPLETE		
N	Provide funds to purchase classroom magazines and workbooks. (During school)			X	Principal			INCOMPLETE		
N	Provide supplemental classroom supplies. (During school)			X	Principal, Grade-level Chairs	\$31,827.00	\$31,827.00	INCOMPLETE		24021.332.54105.119060.430119.2012_\$10,817.00 + 24021.225.54105.119060.000703.2012_\$16,010.00 + 24021.225.53405.119017.000703.2012_\$5,000.00 + 24021.332.54105.119060.430106.2012_\$0.00
N	Publish students' literary and artistic works in the school's			X	Teachers			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	creative writing magazine. (During and after school)									
N	Continue scheduling and participating in literature and writing competitions such as the Reading Fair, Young Authors and the Spelling Bee. (During School)			X	Principal, teachers			INPROGRESS		
N	Provide funds for teachers to write in-house mini-proposals for creative and innovative materials and projects as funds become available. (During school)			X	Principal			INCOMPLETE		
N	Prepare three and four-year old children in our community to succeed in school through participation in the Preschool for All program. (During school)			X	Principal, teachers, teacher assistants			INPROGRESS		
N	Provide supplemental materials for the Preschool for All program. (During school)			X	Principal, teachers			INCOMPLETE		
N	Provide two teaching		X		Principal	\$186,485.00	\$181,057.81	INPROGRESS	407828,120301	



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	positions to reduce class size in grades 1-3. Provide the corresponding substitute service. (During school)									
N	Provide three teaching positions to reduce class size in grades 6-8. Provide the corresponding substitute service. (During school)		X		Principal	\$84,596.00	\$156,938.24	INPROGRESS	444584,308919	
N	Provide a 0.5 full-day kindergarten teacher to match fund 115 positions. Provide the corresponding substitute service. (During school)		X		Principal	\$43,063.00	\$42,503.64	INPROGRESS	407778	
N	Provide for the Data Analysis Team to continue to recommend data-driven instructional decisions. (During and after school)			X	Principal, teachers			INPROGRESS		
N	Provide an additional 1.0 full-day kindergarten teacher to match fund 115		X		Principal	\$97,866.00	\$97,175.32	INPROGRESS	407746	



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	positions. Provide the corresponding substitute service. (During school)									
N	Provide two teaching positions to reduce class size in grades 6-8. Provide the corresponding substitute service. (During school)		X		Principal			INACTIVE		

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Open a Sub Bucket	Teachers will attend PD during school hours.	X		Administration			INCOMPLETE		
N	Purchase supplemental materials and workbooks. (During school)			X	Principal	\$5,000.00	\$5,000.00	INCOMPLETE		24021.225.53305.119016.000703.2012_\$5,000.00
N	Provide extended-day support for struggling students. (After school)			X	Principal			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

### 7 - School leadership

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 administrative training to assist administration in the curriculum development.	Title I School Support		X	Administration			INCOMPLETE		
N	Provide opportunities for teachers to attend self-selected, off-site conferences and workshops and to share the learned information with other staff members. (During and after school)			X	Principal, teachers			INCOMPLETE		
N	Provide substitute services for teachers attending self-selected conferences or workshops off-site. (During school)		X		Principal			INCOMPLETE	445400	
N	Provide a supplemental school clerk assistant. (During school)		X		Principal	\$50,343.00	\$49,130.64	INPROGRESS	293072	

### 4 - Learning Climate / Safety

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						



## CPS SIPAAA Planning Report

### 24021 - Joyce Kilmer School : 2010-2012 Year 2

			Position	Line					
N	School buses will be staffed by bus aides. (Before and After school)		X		Principal	\$74,435.00	\$71,777.01	INPROGRESS	229671,258491,394818
N	Continue the implementation of the Calm Classroom program.			X	Principal, teachers			INPROGRESS	
N	Provide an additional 0.5 physical education/health teacher position. Provide the corresponding substitute service.		X		Principal	\$37,794.00	\$37,203.42	INCOMPLETE	407240
N	Continue recognizing student achievement in academics, attendance and behavior. (During school)			X	Principal, Assistant Principal, Teachers			INCOMPLETE	
N	Allocate funds for student field trip transportation. (During school)			X	Principal, teachers	\$3,000.00	\$3,000.00	INCOMPLETE	24021.225.54210.119060.000703.2012_\$3,000.00
N	Provide additional security personnel. Provide security for the extended-day extra-curricular program. (During and after school)		X		Principal	\$62,353.00	\$63,935.46	INCOMPLETE	445405,154589
N	Schedule a weekly Advisory Period for eighth graders in order to facilitate the transition to high school. (During			X	Counselor			INPROGRESS	



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## 24021 - Joyce Kilmer School : 2010-2012 Year 2

