



CPS SIPAAA Planning Report
John M Palmer School : 2010-2012 Year 1

FY11 SIPAAA and Budget Approval Page

Use this form for both SIPAAA and budget approval for FY11 . Keep it on file to verify that the SIPAAA and budget have been approved.

Check all that apply:

LSC Approval Required CAO Approval Required School Receives SGSA Funds School Receives NCLB Funds School is on Probation

LSC Approval of SIPAAA and Budget
--

Date:

Yes Votes	
No Votes	
Abstentions	
Absentees	
Vacancies	
Total	

LSC APPROVAL (circle one): YES NO

LSC Chair	(Sign)
	(Print)

PAC Chair	(Sign)
	(Print)

Principal	(Sign)
	(Print)

CAO Approval of SIPAAA and Budget
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Date:

CAO	(Sign)
	(Print)

Date	Comments



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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
Anderson	Don	Principal	X		
Al-Ali	Ratib	ELL faculty			
Bacus	Shirley	Classroom tchr.			
DeNicolo	Veronica	ELL faculty			
Fosse	Carol	Classroom tchr.			
Frede	Ari	Asst. Principal			
Gomez	Nancy	Classroom tchr.			
Grimes	Delanor	Special ed. faculty			
Hughes	Evelyn	Classroom tchr.			
Isaac	Richard	Special ed. faculty			
Kay	Sarah	Classroom tchr.			
Lekas	Madeline	Counselor/case mgr.			
Linker-Peppler	Cheryl	LSC member			
Lohse-Gonzalez	Cynthia	Classroom tchr.			
McQueen	Jackie	Classroom tchr.			
Moran	Nancy	Classroom tchr.			
Okic	Elvira	Parent/guardian			
Paz	Kimberly	Special ed. faculty			
Ruff	Janet	Classroom tchr.			
Smith Grattan	Holly	Support staff			
Swiderski	Christine	Classroom tchr.			
Tate	Gretchen	LSC member			
Wozniak	Gricella	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



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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 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)

Chief Area Officer: Joe Kallas
Management Support Director: Susan Paik

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.



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Palmer School utilized numerous and varied resources and groups to gather and analyze data and program effectiveness. Stakeholder input involved: previous data on school characteristics; My Voice, My School data; focus group information from teachers, LSC, parents, and community; input from police commander and alderwoman; PAC, BAC, and PTA meetings and individual/small group input; Parent University feedback; and a full faculty focus group meeting.

All staff, including lunchroom, custodial, ESP, and teaching, participated in the process and gave input, based on program and data analysis and research. Grade level and program meetings were held regularly, in addition to the ILT (representatives from each grade level and each program) and PPLC meetings to review progress of SIPAAA team findings and suggestions and to further process the varied analyses of data and other evidence.

The SIPAAA Team members reported back to their stakeholder groups after and before each meeting to ensure complete communication and maximize input and feedback.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	17	1	1	0	0	2

Summary of Meetings

Meeting Date	Meeting Type	Description
08-Mar-2010	Working group	Faculty and staff vision, mission, and draft review
17-Feb-2010	SIPAAA Team	SIPAAA projections and analysis of practice and data
11-Feb-2010	Working group	SIPAAA data analysis, strategy analysis, and possible initiatives
10-Feb-2010	SIPAAA Team	SIPAAA data analysis and program reviews
08-Feb-2010	SIPAAA Team	SIPAAA data analysis and proposal review
03-Feb-2010	SIPAAA Team	SIPAAA data analysis
01-Feb-2010	SIPAAA Team	SIPAAA prioritization
25-Jan-2010	SIPAAA Team	SIPAAA overview of proposed priorities, goals, and activities
22-Jan-2010	SIPAAA Team	PD and SIPAAA proposals from teachers
08-Jan-2010	Working group	SIPAAA overview of process, teams, and schedule
03-Sep-2009	Working group	Vision creation
02-Sep-2009	Working group	Vision creation
15-Jul-2009	Working group	School improvement planning
01-Jul-2009	Working group	School improvement planning
30-Jun-2009	Working group	School improvement planning

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 be a neighborhood school that celebrates diversity, meets the needs of all students through differentiated instruction, and maintains high expectations for learning and performance.

