



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.

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
Bishop	LaWanda	Principal	X	16-May-2011	
Adachi	Dana	Classroom tchr.			
Coffie	Tameka	Classroom tchr.			
Foley	Jessica	Classroom tchr.			
Gooden-Hampton	Regina	Asst. Principal		16-May-2011	
Goodman	Jamie	Counselor/case mgr.			
Houze	Ellen	Classroom tchr.			
Jackson	Dedria	Classroom tchr.			
Kumiega	Tamra	Classroom tchr.			
Miller	Lance	Classroom tchr.			
OBrien	Linda	Classroom tchr.			
Pickett	Renee	Classroom tchr.			
Scott	Virdell	Classroom tchr.			
Smith	Lauren	Classroom tchr.			
Thomashow	Jeremy	Classroom tchr.			
Todd	Rosemari	Classroom tchr.			
Tyson	Nadine	Special ed. faculty			
Zofkie	Kathleen	Classroom tchr.			

Involvement

- ✔ **TIP** You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

 **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)

The Area 17 Support Team consist of the following individuals:

Robert Runcie: CAO

Darryl Earl: MSD

Elizabeth England and Antoinette Norrell: Literacy

Lorraine Wilson: Science

Kareem Tunstall: Math

Natasha Bolton: Data Analyst

Marjorie Smith, Darlene Spoeri, Leslie Swain, Katrina Evans, and Doris Jones: Curriculum Specialist

Kipling's External Partners are Trinity United Church of Christ, Salvation Army, Merit Music, The Girl Scout of America, Chicago Cares,

 **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.

The SIPAAA committee consists of faculty and staff. The members meet regularly throughout the school year to work toward meeting our priority goals. We monitor our progress regularly. The Local School Council receives monthly updates regarding our progress. The students and parents were surveyed at the end of the 2009 school year in preparation for the 2010-2012 SIPAAA. Parents are also given an opportunity to provide input/feedback during parent meetings.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	11	21	6		145		

Summary of Meetings



Meeting Date	Meeting Type	Description
10-Jun-2011	Small group discussion	Teachers reviewed data
17-May-2011	Small group discussion	Math committee establishes a timeline for SMART goals
16-May-2011	SIPAAA Team	Input data from tech committee
16-May-2011	Working group	Data Team analyzed data for writing

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:
- Number of Student Survey Responses:
- Number of Teacher Survey Responses:
- Number of Staff Survey Responses:

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:

We are committed to excellence for all students. We believe that a learning environment guided by student data and infused with student engagement is advantageous to the various academic needs of our students. We further believe that having an arts imbedded curriculum enables students to excel within their different learning modalities.

Vision Statement:

To provide a quality education where all students' needs are accommodated, in a disciplined, nurturing and arts integrated environment infused with technology.

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 past three years, Kipling has shown a 10pt growth in the percentage of students meeting or exceeding state standards in reading and a 13pt growth in math. The percentage of students with disabilities in the inclusion program has increased from the previous year.

Concerns:

Grades 6th and 8th do not reflect a consistent growth trend for reading and grades 4th, 6th, and 8th in math. Overall Kipling students have consistently earned a score of 2 on the reading extended response.

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?

Teachers administer benchmark assessments via Scantron to have access to immediate results to guide instruction. Additionally, pre-assessments are used to determine student strengths and weaknesses of all students in the areas of reading, math, and writing. Using this data, professional development is planned and teachers develop action plans or targeted intervention plans that focus on assisting students with gaining proficiency in their individual area(s) of weakness.

- 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.

Internal factors are the inconsistencies among classrooms regarding differentiated instruction, cross curricular instruction, and rigorous

enrichment activities for all core subjects. Data is not fully utilized to support individual student progress in skill deficiencies. External factors are inadequate personnel provided to meet the needs of the students with disabilities.

Next Steps: Closely monitor the students with disabilities' population to ensure that adequate personnel is available to meet their needs.

- 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?

Programs need to be made available for students who are identified as "slow learners" and are not eligible for after-school academic programs because they do not meet the Area's "Mid Tier" focus. Next steps should include optional programs other than special education.

Next Steps: Utilize specialty staff for Tier II, and Tier III support provided to all students.

- 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?

Students meeting or exceeding state standards has shown an overall upward trend for the last three years for reading and math. This supports the excellent promotion rate reported for students in grades 3rd (96.4%), 6th(100%), and 8th(100%).

- 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>

Movement between quartiles does not indicate a consistent upward trend.

Strengths:

Kipling has shown a consistent trend of increased math and reading scores overall. In two years math has shown a 12 pt. gain, and ISAT reading has shown a 9pt gain. Isat reading trend for grades 3,4,5,and 7, have shown an increase and grades 3, 5, and 7 in math. The percentage of students with disabilities in the inclusion program has increased from the previous year. Scranton Assessment, Accelerated Reader, Earobics, Safari Montage, and Study Island are technology-based programs used to support achievement. Non-fiction novels are utilized as part of the curriculum to reinforce reading skills while teaching science and social science.

