



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2011.

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.**



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
Trujillo	Miguel	Principal	X	10-Feb-2010	
Cotto	Edwin	Classroom tchr.		10-Feb-2010	
Dauphinais	Jessica	Magnet Program Staff		10-Feb-2010	
De Jesús	Dalia	LSC member		10-Feb-2010	
Kahn	Shari	Classroom tchr.		10-Feb-2010	
Long	Irma	Magnet Program Staff		10-Feb-2010	
Martínez	Roberto	ELL faculty		10-Feb-2010	
Rehman	Afshan	Special ed. faculty		10-Feb-2010	
Valera	Eric	Support staff		10-Feb-2010	

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. Area Instruction Officers along with the Area teams will provide professional development in literacy, math, and



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science to school based personnel to improve instruction; Area Instruction Officers along with the Area teams will conduct school visits to support school based personnel on analyzing student work to assess rigor; Area Instruction Officers and School Improvement Coordinators will provide professional development and support to school based personnel on using data to improve instruction. School Improvement Coordinators will support schools in the development and implementation of the SIPAAA.

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	6	1	1	0	0	9



Summary of Meetings

Meeting Date	Meeting Type	Description
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	SIPAAA Team	Analysis of data from teachers meeting.
11-Feb-2010	Working group	Teachers and other staff members met in small groups.
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:

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

Vision Statement:

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.

Concerns:

Strengths:

- The percentage of students meeting or exceeding state standards has increased in all tested areas over the past several years.
- The percentage of students meeting or exceeding state standards at the school's highest grade level has increased over the past two years.

- The percentage of freshmen on-track to graduate decreased significantly in 2008-2009.

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 are the ISAT and IAA scores.

The strengths shown by the data include:

- A significant increase in IAA scores over the past two years.
- Almost one-fourth of the student population exceeds state standards. The percentage of students exceeding state standards in every tested area has significantly increased over the past several years.
- Fourth grade scores are significantly higher than all other grades in the school across all reading and mathematics subtests.

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

- Third grade ISAT scores in all tested areas are significantly below the 2006-07 level.
- Fifth grade reading scores have decreased over the past two years.
- Eighth grade scores are significantly lower than all the other grades in the school across all ISAT Math subtests.



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- African-American students have significantly lower scores in ISAT Math when compared with the other subgroups.
 - There is a wide gap in performance between male and female students across all grade levels in reading and in most grade levels in mathematics.
 - English Language Learners (ELL) score significantly lower than all other subgroups in all subjects, particularly in reading.
 - The gap between math and reading scores for ELL's and for students with special needs is wider than for the overall population.
- 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.
 - We have experienced a large increase in the number of refugee students, including some who have never attended school.
 - Many students transfer in and out during the school year.
 - The class size is high at some grade levels.
 - Our school was closed for one week in the spring of 2009 due to an epidemic of H1N1 Influenza. This resulted not only in the loss of instructional time, but also caused a lower attendance rate in the days prior and subsequent to the school's closing.
 - 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 by providing intensive English as a Second Language classes for a larger part of the day than the amount of time presently allotted.

In order to address the weaknesses identified in our data analysis, we need to provide more support for our English Language Learners, as well as professional development in the research that addresses the gap between boys and girls.
 - 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?

Our overall student achievement has increased over the past several years.

The strengths shown by the data include:

 - Almost one-fourth of the student population exceeds state standards. The percentage of students exceeding state standards in every tested area has significantly increased over the past several years.
 - A significant increase in IAA scores over the past two years.

The weaknesses shown by the data include:

 - Third grade ISAT scores in all tested areas are significantly below the 2006-07 level.
 - Fifth grade reading scores have decreased over the past two years.
 - African-American students have significantly lower ISAT Math scores when compared with the other subgroups.
 - There is a wide gap in performance between male and female students across all grade levels in reading and in most grade levels in mathematics.
 - English Language Learners (ELL) score significantly lower than all other subgroups in all subjects, particularly in reading.
 - The gap between math and reading ISAT scores for ELL's and for students with special needs is wider than for the overall population.