Vision Statement:

The Palmer School Community prepares all students to be collaborative, critical thinking, and responsible life-long learners who maximize performance in high school, college, life and society.

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:

Palmer's students enjoy a good deal of academic success while attending Palmer with 83% meets and exceeds on ISAT. Many of these students extend their successes into high school.

Concerns:

We are concerned that only between 59.4% and 71.0% of our students are having trouble transitioning to high school and attaining and maintaining high levels of achievement. We would like our students to be able to choose from a greater variety of high performance level schools and increase Palmer students' enrollment in selective enrollment high schools by 5% per year, and increase freshmen on track by 5% per year. We want to know how they choose and plan for their careers, and want their high school selection process to reflect their inclinations.

Although the combined "meets/exceeds" is positive and high for the district at large, it is of concern due to the expected success in high school and entrance and



completion of college. The "exceeds" percentage is low for our expectations for our students.

The erratic and declining trend for Freshmen On-Track is an area of concern and suggests deeper analyses and strengthening of learning expectations, study skills, and teaching approaches.

Student Outcomes (Elementary School)

Student Outcome	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	88.8%	86.2%	85.1%	88.8%
Freshmen On-Track to Graduate	66.1%	71.0%	59.4%	66.1%

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?

Palmer utilizes DIBELS, Scantron, ISAT, and teacher created assessments and will assess students on a five week basis.

Although staff are generally confident about the overall level of success, we are concerned that erratic results in reading, math, and other subjects throughout grade levels signify a lack of horizontal and vertical alignment. Also, we are aware that district and state data trend upward, and our inconsistent results do not reveal a competitively comparable trend.

Within our Area of the district, our scores for ISAT and Value Added fall in the midrange levels; in order for our students to compete for high schools and colleges, we need to improve and reach high achievement levels.

- 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.

The high turnover rate of administration in the past 3 years (3 administrations in 4 school years) has contributed to inconsistencies in the classroom, leading to inconsistent vertical alignment of curricula. Because this environment fostered teacher autonomy instead of teacher cohesion, we suspect that some strengths and weaknesses identified in achievement scores are attributable to particular strengths of those cohorts or of those teachers, as opposed to the efficacy of initiatives or consistency of practice.



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- 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?

Palmer has prioritized 5 student groups: ELLs, Special Education students, low-achieving students, high-achieving students, and moving our "meets" group to "exceeds." To support these groups, students should have exposure to high performing teachers and receive individualized support in the form of combination coach-resource teachers (with subject areas of expertise). All groups require greater differentiation in instruction, and opportunities to go beyond the curriculum for enrichment activities, arts education, and athletics.

Palmer will engage in a continuous 5-week cycle of assessment, data analysis, and action to improve learning achievement for all students throughout the school year.

- 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?

Overall, Palmer still achieves well, at times outpacing its district and sometimes even scoring well relative to the state. However, its erratic trends do not match the upward trend of the district and state, and we want to capitalize on our successes by building upward momentum. (Data from Illinois Interactive Report Card illustrates all of these claims, showing Palmer ahead of District in Meets + Exceeds by 26 points in 2002, but the gap narrowing to 9 points in 2009. Relative to the State's Meets + Exceeds, Palmer performs between 9 points ahead and 2 points behind, with the gap narrowing in the same time period.)

- 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>

ELLs and Special Education students' scores did not reach Safe Harbor.