Concerns:

Students exceeding state standards in reading from 2007-2008 shows only a 1.3 percentage pt gain and a 1.1 % loss for science. All teachers do not teach science with the same intensity as the 4th and 7th grade teachers. Differentiated instruction is not being practiced cohesively, or with the same intensity throughout the school. Additional special education teachers are needed to support the inclusion students with the general education curriculum.

Student Connection

Student Connection Strengths and Concerns

Strengths:

Students feel that 90% of the Kipling staff and teachers

Concerns:

On average, our students miss 8.8 days. Students report that their curriculum is not

support them. The total number of out of school suspensions have been decreased. Students participate in extracurricular activities such as band, violin, drama, art club, and chorus. Students feel safe and protected while in school. Teachers and staff implement various behavior management strategies to correct inappropriate behaviors. Alternative strategies, such as detention, have been implemented to avoid out-of school suspensions.

rigorous.
 Reinstate Technology Club, golf, dance, basketball, cheerleading and develop flag football.

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?

Kipling has made considerable strides towards full inclusion of students with disabilities into the regular education classroom settings. The special education personnel has increased to 7 special education teachers and 5 special education classroom assistants. All of our students with disabilities have direct access to the general education curriculum.

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

We have seen a slight increase in the academic performance of students with disabilities.

Strengths:

Teachers volunteer their time to offer small group or individual tutoring to students outside of the regular school hours. A large number of Kipling's students are being reared by grandparents. As a result, the support of grandparents is excellent. Thus, a conscious effort is made to honor their dedication with an assembly devoted to "Grandparents Day." This assembly has become part of Kipling's academic program because it is integrated into the writing program. Each class averages one teacher computer work station and 5 student work stations.

Concerns:

Challenges of the school is related to funding. Since we consistently perform well, the district does not fund programs that would help support our deficient areas. Student achievement could greater improve with more district support to help overcome challenges.

Process Analysis

Partner Name	Partner Description	# of Students
Salvation Army	Band Instructors	36
Merit Music	Violin Instructors	34
Trinity United Church of Christ	Project Jeremiah: Mentoring program that addresses character education using CPS principles	178
Trinity United Church of Christ	Girl Scouts	35
Creative Directions	Arts Integration	135
Woodson Library	Maintain Accelerated Reader collection on site. Host Battle of the Books. Read aloud to students.	215
Salvation Army	Choir	35

 **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).

All teachers are required to generate lesson plans that address students' needs in the academic quartiles: below/academic warning, meets, and exceeds. Teachers purposefully plan to provide small group instruction to remediate areas of concern. Some teachers also provide project-based learning activities to provide enrichment to those students exceeding standards.

Students who are deficient in reading and math are also assigned to before school small group programs. Teachers provide arts integrated instruction to address the various learning modalities within their class. Utilize speciality staff for Tier II and Tier III 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...).

Kipling has several inclusion classes which allows students with disabilities to take full advantage of student and teacher discourse around a skill. We provide internet-based tutorial programs such as Study Island, Earobics, Starfall, etc... that are designed to identify areas of concern and build them to strengths. Each classroom grades 4-8 have been provided with libraries rich in the content area.

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

- Next Steps for Instruction:

To increase rigor for all students by utilizing data to effectively drive instruction. Develop a school-wide curriculum map that allows for vertical and horizontal planning so that there is continuity of rigor and instruction. Develop a support system for engaged student learning in all classrooms accommodating all learners. Increase technology instruction provided by classroom teachers. Teachers will collaborate with Fine Arts speciality staff on a minimum of two integrated units.

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:

Develop a personal learning community wherein all stakeholders are valued and free to share their proven techniques/strategies. Implement a monthly schedule for classroom visits with constructive feedback to teachers. Provide teachers individual assistance with data-driven instructional needs. Meet monthly with magnet cluster lead teachers to plan school-wide projects. Magnet cluster lead teachers and Fine Arts teachers will meet monthly with administration to plan school wide projects.

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?

Kipling's chief attribute is that we have consistently scored above 70% in reading and math. Its surrounding community includes stable families who own their homes and allow their children to matriculate from kindergarten through eighth grade. As such, Kipling is able to nurture and instruct most of its students throughout their elementary years, thus consistently building on their progress. Challenges of the school is related to funding. The district does not fund programs that would help support our deficient areas and provide a needed science lab. Scheduled common planning time will afford teachers the opportunity to discuss practices.

✓ **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...)