- 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 following subgroups did not make Adequate Yearly Progress (AYP) in 2009:

- Hispanic students in reading.
- Limited English Proficient students in reading.
- Students with Disabilities in reading and mathematics.

Strengths:

- Almost one-fourth of the student population exceeds state standards.
- The percentage of students exceeding state standards in every tested area has significantly increased over the past several years.
- IAA scores have significantly increased over the past two years.

Concerns:

- Third grade ISAT scores in all tested areas are significantly below the 2006-07 level.
- Fifth grade reading scores have decreased over the past two years.
- African-American students have significantly lower ISAT Math scores when compared with the other subgroups.
- There is a wide gap in performance between male and female students across all grade levels in reading and in most grade level in mathematics.
- English Language Learners (ELL) score significantly lower than all other subgroups in all subjects, particularly in reading.

Student Connection

Student Connection Strengths and Concerns

Strengths:

- The percentage of students reporting supportive teachers and staff has increased significantly to almost 100%.
- The student attendance rate is higher than it was two years ago.

Concerns:

- The percentage of students indicating participation in extra-curricular activities has decreased in each of the past two years.
- The number of student suspensions is relatively high.
- The attendance rate decreased in the 2008-09 school year due to an epidemic of H1N1 Influenza.

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



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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
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	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

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.
 - Common planning periods for teachers.
 - Grade-level collaborative lesson plans.
 - Professional development targeted at specific grade-levels.

- 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 and the Benchmark Assessments.
- School-Based Problem Solving.
- Co-operative learning groups.
- Coteaching model.
- Use of assistive technology.
- Coaching and modeling by the two Magnet Cluster Lead Teachers.
- 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.
- Continue to use strategies for differentiating instruction and provide additional professional development on how to implement those strategies.

Five Fundamentals: Instructional Leadership

TIP The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.

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

Next Steps for Instructional Leadership:

- Increase opportunities for collaboration and leadership.
- Encourage teachers to work toward National Board Certification.

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.

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



- Describe your teacher mentoring program

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

- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

- Common planning time at all grade-levels.
- Peer observations.
- Special education teachers will continue to participate with general education teachers in grade-level meetings and also in common planning time.

✓ **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 teachers opportunities to visit other schools in the Rogers Park Magnet Cluster to observe best practices.
- Provide professional development on data analysis.

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 already has an inclusive learning climate. We plan to continue to include students with disabilities in all academic and non-academic activities school-wide.

- Next Steps for Learning Climate:

- Develop activities that will showcase students' talents.
- Implement creative arts activities during and beyond the school day.



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.
 - 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.

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 literature and writing.

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.