Strengths:

Despite erratic trends (e.g., ISAT Reading 76% - 81.6% - 81.1%), attendance and overall achievement is still strong in reading, math, and science (2008-2009 shows 81.1%, 87.1%, and 80.1% respectively). Our "meets" category and "exceeds" category are both relatively high for the district (83.6%). ISAT math scores have trended slightly upwards (82.6% - 87.1% 2007-2009) and ISAT reading has remained consistent from 2007-2008 (83.3% to 83.6%), which had increased over 2006-2007 (78.8%). ISAT "exceeds" percentages reflect an increase in math (4 points since 2008) and a very slight decrease in reading (1 point). With a substantial increase in ELL and IEP learners, this data reflects a positive adjustment of instruction and increased differentiation to meet student needs.

Concerns:

The data assembled match teacher understanding that our curricula are inconsistent both horizontally and vertically, and that we must move every student forward with targeted supports and differentiation for five student groups: Special Education, ELLs, high achieving, low achieving, and moving students in the "meets standards" category to "exceeds standards." We also identified an achievement gap for low income students in multiple subjects and multiple grades.

We will move all students forward by increasing ISAT Reading, Math, and Science scores 5% in SY 2010-2011 and again in 2011-2012, and raising both the "meets" and "exceeds" groups each by 5% in the same time periods.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards



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2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
83.6%	78.8%	83.3%	83.6%

Students Meeting or Exceeding State Standards in Reading

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
81.1%	76.0%	81.6%	81.1%

ISAT Reading Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	66.7%	76.5%	86.0%
4th Grade	76.1%	75.9%	69.1%
5th Grade	58.8%	78.2%	68.4%
6th Grade	87.2%	86.1%	84.0%
7th Grade	75.0%	88.2%	83.8%
8th Grade	87.2%	83.5%	92.5%
All Grades	76.0%	81.6%	81.1%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	86.1%	86.0%		93.3%		78.6%	96.3%		
4th Grade	61.9%	76.9%		81.8%		75.0%	52.2%		18.2%
5th Grade	68.0%	68.9%		71.4%		70.3%	96.3%		14.3%
6th Grade	82.4%	86.8%		95.0%		86.5%	96.3%		31.6%
7th Grade	81.1%	86.0%		100.0%		78.0%	96.3%		50.0%
8th Grade	94.5%	90.4%		100.0%		91.5%	96.3%		36.4%
All Grades	79.5%	82.8%		91.0%		80.4%	77.7%	33.3%	34.2%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	68.5%	70.9%	65.0%	67.1%
4th Grade	66.7%	71.2%	61.9%	61.6%
5th Grade	68.4%	63.4%	67.8%	66.2%
6th Grade	63.1%	64.6%	72.1%	71.9%
7th Grade	64.8%	70.5%	68.1%	66.5%
8th Grade	76.3%	77.8%	77.1%	76.0%
All Grades	68.1%	69.7%	69.2%	68.7%

Students Meeting or Exceeding State Standards in Mathematics



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2008-2009 Score	2006-2007	2007-2008	2008-2009
87.1%	82.6%	85.6%	87.1%

ISAT Math Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
3rd Grade	86.2%	89.0%	94.2%
4th Grade	85.8%	86.7%	82.7%
5th Grade	74.1%	84.5%	82.3%
6th Grade	85.5%	81.0%	87.7%
7th Grade	77.0%	85.6%	91.3%
8th Grade	85.1%	86.6%	85.0%
All Grades	82.6%	85.6%	87.1%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	97.2%	92.0%		100.0%		88.1%	100.0%		
4th Grade	78.6%	87.2%		90.9%		80.6%	78.3%		54.5%
5th Grade	78.0%	87.0%		85.7%		92.1%	73.5%		28.6%
6th Grade	85.3%	92.1%		90.0%		89.2%	86.5%		47.4%
7th Grade	86.5%	95.3%		100.0%		87.8%	94.4%		66.7%
8th Grade	87.3%	82.7%		93.8%		83.0%	86.1%		18.2%
All Grades	85.1%	89.2%		93.3%		86.7%	85.7%	70.8%	45.2%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	74.4%	76.2%	84.7%	68.3%	82.3%
4th Grade	63.9%	52.0%	78.5%	61.7%	64.3%
5th Grade	55.9%	56.8%	70.9%	61.5%	56.5%
6th Grade	73.4%	62.6%	66.5%	68.5%	62.3%
7th Grade	45.7%	62.4%	62.7%	67.1%	68.9%
8th Grade	62.6%	47.3%	61.4%	57.4%	70.0%
All Grades	63.1%	59.2%	70.3%	63.9%	67.1%