Collaboration time will be built into schedules. Collaboration logs will be provided to administration at least every two weeks that reflects discussions between the regular and special educators. These logs will show evidence of compliance to each students' IEP in the mainstreamed/inclusion setting. Teachers will have joint professional development. Special education teachers will also meet regularly to keep abreast of all changes to the IEP writing process. Special education teachers and students also have access to the same texts and supplemental resources as the regular education. Professional development is geared toward best practices in inclusion and arts integration. Common planning periods to provide cohesiveness between instruction of different classes. Provide a schedule for collaboration opportunities for teachers to do vertical and horizontal planning to ensure that our curriculum is aligned and there is consistency in instructional rigor.

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

- Next Steps for Professional Capacity:

Provide a professional development schedule that would address the needs of all students with a strong focus on student engagement, data-driven instruction, and reading in all content areas.
Create a team of teacher leaders in science, reading, math and the arts to provide hands-on workshops that teachers can utilize in their classrooms. Magnet cluster lead teachers will develop a weekly schedule for fine arts collaboration.
Provide collaboration opportunities for teachers to do vertical and horizontal planning to ensure that our curriculum is aligned and there is consistency in instructional rigor.

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).

Students with disabilities are being included in general education classrooms to the greatest extent possible. Students with disabilities are scheduled to attend lunch and speciality classes with their peers.

- Next Steps for Learning Climate:

Provide a learning environment where all student's needs are accommodated and targeted through differentiated lessons, resulting in a comfort level to explore, question and synthesize his/her surroundings. Provide teachers with the instructional tools needed to address all student learning styles and capacity. Utilize these instructional tools with integrated curricular and arts lessons to improve student achievement. Work on building better relationships between school staff and students. Further expand the personnel for inclusion students. Increase class web page development and provide links from the Kipling web page. Use big idea to guide arts integrated lesson activities and assemblies.

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?

High attendance/support at assemblies, field trips, back to school night, literacy night, and ongoing parent-teacher conference. Additionally, there is a consistent 85% or better attendance of parents during both report card pick up days.

- 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.

Parents are given access to Gradebook via the parent portal. 5 week progress reports are sent home to parents. Teachers also communicate via email and some have web pages to keep parents informed of any academic news. Our monthly newsletter has a fine arts focus to keep parents and community informed of arts activities. We have increased our parent/teacher relationship through weekly conversations based on personal learning plans for those students in danger of failing.

Next Steps for Family & Community Involvement:

Extending Literacy Night from once a year to quarterly to include math, science, and fine arts. Increase the amount of teachers offering Saturday parent workshops to strengthen parent/student collaboration regarding academics. Recruit parent volunteers to assist in monitoring students before and after school. Schedule Family Fine Arts Activity Night, one in the fall and another in the spring, where parents can experience the arts as their children do. Host annual parent meetings for students in performing arts groups. Develop a parent advocacy group, facilitated by the magnet cluster lead teachers and other arts specialist, that will be responsible for fundraising activities, assisting with the productions, and most importantly to help build the school's vision for Fine Arts.

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	Increase student achievement by utilizing such strategies as differentiated instruction, student engagement, cross-curricular instruction, and project-based learning to increase students' inferential skills	Quartile movement of students in grades 3 - 8 on the ISAT: maintain exceeds students, move at least 10% of meets students into the exceeds category, 20% of below students into the meets category and all of the academic warning students by 2011. Quartile movement of students in grades K - 2 using DIBELS/TRC: maintain green students, move at least 25% of yellow students into green, and all of red students into at least yellow using the progress monitoring techniques suggested.	Weekly, teachers are required to submit lesson plans that differentiate instruction for all learners. Monthly teachers are required to submit extended response and writing samples with guiding comments using the ISBE rubric, for administrative review. Administrate the Scantron Assessment, DIBELS, Benchmark and ISAT. Conduct data conversations to inform instruction and develop targeted intervention plans to monitor student progress.	Yes
2	Mathematics	Increase student achievement overall with emphasis directed toward measurement and extended response.	Quartile movement of students in grades 3 - 8 on the ISAT: maintain exceeds students, move at least 10% of meets students into the exceeds category, 20% of below students into the meets category and all of the academic warning students by 2011.	Weekly, teachers are required to submit lesson plans that differentiate instruction for all learners. Monthly teachers are required to submit extended response with guiding comments using the ISBE rubric, for administrative review. Administrate the Scantron Assessment, Benchmark and ISAT. Conduct data conversations to inform instruction and develop targeted intervention plans to monitor student progress.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Science	Increase student achievement as measured by the ISAT and to create a cohesive science program between grades	Quartile movement of students in grades 3 - 8 on the ISAT: maintain exceeds students, move at least 10% of meets students into the exceeds category, 20% of below students into the meets category and all of the academic warning students by 2011.	Weekly, teachers are required to submit lesson plans that differentiate instruction for all learners. Quarterly teachers are required to conduct science experiments to model the scientific method and conduct hands-on experiments. Students in grades 2 - 8 are required to conduct individual scientific experiments using the scientific method at least once quarterly. Administrate the Scantron Assessment, Benchmark and ISAT. Conduct data conversations to inform instruction and develop targeted intervention plans to monitor student progress.	Yes
4	Arts Education	Utilize various forms of the arts as a tool to actively engage students in all curricular areas	Provide on-going professional development for all teachers regarding arts integration strategies. There will be an increase of 25% of the all teachers including one or more of the arts in their lesson plans by 2011.	Monthly teachers generate art projects integrated across the core curriculum. Monthly post authentic work samples both inside and outside the classroom.	Yes
5	Special Education	Increase the inclusion of students with disabilities with their non-disabled peers	Include all students with disabilities in the general education setting to the greatest extent possible by 2011.	The full and individual evaluation team will consider the least restrictive environment for each student during the evaluation conference. Special and general education teachers along with the student's	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				parents/guardian will determine the most appropriate least restrictive environment setting during the annual review conference.	
6	Core Classroom Instruction	Employee teachers and classroom assistants that are dedicated to improving student achievement	Student achievement as measured by the district's standardized assessments will reflect quartile movement: maintain exceeds students, move at least 10% of meets students into the exceeds category, 20% of below students into the meets category and all of the academic warning students by 2011.	Teachers will submit targeted intervention plans for students. The Scantron Assessment will be reviewed immediately following the return of results to guide instruction	
7	Learning Climate / Safety	Ensure the the environment is clean, safe, and orderly where students	Increase satisfaction rating as measured on the My Voice, My School survey from 82% to 85% by 2011.	Custodians will submit their cleanliness checklist daily and security will monitor hallways daily. Review student attendance and incident reporting	
8	School leadership	Provide quality instructional leadership, safe learning environment, and attend to daily operations	Kipling will continually progress and increase in math, reading, and science by 3% yearly.	Bi-Weekly classroom observations by administration. Ongoing review of student work samples submitted from teachers. Frequent communication with home/staff.	Yes