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	To increase the literacy achievement level of all student in general, with particular emphasis on Hispanic Students, English Language Learners and Students with Special Needs, in order to meet AYP.	An 8% increase in the percentage of students meeting or exceeding in ISAT Reading to 83% by the spring of 2011	<p>Interim Metrics:</p> <ul style="list-style-type: none">- Monitor students meeting or exceeding in the Reading Benchmark Assessment.- Monitor students in the intensive and strategic levels in DIBELS.- Monitor students with grades of D or F in reading. <p>Implementation Metrics:</p> <ul style="list-style-type: none">- Monitor SCRMA implementation fidelity.- Monitor students' DIBELS progress monitoring.- Monitor quarterly remediation plans for students with grades of D or F in reading.	Yes
2	Mathematics	To increase the mathematics achievement level of all students in general, and students with special needs in particular in order to meet AYP.	A 5% increase in the percentage of students meeting or exceeding in ISAT Mathematics to 87% by the spring of 2011	<p>Interim Metrics:</p> <ul style="list-style-type: none">- Monitor students meeting or exceeding in the Mathematics Benchmark Assessment.- Monitor students with grades of D or F in mathematics. <p>Implementation Metrics:</p> <ul style="list-style-type: none">- Monitor the mathematics curriculum implementation fidelity by classroom.- Monitor quarterly remediation plans for students with grades of D or F in mathematics.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Bilingual/Multicultural Ed	To provide additional support to English Language Learners, focusing on those still in the bilingual program and on those who have recently exited the program in order to meet AYP.	An increase in the percentage of students in the English Language Learners subgroup meeting or exceeding in ISAT Reading to 35% by spring 2011.	<p>Interim Metrics:</p> <ul style="list-style-type: none"> - Monitor students meeting or exceeding in the Reading Benchmark Assessment. - Monitor students in the intensive and strategic levels in IDEL. - Monitor students with grades of D or F in reading. <p>Implementation Metrics:</p> <ul style="list-style-type: none"> - Monitor SCRMA implementation fidelity. - Monitor students' IDEL progress monitoring. - Monitor quarterly remediation plans for students with grades of D or F in reading. 	Yes
4	Learning Climate / Safety	To promote a safe and positive learning environment with emphasis on decreasing disciplinary issues.	A decrease of 3% each year in the number of student suspensions.	<p>Interim Metrics:</p> <ul style="list-style-type: none"> - Monitor the monthly suspension rate. <p>Implementation Metrics:</p> <ul style="list-style-type: none"> - 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. 	Yes
5	Attendance	To maintain a high rate of student attendance.	Maintaining the attendance rate at or above 95% each year.	<p>Interim Metrics:</p> <ul style="list-style-type: none"> - Monitor the attendance rate on a daily basis. <p>Implementation Metrics:</p>	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				<ul style="list-style-type: none"> - Monitor communications with the parents of absent students. - Monitor the implementation of the Attendance Incentives Program. 	
6	Technology	To increase the students' exposure to technology throughout the school.	100% of the classroom will be using technology for instructional purposes.	Interim Metrics: <ul style="list-style-type: none"> - Monitor the number of teachers participating in technology-related professional development. Implementation Metrics: <ul style="list-style-type: none"> - Monitor teachers' lesson plans for activities requiring the use of technology. 	
7	School leadership	To increase professional development opportunities for teachers and educational support personnel	A 20% increase in the number of teachers and staff participating in self-selected professional development activities.	Interim Metrics: <ul style="list-style-type: none"> - Monitor the number of Applications for Leave to Attend Conferences. Implementation Metrics: <ul style="list-style-type: none"> - Monitor agendas/minutes of grade-level and general meetings for dissemination of information learned at conferences. - Monitor peer-observations. - Monitor Monitor utilization of teacher leaders in the Excellence in Teaching project. Monitor the number of teachers working toward National Board Certification.	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
8	Family/Community Involve.	To increase the number of activities and programs that promote family/community involvement.	A 1% increase in the number of parents attending school-sponsored family/community activities each year.	Interim Metrics" - Monitor sign-in sheets for parent meetings and workshops. - Monitor the number of parents attending Family Reading Night and Report Card Pick-Up Days. - Monitoring the number of parents participating in Parent ESL classes. Implementation Metrics: - Monitor monthly calendar for parent/community activities.	

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



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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	All Special Education Classroom Assistants will have 60 college credit hours and will be approved by the Illinois State Board of Education.		X		Principal			INPROGRESS	217049,258099, 259336,391275, 372147,275206	
N	School office service activities			X	Principal			INPROGRESS		
N	Facilities/Operations overtime during summer school			X	Principal			INPROGRESS		
N	School clerk position		X		Principal			INPROGRESS	213647	
N	School Administration		X		Principal, LSC			INPROGRESS	114023,115002	
N	All classes will be taught by fully certificated and appropriately endorsed teachers		X		Principal			INPROGRESS	116326,421833, 116927,113388, 112529,115769, 136811,117194, 421812,131244, 421934,421834, 125599,115794, 131809,111630, 144788,124410, 422542,421812, 119354,372145, 112501,386954, 113927,134527,	