Students Meeting or Exceeding State Standards in Science

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
80.1%	76.4%	81.4%	80.1%

ISAT Science Trend Analysis

Grade Level	2006-2007	2007-2008	2008-2009
4th Grade	76.8%	74.7%	74.1%



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Grade Level	2006-2007	2007-2008	2008-2009
7th Grade	76.0%	86.5%	86.3%
All Grades	76.4%	81.4%	80.1%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	66.7%	82.1%		100.0%		69.4%	60.9%		45.5%
7th Grade	86.5%	86.0%		100.0%		82.9%	88.9%		50.0%
All Grades	75.9%	84.1%		100.0%		76.6%	73.2%		47.8%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	53.2%	60.0%	50.0%	61.0%	62.6%
7th Grade	55.9%	52.5%	55.6%	69.7%	67.9%
All Grades	54.5%	56.4%	52.8%	65.3%	65.3%

Students Exceeding State Standards

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
21.9%	20.8%	21.4%	21.9%

Students Exceeding Standards by Subject

Subject	2006-2007	2007-2008	2008-2009
Reading	21.5%	22.3%	21.3%
Math	21.5%	21.9%	25.9%
Science	17.0%	17.5%	9.9%

Students Promoted from 3rd Grade

2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
100.0%	97.9%	97.9%	100.0%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	97.9%	97.9%	100.0%
6th Grade	100.0%	100.0%	100.0%
8th Grade	100.0%	100.0%	100.0%

Students Making Expected Gains



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2008-2009 Score	Trends		
	2006-2007	2007-2008	2008-2009
	50.7%		

IMAGE, IAA Scores

Other Elementary Data	2006-2007	2007-2008	2008-2009
IAA	63.6%	93.8%	90.0%

Student Connection

Student Connection Strengths and Concerns

Strengths:

Students have a high rate of attendance (7.2 days avg absenteeism/student) and a relatively high rate of participation in activities (69%), considering how few activities there were. Students' reports of safety and respect and supportive staff are trending upward (7 - 12 points on two metrics).

Concerns:

There were too few extracurricular activities for our students to choose from and the scheduling caused students to not participate.

Our increasing and diverse ELL population presents increasingly different and diverse needs. We are working with parent and community representatives to determine how to support the students.

In addition, through analysis of other data (Illinois Interactive Report Card), we have identified an achievement gap for low income students. Students need to be supported through parent education and improved parent communications. We believe that implementing these supports in conjunction with professional development and capacity building is key to boosting the results of these measures.

Student Connection (Elementary School)

Student Connection

Student Connection	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Average Days Absent per Student	7.2	7.0	5.9	7.2
Students Reporting Participation in Extracurricular Activities	69.0%	59.0%	68.0%	69.0%
Students Reporting a Safe and Respectful School Climate	95.0%	88.0%	93.0%	95.0%
Students Reporting Academic Rigor	72.0%	70.0%	80.0%	72.0%
Students Reporting Supportive Teachers and Staff	95.0%	83.0%	88.0%	95.0%

Suspensions and Expulsions



Outcome	2006-2007	2007-2008	2008-2009
Suspensions	1	14	27
Expulsions	0	0	

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?

Palmer increased in its ELL population and the data suggests that language difficulties are interfering with assessment and learning. Teachers are still learning how to meet ELLs' needs even while the students are already in their classrooms. In addition, some of these students and their families face the challenge of being recent immigrants whose families have limited literacy in their native language. Families with low income make up most of Palmer's population, and we have identified an achievement gap for that group in most subjects and most grades. Many teachers are still learning how to use School Based Problem Solving, which means that the school as a whole is still learning to distinguish between academic and language problems, and how to choose and monitor interventions at the general education level before conducting a full evaluation of a child. Differentiated instruction as well as cross program collaboration in planning and assessing instruction are key to meeting students' needs and raising achievement.