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).

- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.

- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description

- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

- ✔ **TIP** If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

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	Year 2: staff 4% increase to salary	Provide 4% increase to salary for each teacher paid from discretionary funds		X		\$10,074.76	\$10,074.76	INCOMPLETE		24081.332.54125.119068.430119.2012_\$13,957.00 + 24081.332.54125.119068.430106.2012_\$0.00
N	unattached to SIPAAA(positions)		X		OMB Budget Analyst	\$869,269.00	\$912,036.92	INCOMPLETE	164681,450585, 424218,117524, 394482,214837, 432480,450584, 432481,450585	
N	Year 2: First Move Chess program during school	Grades 2/3 will participate in the First Move Chess program		X	Principal/teachers	\$600.00	\$600.00	INCOMPLETE		24081.332.54505.119067.430106.2012_\$0.00 + 24081.332.54505.119067.430119.2012_\$600.00
N	Year 1 & 2: Update failing technology	Purchase new desktop computers for classroom usage		X	Principal			INCOMPLETE		
N	Year 1 & 2: Computer Support Services before or during	Contract with a vendor to maintain technology		X	Technology Coordinator, Principal	\$3,881.75	\$3,881.75	INCOMPLETE		24081.332.54125.119068.430119.2012_\$13,957.00 + 24081.332.54125.119068.430106.2012_\$0.00



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	school									
N	Year 1 & 2: Office Supplies for use during, before or after school	Purchase toner, mailing supplies, paper, and other office supplies		X	Clerk, Principal	\$1,399.00	\$1,399.00	INCOMPLETE		24081.332.53405.119067.430106.2012_\$0.00 + 24081.332.53405.119067.430119.2012_\$8,399.00
N	Year 1 & 2: Postage	Parent - home connection		X	Clerk, Principal			INCOMPLETE		
N	Year 1 & 2: Copier Maintenance agreement for use during school			X	Principal, Clerk	\$5,000.00	\$5,000.00	INCOMPLETE		24081.332.54105.119067.430119.2012_\$19,508.00 + 24081.332.54105.119067.430106.2012_\$0.00
N	Year 1: Student Travel	Purchase one bus per classroom		X	Clerk, Principal			INCOMPLETE		
N	Year 1: Upgrade Security System	Upgrade all surveillance equipment to rapid-eye		X	Factor Custodian, Principal			INCOMPLETE		
N	Year 1 & 2: Network Support Fees for use during school	\$24 per instructional computer on the CPS network per year The total amount due will be automatically allocated to your school's FY10 budget, split equally between Supplemental General State Aid (SGSA) and No Child Left Behind (NCLB) funds. This means that 50		X	Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
		percent of the total amount due will be allocated into your school's NCLB line and 50 percent will be allocated into your school's SGSA Line in PROGRAM Technology Excellence: 266408								
N	Year 1 & 2: Extended day for paraprofessional to support after/before school programs		X		Principal			INCOMPLETE	443358	
N	Year 1: Purchase ORACLE support services from the Business Services Center during school	Internal Accounts (IAMS) procedures, budget transfers and amendment preparation, troubleshooting and monitoring of school finances \$7500 = fund 115 or 225, acct 54105, program 241017		X	Principal			INCOMPLETE		
N	Travel reimbursement for students and parents			X				INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