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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						
									281355,128415,119401,119443,275152,127548,144788,112823,131809,144142,406247,146366,421834,112896,308499	
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Data Inquiry Buckets			X	Principal			INPROGRESS		

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 bilingual parent-advocate position. (During school)		X		Principal			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			INCOMPLETE		
N	Continue partnering with agencies such as Lifeline Theater, NASA and Jewish Vocational			X	Principal, Bilingual Lead Teacher, teachers			INPROGRESS		



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Joyce Kilmer School : 2010-2012 Year 1

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						
	Services in order to provide resources to our school community. (During and after school)									
N	Explore additional partnerships as opportunities arise to enhance the school's focus on literature and writing. (During and after school)			X	Principal			INCOMPLETE		
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			INPROGRESS		24021.332.54125.390030.430115.2011_\$ 1,002.00



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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	Allocate funds for supplies for NCLB PARENT FUNDED parent meetings and workshops. (During school)			X	Principal, Bilingual Lead Teacher			INCOMPLETE		24021.332.53405.390030.430115.2011_\$ 4,900.00
N	Allocate funds for additional supplies to provide regular communication with parents. (During school)				Principal			INCOMPLETE		

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			INCOMPLETE		
N	Allocate funds for computer maintenance. (During school)			X	Principal, Technology Coordinator			INCOMPLETE		24021.225.56105.119015.000703.2011_\$ 500.00
N	Provide accessibility to a computer lab for grades K-6 on a teacher-request basis. (During school)			X	Principal, Assistant Principal			INCOMPLETE		



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Joyce Kilmer School : 2010-2012 Year 1

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 one teaching position to reduce class size in grades 4-5. Provide the corresponding substitute service. (During school)		X		Principal			INPROGRESS	409637,409637	
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)				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		
N	Continue providing mainstreaming, inclusion, resource and instructional models of instruction in order to educate	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		



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Joyce Kilmer School : 2010-2012 Year 1

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						
	our students with disabilities in the least restrictive environment. (During school)									
N	Provide extended-day support to struggling students as funds become available. (After school)				Principal, teachers			INCOMPLETE		
N	Provide funds to expand classroom libraries. (During school)			X	Principal, teachers			INCOMPLETE		24021.225.53305.119015.000703.2011_\$3,122.00
N	Provide funds to purchase classroom magazines and workbooks. (During school)			X	Principal			INCOMPLETE		24021.332.53305.119015.430106.2011_\$1,000.00
N	Provide supplemental classroom supplies. (During school)			X	Principal, Grade-level Chairs			INCOMPLETE		24021.332.53405.119015.430106.2011_\$3,200.00
N	Publish students' literary and artistic works in the school's creative writing magazine. (During and after school)				Teachers			INCOMPLETE		
N	Continue scheduling and participating in literature and writing competitions such as the Reading Fair,			X	Principal, teachers			INPROGRESS		



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Joyce Kilmer School : 2010-2012 Year 1

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						
	Young Authors and the Spelling Bee. (During School)									
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)				Principal, teachers, teacher assistants			INPROGRESS		
N	Provide supplemental materials for the Preschool for All program. (During school)			X	Principal, teachers			INCOMPLETE		24021.332.53305.111048.430106.2011_\$500.00
N	Provide two teaching positions to reduce class size in grades 1-3. Provide the corresponding substitute service. (During school)		X		Principal			INPROGRESS	120301,407828, 407828	
N	Provide three teaching positions to reduce class size		X		Principal			INACTIVE	407746,308919, 290933	



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Joyce Kilmer School : 2010-2012 Year 1

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						
	in grades 6-8. Provide the corresponding substitute service. (During school)									
N	Provide a 0.5 full-day kindergarten teacher to match fund 115 positions. Provide the corresponding substitute service. (During school)		X		Principal			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 positions. Provide the corresponding substitute service. (During school)		X		Principal			INPROGRESS	407746	
N	Provide two teaching positions to reduce class size in grades 6-8. Provide the		X		Principal			INPROGRESS		