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

English Language Learners have a very difficult challenge in becoming proficient at both their academics and gaining fluency in a new language. Some of our ELLs also come from areas where they were illiterate in their native language, making L2 instruction (and even an introduction to formal schooling) a particularly challenging goal. While the staff continue to seek appropriate interventions for low-achieving and Special Education students, the data cycles for monitoring the interventions' implementation are still relatively slow, making the process long for both the students and their teachers. Still, teachers are invested in their students and are trying to improve at this process.

Strengths:

The Palmer staff have a high level of connection to the community and available resources.

Palmer is located in North Mayfair, a stable, residential part of Chicago. It is near two park district facilities, a branch library, and Northeastern Illinois University. Palmer hosts several student teachers per year, went through 3 major cleanings of all 3 classroom buildings on its campus, and anticipates a rise in student and parent satisfaction this year.

Concerns:

These attributes suggest that, despite our strengths in student achievement and overall school function levels, we must identify and move the levers that will launch our ELLs, Special Education students, and low-achieving students. We must align the curriculum vertically and horizontally, ensure differentiation of instruction for the 5 targeted student groups, and increase the professional capacity of the staff to be able to address these students' needs in order to increase school achievement.

School Characteristics (Elementary School)



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School Characteristic	2008-2009 Score	Trends		
		2006-2007	2007-2008	2008-2009
Number of National Board Certified Teachers	2	2	2	2
Average Days Absent per Teacher				
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School	91.0%	58.0%	84.0%	91.0%

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2006-2007	933.0%	0.1%	15.3%	0.9%	37.9%	35.5%	71.5%	15.4%	14.3%
2007-2008	959.0%	0.2%	16.6%	1.1%	39.6%	35.8%	74.8%	16.5%	10.9%
2008-2009	961.0%	0.2%	17.2%	1.5%	44.4%	36.7%	75.2%	16.0%	14.3%

Mobility Rate (from the State Report Card)

Mobility Rate	2006-2007	2007-2008	2008-2009
Overall Mobility Rate	19.6%	23.7%	18.5%

Detailed Mobility Patterns for 2005-06 (from the Consortium on Chicago School Research)

Pattern	Stability Rate	In Mobility Rate
School Year		
Summer		

Process Analysis

- ✔ **TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- ✔ **TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- ✔ **TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School	Pre-K	K	1	2	3	4	5	6	7	8
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			Wide														
Reading	Scholastic				X												
Math	Other			X													
Reading	Other			X													
Science	Other			X													
Reading	Harcourt					X	X	X	X	X							
Math	Connected Mathematics Project												X	X	X		
Science	SEPUP												X				
Math	Houghton Mifflin Harcourt					X	X	X	X	X	X						
Writing	Other		X														
Social Studies	Teacher-created	TCM pilot program		X												X	
Arts Education	Partnership	CPS Office of Arts Education	X														
Arts Education	Teacher-Created		X														
Reading	McDougal Littell (Houghton Mifflin Harcourt)												X	X	X		

Partner Name	Partner Description	# of Students
PTA	Parent Teacher Association	925
PAC	Parent Advisory Council	925
BAC	Bilingual Advisory Council	166
North River Commission	Funding source (anticipated)	60

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).

Common planning periods, agendas, professional development, vertical planning, horizontal planning, and interdisciplinary planning are all examples of instituted policies and practices that assist students deficient in core academic subject areas. In addition, all of these examples target 5 student groups: ELLs, Special Education, low-achieving and high achieving students, and those in the "meets standards" category. These students (which cover all students at Palmer Elementary) are supported in their efforts to increase achievement through enrichment activities, academic support in before- and after-school hours, and School Based Problem Solving.
- 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...).