4 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Year 2: Fund art and music program			X				INCOMPLETE		
N	Year 2: Art and Music program teachers	Art and music teachers will supplement classroom instruction during the day.	X		Principal			INCOMPLETE		
N	Year 1 & 2: Professional development on arts intergration			X	MCLT, Principal, Assistant Principal			INCOMPLETE		
N	Year 1 & 2: Contract with Merit Music for violin instruction			X	MCLT, Principal	\$14,508.00	\$14,508.00	INCOMPLETE		24081.332.54105.119067.430119.2012_\$19,508.00 + 24081.332.54105.119067.430106.2012_\$0.00
N	Year 1 & 2: Contract with the Salvation Army for band instruction after or during school			X	MCLT, Principal			INCOMPLETE		
N	Year 1 & 2: Extended day for arts instructors after school	Provide after-school arts programming for students in grades 2 - 8	X		MCLT, Principal, Clerk			INCOMPLETE	443292	
N	Year 1:Contract with the Creative Directions to enhance arts integration instruction throughout the curriculum in grades 2 - 4 during school	Drama integrations strategies will be provided to both teachers and students to enhance reading and writing skills		X	Teachers, MCLT, Principal			INCOMPLETE		
N	Year 1 & 2: Family Art Night extended day	Family Arts Night is designed to demonstrate/train to parents how everyday in-home	X		Teachers, Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

4 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
		activities can support instruction								
N	Year 1 & 2: Process documentation of literacy arts integrated units on BCCLA (www.bccla.net) to be created before, after, and during the school day			X	MCLTs, Principal			INCOMPLETE		
N	Year 1 & 2: Schedule planning time for MCLT and teachers to develop an arts integrated lesson/unit during school	Arts integrated lessons/units will address the various learning modalities of students		X	MCLTs, Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Winter and spring recitals during and after school	Recitals are designed to display the various art forms addressed at Kipling		X	MCLTs, Contract Instructors, Principal			INCOMPLETE		
N	Year 1 & 2: Schedule planning time for assemblies during school	Teachers and MCLTs will collaborate on a common theme		X	MCLTs, Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: One arts integrated literacy lesson per MCLT created during the school day	Arts integrated literacy lessons will support fluency and writing		X	MCLTs, Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: One arts integrated math lesson per MCLT created	Arts integrated literacy lessons will support geometry and		X	MCLTs, Teachers, Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

4 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	during the school day	measurement								
N	Year 1 & 2: Magnet Cluster Lead Teachers (MCLTs) will co-teach at least 2 arts integrated units with classroom teachers during the school day			X	MCLTs, Teachers			INCOMPLETE		
N	Year 1 & 2: Summer Violin Program provided by Merit School of Music during school	Violin program will be offered to beginners, intermediate and advanced violin students		X	Principal, MCLTs			INCOMPLETE		
N	Year 1 & 2: Winter Fine Arts Concerts after school	Concerts will spotlight the fine arts learned by our students		X	MCLTs, Instructors, Principal			INCOMPLETE		
N	Year 1 & 2: Band Program during school	Salvation Army band program for students		X	MCLTs, Principal			INCOMPLETE		
N	Year 1 & 2: Fine Arts Information Night after school	Discuss with parents the programs offered at Kipling, fees associated with each program and the commitment required		X	MCLTs, Principal, Instructors			INCOMPLETE		
N	Year 1 & 2: Grandparents Assembly during school	Program to honor the grandparents of the Kipling Community		X	Principal, Grandparents Day Committee			INCOMPLETE		
N	Year 1 & 2: Classroom Visual Artist Exhibit during,	Culminating event that spotlights our students		X	Principal, Teachers, Art Teacher			INCOMPLETE		



CPS SIPAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

4 - Arts Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	before and after school	intpretation of various visual artists								
N	Year 1 & 2: Fine Arts instructors to assist with integration during, before or after school	Music, Creative writing and art teachers	X			\$42,553.00	\$41,992.36	INCOMPLETE	131718	

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	Year 2: Raz-Kids during, after and before school	Raz-Kids is an internet based reading support tool available to students and parents.		X	Principal	\$3,986.25	\$3,986.25	INCOMPLETE		24081.332.54505.119015.430106.2012_\$0.00 + 24081.332.54505.119015.430119.2012_\$4,550.00
N	Year 2: Wireless Generation fee	Kipling is picking up the administrative fee for DIBELS the was covered by Reading First.		X	Principal	\$564.00	\$564.00	INPROGRESS		24081.332.54505.119015.430106.2012_\$0.00 + 24081.332.54505.119015.430119.2012_\$4,550.00
N	Year 1 & 2: Provide extended day for paraprofessional support after school	Paraprofessional support will assist teachers with instruction	X		Clerk, Principal, Assistant Principal			INCOMPLETE		
N	Year 1 & 2: Purchase workbooks to support literacy instruction during school	Phonics and practices books for grades K-3rd students		X	Principal, Asst. Principal, Literacy Coach	\$3,500.00	\$3,500.00	INCOMPLETE		24081.225.53305.119015.000703.2012_\$3,500.00
N	Year 1 & 2:	After-School	X		Principal, Asst.			INCOMPLETE	443304	