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Joyce Kilmer School : 2010-2012 Year 1

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						
	corresponding substitute service. (During school)									

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	Purchase supplemental materials and workbooks. (During school)			X	Principal			INCOMPLETE		24021.332.53305.119016.430106.2011_\$20.18
N	Provide extended-day support for struggling students. (After school)				Principal			INCOMPLETE		

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	X		Principal			INPROGRESS	121425	



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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						
		Language Learners subgroup make AYP.								
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		

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		



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Joyce Kilmer School : 2010-2012 Year 1

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 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		24021.332.54505.221234.430106.2011_\$ 2,000.00
N	Provide substitute services for teachers attending self-selected conferences or workshops off-site. (During school)		X		Principal			INCOMPLETE	407833	
N	Provide a supplemental school clerk assistant. (During school)		X		Principal			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						
N	School buses will be staffed by bus aides. (Before and After school)		X		Principal			INPROGRESS	395056,394818, 258491,229671	
N	Continue the			X	Principal,			INPROGRESS		



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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						
	implementation of the Calm Classroom program.				teachers					
N	Provide an additional 0.5 physical education/health teacher position. Provide the corresponding substitute service.		X		Principal			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			INCOMPLETE		24021.225.54210.119045.000703.2011_\$2,027.00
N	Provide additional security personnel. Provide security for the extended-day extra-curricular program. (During and after school)		X		Principal			INCOMPLETE	407832,154589	
N	Schedule a weekly Advisory Period for eighth graders in order to facilitate the transition to high school. (During school)			X	Counselor			INPROGRESS		



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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						
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	407836	
N	Develop an art program and provide instructional supplies for it. (During school)			X	Principal			INCOMPLETE		24021.225.53405.119045.000703.2011_\$500.00



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Joyce Kilmer School : 2010-2012 Year 1

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 (Federal donation)			X	Principal			INPROGRESS		24021.312.53205.256009.000000.2011_\$0.00 + 24021.312.53210.256009.000000.2011_\$0.00
N	Repairs: O&M Money: fix broken windows replace a pipe etc.			X	Principal			INPROGRESS		24021.230.56105.254002.000000.2011_\$39,715.92
N	Supply of electricity			X	Principal			INPROGRESS		24021.230.53105.254002.000000.2011_\$0.00
N	Contractual Services: Maintenance services that need to be contracted out to vendors			X	Principal			INPROGRESS		24021.230.54105.254002.000000.2011_\$3,806.00
N	Contracted service to remove snow from parking lots			X	Principal			INPROGRESS		24021.230.54105.254020.000000.2011_\$5,000.00
N	Supply of natural gas			X	Principal			INPROGRESS		24021.230.53125.254002.000000.2011_\$0.00
N	Funds allocated by Portfolio Managers to maintain boiler and chillers			X	Principal			INPROGRESS		24021.230.54105.254027.000000.2011_\$658.36
N	Telecom Recurring Services: Phones at schools/admin buildings			X	Principal			INPROGRESS		24021.230.54405.254501.000000.2011_\$0.00
N	Content Management: Firewalls blocking of websites etc.			X	Principal			INPROGRESS		24021.230.53306.254901.000000.2011_\$0.00