Differentiating instruction in the classroom depends on having a knowledgeable and data-driven use of interventions. Through School Based Problem Solving (and monitoring and assessing its efficacy in semester-long cycles twice a year), teachers are expanding their knowledge of scientifically researched, appropriate interventions, and with the aid of programs like AIMS Web Pro, learning how to track student response to interventions. Further, horizontally and vertically aligned curriculum and Special Ed agenda items on grade level meetings provide constant schoolwide attention to specific students and appropriate instructional strategies.

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

- **Next Steps for Instruction:**

Teachers, staff, and administration found good student performance overall (Meets + Exceeds trends upward 4.8 pts since 2006-2007; Exceeds is up to 21.9%; Math, Reading, and Science all perform between 80.1% - 87.1%), but also found erratic and inconsistent levels throughout grade levels and subjects (trends in two years of ISAT Reading, Math and Science were inconsistent). Repeatedly, our response to these findings was to continue improving student learning cimate, improve vertical and horizontal alignment, and incorporating the aforementioned 5 student groups into all further activities, while monitoring their progress to ensure effective implementation.

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:

The next steps for instructional leadership will be to ensure that these choices culminate in cohesive, unified, school-wide practice.

Led by the Principal, the staff-written vision and mission will be posted in all classrooms (physical evidence), reviewed in conjunction with PD sessions (evident in agendas), and also reviewed by the ILT to make school-wide decisions for student learning and shared school leadership (evident in agendas, minutes, and presentation notes). Grade level team meeting agendas will reflect raised expectations. Consequently, teaching approaches from PD and SBPS data will raise achievement.

The ILT's management of team time and other resources will direct the school's growth in curricular alignment, locating gaps (e.g., science topics not covered) and redundancies (e.g., novel series repeated throughout grade levels). Committees will continue to inform the ILT of ELL and SpEd learning needs, and effectiveness of teaching practice on targeted student groups based on assessment data. In response, the ILT will use assessment data to evaluate its choice of curriculum and instructional approaches. Further, the ILT will recommend additions to PD for team building, round tables, and outreach to parents. All of this will be evident in the completion of initiatives drawn from ILT agendas, curricular evidence, and student achievement from multiple metrics.

10 monthly Parent University sessions annually will provide teaching strategies for parents to extend learning to the home, and will overlap with school practices. Parents also will volunteer in instructional and support capacities (with training) to extend individualized instruction time for students.

Five Fundamentals: Professional Capacity



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✓ **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?

100% of staff participate in school-wide professional development aligned to the school's priorities contained in this SIPAAA. Next, all staff will set professional development goals and engage in individualized PD activities at and beyond school. The school's investment in aligning curricula and instruction already has brought teachers together to reflect collaboratively toward these goals. An in-school PD committee also has helped the school make progress toward these ends. Grade level leaders and committee chairs assess the effectiveness of initiatives like operations improvements, and implementation of interventions and assessments for all student groups. Teachers share instructional strategies and reevaluate practices based on student and observation data, such as grade level team meetings and School Based Problem Solving. Whole grade level teams address specific students' challenges in order to improve teaching and learning. The school schedule includes grade-level and content-specific cross-grade planning time, used to problem-solve these challenges. The principal and assistant principal observe instruction and engage teachers in discussions about student learning, and support the development of the instructional leadership team toward recruiting, developing, and maintain high quality staff, use multiple evaluations and metrics. At the same time staff has been developing innovative solutions to school problems (school-wide teaching and learning plan; staff-recommended PD; schedule overhauls; interdepartmental collaboration), administration has been supporting further growth and deeper communication with unfamiliar strategies, such as the upcoming pilot of the Charlotte Danielson framework for teaching.

✓ **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...)