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	Provide extended day for after-school program	programs will provide instruction to students from grades 2 - 8 to support comprehension skills			Principal					
N	Year 1 & 2: Teachers will create and facilitate at least one arts intergrated lesson each quarter to support literacy instruction during school	Arts intergrated lessons will be measured by the fine arts rubric to ensure that all students are engaged		X	MCLTs, Principal, Asst. Principal			INCOMPLETE		
N	Year 1 & 2: Provide professional development concerning comprehension strategies during or after school	Teachers will participate in professional development to increase teacher.		X	Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Provide professional development to assist teachers to improve their capacity with making the reading extended response connections during school	Using the state's extended response rubric teachers will provide instruction that will guide students toward earning a score of four on their extended responses.		X	Teachers			INCOMPLETE		
N	Year 1 & 2: Develop a calendar of monthly submissions of	Teachers will provide evidence of extended response instruction by		X	Teachers, Principal, Assistant Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	graded extended response student samples during school	submitting graded student samples to administration								
N	Year 1 & 2: Pay for professional development to increase staff capacity during or after school	Kipling will pay for professional development seminars to increase teacher capacity		X	Principal, Teacher, Assistant Principal	\$3,500.00	\$3,500.00	INCOMPLETE		24081.225.54505.221234.000703.2012_\$3,500.00
N	Year 1 & 2: Bi-monthly literacy meetings with parents after or before school	Designed to introduce skills to parents in a manner in which parents feel empowered to assist with literacy instruction	X		Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Increase the number of students with disabilities included in the general education setting during school	Students with disabilities will be exposed to the general education curriculum in the general education setting which will enable them to benefit from student and teacher discourse		X	Case Manager, Principal, Special Education Teacher, Teachers			INCOMPLETE		
N	Year 1 & 2: Grade level planning during the school day	Teachers will utilize the curriculum guide/pacing charts to ensure that skills are being taught in manner the efficiently address students' needs		X	Teachers, Principal, Assistant Principal			INCOMPLETE		
N	Year 1 & 2: Purchase	Purchase student		X	Literacy Coach, Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	instructional materials for grades 4 - 8 to be utilized during school	workbooks that compliment the basal in grades 4 - 8								
N	Year 1: Increase classroom library selections in the intermediate/upper classrooms by 100 books to be utilized before, during or after school	Purchase a multi-level classroom library sets for grades 4 - 8 to address student's ZPD levels for students		X	Literacy Coach, Principal			INCOMPLETE		
N	Year 1 & 2: Purchase a subscription of Weekly Readers for grades K - 3 before, during and after school	Teachers will use Weekly Readers to supplement comprehension of nonfiction materials		X	Principal, Literacy Coach			INCOMPLETE		
N	Year 1 & 2: Purchase a subscription of Scholastic News for grades 4 - 8 before, during and after school	Teachers will use Scholastic News to supplement comprehension of nonfiction materials		X	Principal, Literacy Coach			INCOMPLETE		
N	Year 1: Renew Kipling's subscription to Earobics	Teachers will use licenses to differentiate instruction of early literacy skills for students in grades K - 3		X	Principal, Literacy Coach			INCOMPLETE		
N	Year 1: Renew Kipling's Study Island subscription for grades 6 - 8 to utilize before, during and after school	Teachers will use subscription to differentiate instruction for students in grades 6 - 8		X	Principal			INCOMPLETE		
N	Year 1 & 2:	Family Literacy	X		Teachers,			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	Family Literacy Night extended day after school	Night is designed to demonstrate to parents how everyday in-home activities can support instruction			Principal					
N	Year 1 & 2: Substitute coverage for professional development to increase the rigor of literacy instruction during school	Substitute coverage for professional development to increase the rigor of literacy instruction for teachers to impact student learning	X		Principal, Assistant Principal, Teachers			INCOMPLETE	447747	
N	Year 1 & 2: 100% of classrooms will participate in the Reading Links and Accelerated Reader programs during, before and after school	Teachers will monitor student participation in these programs and submit a monthly status log to administration		X	Reading Committee, Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Develop a calendar of monthly submissions of graded writing samples during school	Using the state's writing rubrics, teachers will provide instruction that will ensure that students will earn have the necessary tools to score a 33		X	Teachers, Writing Coach, Principal			INCOMPLETE		
N	Year 1: Purchase classroom libraries for grades 4 - 8 to be used during, before and after	Increase the classroom libraries selection for 4 - 8 graders by 100 books for students		X	Reading Committee, Librarian			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	school									
N	Year 1 & 2: Librarian during school	Support the literacy program for students	X		Principal	\$117,834.00	\$116,829.82	INCOMPLETE	114610	
N	Year 1 & 2: Provide newsletters for the home-school connection before, during and after school	Teachers will inform parents of classroom activities, provide suggestions for in-home activities that support standards/skills taught in class.		X	Teachers	\$1,211.00	\$1,211.00	INCOMPLETE		24081.332.53405.390030.430115.2012_\$ 0.75 + 24081.332.53405.390030.430128.2012_\$ 1,211.00
N	Year 1: Provide computer classes for the community/paren ts that supports instruction during school	Parents/guardian s will become familiar with word-processing, navigate the world wide web, and become comfortable with support their children through technology.		X	Principal			INCOMPLETE		
N	Year 1 & 2: Parent Training after school	Pay conference registrations for parents		X	Principal	\$2,000.00	\$2,000.00	INCOMPLETE		24081.332.54125.390030.430128.2012_\$ 2,000.00 + 24081.332.54125.390030.430115.2012_\$ 0.00