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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	WAN Management and Maintenance: Internet maintenance			X	Principal			INPROGRESS		24021.230.54125.254901.000000.2011_\$ 0.00
N	Enterprise Server and Network Maintenance: Oracle support for maintenance			X	Principal			INPROGRESS		24021.230.56105.266414.000000.2011_\$ 0.00
N	Consulting services for EFS			X	Principal			INPROGRESS		24021.230.54125.266407.000000.2011_\$ 0.00
N	IMPACT Maintenance			X	Principal			INPROGRESS		24021.230.53306.009573.000000.2011_\$ 0.00
N	Custodial Supplies: Supplies for Engineers (toilet paper paper towels soap gasoline etc.)			X	Principal			INPROGRESS		24021.230.53405.254002.000000.2011_\$ 10,989.33
N	Transmission of electricity			X	Principal			INPROGRESS		24021.230.53115.254002.000000.2011_\$ 0.00
N	Distribution of gas to facilities			X	Principal			INPROGRESS		24021.230.53120.254002.000000.2011_\$ 0.00
N	Contracted service that pays for pest control services			X	Principal			INPROGRESS		24021.230.54105.254022.000000.2011_\$ 0.00
N	Contracted service to remove trash and recyclables			X	Principal			INPROGRESS		24021.230.54105.254021.000000.2011_\$ 0.00
N	Email for students and staff			X	Principal			INPROGRESS		24021.230.54125.266402.000000.2011_\$ 0.00



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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	Maintain printers at admin sites			X	Principal			INPROGRESS		24021.230.55005.266402.000000.2011_\$0.00
N	Telecom Support: Consulting services to maintain phones			X	Principal			INPROGRESS		24021.230.54125.254501.000000.2011_\$0.00
N	Enterprise Financial System Software: Oracle system			X	Principal			INPROGRESS		24021.230.53306.266407.000000.2011_\$0.00
N	CPS @ Work: Peoplesoft			X	Principal			INPROGRESS		24021.230.54125.266410.000000.2011_\$0.00
N	Consulting and support for IMPACT			X	Principal			INPROGRESS		24021.230.54125.009574.000000.2011_\$0.00

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	FY11 carryover of various grant funds			X	Principal			INPROGRESS		
N	Activities related to Education to Careers (ETC)			X	Principal			INPROGRESS		
N	Activities related to the Office of Academic Enhancement			X	Principal			INPROGRESS		
N	Principal travel reimbursement			X	Principal			INPROGRESS		
N	guidance		X	X	Principal			INPROGRESS		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	counselor position									
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	Principal			INPROGRESS		24021.332.57940.119031.430083.2011_\$0.00 + 24021.332.57940.390030.430092.2011_\$1,545.00 + 24021.225.57940.119020.000703.2011_\$0.00
N	Textbooks for Elementary			X	Principal			INPROGRESS		24021.115.53305.119035.000000.2011_\$17,076.28
N	Educational Equipment-Elementary			X	Principal			INPROGRESS		24021.115.55005.119035.000000.2011_\$9,982.00
N	Citywide Tests-School Allocation			X	Principal			INPROGRESS		24021.115.53305.223012.000000.2011_\$0.00
N	115 Supplies-Elementary			X	Principal			INPROGRESS		24021.115.53405.119035.000000.2011_\$6,472.10
N	115-Furniture-Elementary			X	Principal			INPROGRESS		24021.115.55005.254403.000000.2011_\$4,959.00
N	Repairs to Educational Equipment-Elementary			X	Principal			INPROGRESS		24021.115.56105.119035.000000.2011_\$1,674.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24021.225.54105.266408.000703.2011_\$2,232.00
N	Security and Safety position(s)		X		OMB Budget Analyst			INCOMPLETE	163806,154569	
N	Continue to fund Culture of Calm		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities based on plan submitted.									
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE	410127,409112, 422851,423048	
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		24021.332.54505.390030.430092.2011_\$ 299.50 + 24021.332.57940.390030.430092.2011_\$ 1,545.00 + 24021.332.54125.390030.430092.2011_\$ 737.50 + 24021.332.52130.390030.430092.2011_\$ 547.10 + 24021.332.57405.390030.430092.2011_\$ 9.28
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities.		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		24021.331.53405.390030.430103.2011_\$4.76
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE	394829,394404	
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 by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE	388126,387827, 387927,387878	
N	NCLB Title 1 - Neglected & Delinquent		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	Lunchroom position(s)		X		OMB Budget Analyst			INCOMPLETE	155047,254711, 156883,155130, 149538	
N	All classes will be taught by fully certificated and appropriately endorsed teachers.		X		Principal			INPROGRESS		