Pos itio n	Line									
	school)									
N	Establish after-school book clubs and other extra-curricular activities as funds become available. (After school)		X		Principal, teachers			INCOMPLETE		
N	Schedule an after-school detention program. (After school)			X	Principal, disciplinarian			INPROGRESS		
N	Schedule an in-school suspension program. (During school)			X	Principal, disciplinarian			INPROGRESS		
N	Continue the departmentalization program in the upper grades in order to facilitate the transition to high school. (During school)			X	Principal, teachers			INPROGRESS		
N	Provide funds for support and tutoring of students living in temporary situations. (After school)		X		Principal, Assistant Principal, Homeless Education Liaison			INPROGRESS		
N	Develop an art program and provide instructional supplies for it. (During school)			X	Principal			INCOMPLETE		



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## 24021 - Joyce Kilmer School : 2010-2012 Year 2

Operations - Operations O&M										
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	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		24021.312.53210.256009.000000.2012_\$ 0.00 + 24021.312.53205.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		24021.230.54105.254020.000000.2012_\$ 5,000.00 + 24021.230.54105.254022.000000.2012_\$ 0.00 + 24021.230.54105.254021.000000.2012_\$ 0.00 + 24021.230.54105.254027.000000.2012_\$ 1,566.75 + 24021.230.54105.254002.000000.2012_\$ 3,806.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		24021.230.56105.254002.000000.2012_\$ 31,612.60
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		24021.230.53405.254002.000000.2012_\$ 14,347.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		24021.230.53115.254002.000000.2012_\$ 0.00 + 24021.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		24021.230.53120.254002.000000.2012_\$ 0.00 + 24021.230.53125.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		24021.230.54125.254901.000000.2012_\$ 0.00 + 24021.230.54125.266410.000000.2012_\$ 0.00 + 24021.230.54125.009574.000000.2012_\$ 0.00 + 24021.230.54125.266407.000000.2012_\$ 0.00 + 24021.230.53306.266407.000000.2012_\$ 0.00 + 24021.230.56105.266414.000000.2012_\$ 0.00 +



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## 24021 - Joyce Kilmer School : 2010-2012 Year 2

Operations - Operations O&M										
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						
										24021.230.53306.254901.000000.2012_\$ 0.00 + 24021.230.53306.009573.000000.2012_\$ 0.00 + 24021.230.54125.266402.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		24021.230.54405.254501.000000.2012_\$ 0.00
N	SPED transportation			X	Principal			INPROGRESS		24021.115.54210.255004.376712.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24021.225.54105.266408.000703.2012_\$ 3,528.00

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	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		24021.115.55005.254403.000000.2012_\$ 4,907.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		24021.115.53405.119035.000000.2012_\$ 5,382.24
N	115 Textbooks			X	OMB Budget			INCOMPLETE		24021.115.53305.119035.000000.2012_\$



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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						
					Analyst					28,279.30
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE	445425	
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$231,918.00	\$221,835.63	INCOMPLETE	410127,422851, 409112,423048, 422851	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		24021.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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						
	Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround 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	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		24021.115.55005.119035.000000.2012_\$9,878.00 + 24021.115.56105.119035.000000.2012_\$1,657.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and		X		OMB Budget			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$168,220.00	\$160,233.96	INCOMPLETE	254711,149538,156883,155130,155047	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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						
	supplementary.									
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		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 NCLB Title V 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 out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		24021.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$94,794.00	\$92,383.14	INCOMPLETE	154569,163806	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		24021.332.57940.119031.430106.2012_\$0.00 + 24021.225.57940.119020.000703.2012_\$0.00 + 24021.332.57940.390030.430115.2012_\$317.80



# CPS SIPAAA Planning Report

## 24021 - Joyce Kilmer School : 2010-2012 Year 2

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	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		24021.332.55005.390030.430115.2012_\$11.88 + 24021.332.53405.390030.430115.2012_\$0.74 + 24021.332.54125.390030.430115.2012_\$2.00 + 24021.332.55005.222208.430116.2012_\$490.00 + 24021.332.57940.390030.430115.2012_\$317.80 + 24021.331.53405.390030.430103.2012_\$4.76
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		

5 - Attendance										
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 the Attendance Incentives program. (During school)			X	Principal, Assistant Principal			INPROGRESS		



## CPS SIPAAA Planning Report

24021 - Joyce Kilmer School : 2010-2012 Year 2

3 - Bilingual/Multicultural Ed										
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 one additional bilingual teacher. Provide the corresponding substitute service. (During school)	This will reduce class size in the bilingual classrooms and, as a result, allow more teacher-student interaction in an effort to have our English Language Learners subgroup make AYP.	X		Principal	\$95,824.00	\$95,130.89	INPROGRESS	121425	
N	Provide additional ESL support to students who have recently exited the bilingual program on an as-needed basis. (During school)	This will assist our students who have recently exited the bilingual program to continue building their English as a Second Language skills. This will target the English Language Learners and Hispanic subgroups in an effort to make AYP.		X	Bilingual Lead Teacher, teachers			INCOMPLETE		