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	Year 2: Pay for professional	Professional development		X	Principal/ Teachers			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

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						
	development to increase staff capacity during and after school	seminars to increase teacher capacity								
N	Year 1 & 2: Purchase consumable materials to enhance math instruction to be utilized before, during and after the school day	Teachers will utilize math support materials to reinforce skill instruction		X	Principal, Assistant Principal, Teachers	\$3,500.00	\$3,500.00	INCOMPLETE		24081.225.53305.119016.000703.2012_\$3,500.00
N	Year 1 & 2: Teachers will create and facilitate at least one arts intergrated lesson each quarter to support math instruction during school	Arts intergrated lessons will be measured by the fine arts rubric that allows all students to be engaged		X	Teachers, MCLT			INCOMPLETE		
N	Year 1 & 2: Provide professional development regarding math problem solving and extended response instruction during the school day	teachers will integrate and model more problem solving in math instruction		X	Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Bi-monthly math meetings with parents after school	Designed to introduce skills to parents in a manner in which parents feel empowered to assist with math instruction	X		Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Increase the number of	Students with disabilities will be exposed to		X	Case Manager, Special Education			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

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						
	students with disabilities included in the general education setting during school	the general education curriculum in the general education setting which will enable them to benefit from student and teacher discourse			Teacher, Teachers, Principal					
N	Year 1 & 2: Develop a calendar of monthly submissions of graded extended response student samples during school	Teachers will provide evidence of extended instruction by submitting graded student samples to administration		X	Teachers, Principal, Assistant Principal			INCOMPLETE		
N	Year 1 & 2: Substitute coverage for professional development to increase the rigor of math literacy instruction during school	Teachers will participate in professional development and provide share the information with other teachers		X	Teachers, Principal, Assistant Principal			INCOMPLETE		
N	Year 1 & 2: Family Math Night extended day after school	Family Math Night is designed to demonstrate to parents how everyday in-home activities can support instruction	X		Teachers, Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

3 - Science										
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	Year 1 & 2: Develop a science lab for 6 - 8 grade students for use during school	Purchase furniture and equipment for a science lab		X	Science Teachers, Principal	\$5,977.00	\$5,977.00	INCOMPLETE		24081.225.55005.119067.000703.2012_\$2,966.00 + 24081.225.53405.119017.000703.2012_\$3,011.00
N	Year 1 & 2: Purchase science lab materials for grades for use during school	Purchase science lab materials for those deficient skills as reflected on the ISAT		X	Teachers, Principal	\$7,000.00	\$7,000.00	INCOMPLETE		24081.332.53405.119067.430106.2012_\$0.00 + 24081.332.53405.119067.430119.2012_\$8,399.00
N	Year 1 & 2: Quarterly science project per grade level during school	Teachers will demonstrate/mo del/develop science projects		X	Teachers			INCOMPLETE		
N	Year 1 & 2: Student science projects during school	Students in grades 1 - 2 will develop a science demonstration each semester while students in grades 3 - 8 will develop a science project each quarter		X	Teachers			INCOMPLETE		
N	Year 1 & 2: Substitute coverage for professional development to increase the rigor of science instruction during school	Substitute coverage for professional development to increase the rigor of science instruction	X		Teachers, Principal			INCOMPLETE		
N	Year 1 & 2: Pay for professional development to increase staff capacity during school	Kipling will pay for professional development seminars to increase teacher capacity		X	Principal			INCOMPLETE		
N	Year 1 & 2: Increase the	Students with disabilities will		X	Case Manager, Special			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

3 - Science										
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						
	number of students with disabilities included in the general education setting during school	be exposed to the general education curriculum in the general education setting which will enable them to benefit from student and teacher discourse			Education Teacher, Teachers, Principal					
N	Year 1 & 2: Teachers will create and facilitate at least one arts intergrated lesson each quarter to support math during school	Arts intergrated lessons will be measured by the fine arts rubric that allows all students to be engaged		X	Teachers, MCLTs			INCOMPLETE		

5 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Year 1 & 2: Special Education teachers	Teaching positions to support students with disabilities in grades K - 8	X			\$524,423.00	\$507,779.09	INCOMPLETE	435680,118847,306077,119910,125726	
N	Year 1 & 2: Special Education teacher assistants	Special education classroom assistants to support students with disabilities in grades K - 8	X			\$258,604.00	\$253,119.58	INCOMPLETE	275427,402304,434325,371915,153662,153662	
N	Court Monitored approved Corey		X					INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

5 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	H. LRE funds to implement the approved Education Connection or ISBE LRE Plan.									

6 - Core Classroom Instruction

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	Year 1 & 2: General Education classroom teachers	Teaching positions grades K - 8	X		Principal	\$1,839,181.00	\$1,856,853.18	INCOMPLETE	112426,422618, 126893,253775, 422619,113688, 111704,131771, 113455,422619, 140725,132477, 115141,117564, 128421,129001, 146308,132477, 117564,146232, 407006,253775, 131178	

8 - 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	Year 1 & 2: Bi-Weekly Observations, Reviewing student work samples before, during, and after	To ensure that Kipling is continually growing		X	Principal, Assistant Principal			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

8 - 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						
	school									

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		24081.312.53205.256009.000000.2012_\$0.00 + 24081.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		24081.230.54105.254022.000000.2012_\$0.00 + 24081.230.54105.254020.000000.2012_\$3,000.00 + 24081.230.54105.254002.000000.2012_\$1,177.00 + 24081.230.54105.254021.000000.2012_\$0.00 + 24081.230.54105.254011.000000.2012_\$0.00 + 24081.230.54105.254027.000000.2012_\$1,300.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		24081.230.56105.254002.000000.2012_\$9,912.18
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		24081.230.53405.254002.000000.2012_\$5,958.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		24081.230.53105.254002.000000.2012_\$0.00 + 24081.230.53115.254002.000000.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

7 - 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	Year 1 & 2: Custodian and lunchroom staff as well as security	To ensure that the learning environment is clean, safe and orderly	X		Principal	\$311,495.00	\$306,275.71	INCOMPLETE	152643,152515, 257300,159186, 161969	

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	Gas Services			X	OMB Budget Analyst			INCOMPLETE		24081.230.53125.254002.000000.2012_\$ 0.00 + 24081.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		24081.230.54125.266410.000000.2012_\$ 0.00 + 24081.230.54125.009574.000000.2012_\$ 0.00 + 24081.230.53306.254901.000000.2012_\$ 0.00 + 24081.230.54125.254901.000000.2012_\$ 0.00 + 24081.230.53306.009573.000000.2012_\$ 0.00 + 24081.230.54125.266402.000000.2012_\$ 0.00 + 24081.230.56105.266414.000000.2012_\$ 0.00 + 24081.230.53306.266407.000000.2012_\$ 0.00 + 24081.230.54125.266407.000000.2012_\$ 0.00
N	Options for Knowledge			X	OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	Transportation									
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		24081.230.54405.254501.000000.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24081.225.54105.266408.000703.2012_\$3,768.00

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		24081.115.55005.254403.000000.2012_\$2,555.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		24081.115.53405.119035.000000.2012_\$3,921.00
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		24081.115.53305.119035.000000.2012_\$23,706.00
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		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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	After school activities (positions)		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		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		24081.115.53305.223012.000000.2012_\$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 Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
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		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

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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						
	funded activities.									
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		24081.115.56105.119035.000000.2012_\$971.00 + 24081.115.55005.119035.000000.2012_\$4,483.79
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 state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start		X		OMB Budget			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	position(s)				Analyst					
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	\$95,636.00	\$90,843.84	INCOMPLETE	157223,157241, 437124	
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 supplementary.		X		OMB Budget Analyst			INCOMPLETE		
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		X		OMB Budget Analyst			INCOMPLETE		



CPS SIPAAA Planning Report

24081 - Rudyard Kipling 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						
	instructional targeted programs.									
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		24081.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
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		X		OMB Budget Analyst	\$49,175.00	\$47,576.81	INCOMPLETE	156830	



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

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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						
	position(s)									
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		24081.332.57940.119031.430106.2012_\$0.00 + 24081.332.57940.390030.430115.2012_\$175.70 + 24081.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		24081.332.57940.390030.430115.2012_\$175.70 + 24081.331.57940.390030.430103.2012_\$2,890.50 +



CPS SIPAAA Planning Report

24081 - Rudyard Kipling School : 2010-2012 Year 2

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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						
										24081.332.53405.390030.430115.2012_\$ 0.75 + 24081.332.54505.390030.430115.2012_\$ 763.00
N	Facilities/Operati ons overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		