Semi-annual, semester-long school-based problem solving cycles will help general education teachers select and monitor appropriate interventions for their students. Special education teachers are regularly attending grade level and committee meetings throughout the school year, both to learn simultaneously with general education teachers and to represent their students' needs for schoolwide teaching and learning. Similarly, general education teachers are incorporating Special Education into their agendas to meet the needs of students with IEPs. Meeting times are based on common availability for these teachers, and they attend professional development together. To further increase their capacity to implement inclusive practices, all staff focus on 5 student groups throughout the year: Special Education, English Language Learners, high-achieving, low-achieving, and moving "meets standards" students to "exceeds standards." Thus, all staff are engaged with the needs of all students at all times.

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



- **Next Steps for Professional Capacity:**

Staff will build their capacity to engage in deep dialogue about students through thorough examination of data, constructive analysis of instructional practices, application of PD, collegial support, and discussions with administration about student learning. The ILT will create a structure for Performance Management sessions using 5-week data cycles throughout the school year, reviewing both the processes of the school and the content of its learning, checking them against the vision and mission, aligning them with curricula, analyzing effects on learning, making recommendations for improvement, and monitoring the process going forward.

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).**

All members of the school community recognize the importance of intellectually demanding work and high standards. In order to move our 5 identified student groups to the next level, staff have described these high expectations in their co-authored vision and mission. Their commitment to safety and organization is continually exhibited through massive schoolwide cleanings, sufficient space and materials to serve all students, and consistent expectations of behavior. Students reflect the teachers' expectations in their conversations with peers and adults, exhibiting reflections on both their academics and behavior as they mature. Behavioral consequences are chosen in order to resolve student issues and restore trust. Academic assignments are chosen to bring students to higher levels of thinking while ensuring their foundation of the fundamentals.

- **Next Steps for Learning Climate:**

Students and staff pursue a common goal of consistent, positive collegiality and highly professional communication in the spirit of collaboration. This was begun in earnest this year, and at least 15 teacher-led groups worked toward these ends over the course of the year, changing as the school changed. Student council, too, was, for the first time, involved in establishing student voice in the governance of the school. These means and ends will be focused for effectiveness next.

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?**

Outreach from the school to parents in the form of regular communication in multiple languages has contributed to student performance results. In addition,



opportunities for parents to contribute to their child's education are created through Parent University, volunteer efforts (including work as trained instructional volunteers), and individual parent-teacher or parent-administration conferences. As a result, staff establish two-way communication using a variety of strategies and media and welcome families in the school and classrooms. Teachers involve parents purposefully through Parent University, distribution of materials, and most of all through communication about how to support their children's learning efforts. Partnerships through other volunteer organizations, neighborhood organizations (e.g., PTA, North River Commission, PAC, BAC) have also pooled resources for student achievement. Community members and parent members of the LSC and parent organizations have a say in major school decisions and are part of school discussions that lead to those formal decisions. Through the SIPAAA process, parent membership contributed to the revision of the school's vision statement and the co-authoring of its mission statement. Parent involvement in school events is evident and documented in sign-in sheets, and includes learning activities and culminating events.

- 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.

Palmer provides printed notice of grades and progress reports in parents' native language whenever possible, and is paired with verbal translations both for the distribution of information and for two-way communication with parents to address their concerns.

Next Steps for Family & Community Involvement:

Palmer is expanding the quality and quantity of its parent workshops (i.e., Parent University), and will address more deeply the need to differentiate for the 5 student groups (i.e., ELLs, Special Education, low-achieving, high-achieving, and moving "meets standards" students to "exceeds standards"). Establishing more current and immediate communication with parents is also expected to rise as we continue to update student records and encourage e-mail communication. Palmer is expanding the number, variety, and quality of opportunities for parents to be involved in the development of the school and the education of their children.

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	Core Classroom Instruction	<p>Increase and support horizontal and vertical planning and instructional program development and support greater preparation of students for success in high school and college.</p> <p>LITERACY Improve Reading and Writing with a focus on a variety of purposes across grade levels for all students.</p> <p>MATH Increase alignment of instruction across grades to support Connected Math learning at grades 6 - 8 and success in high school mathematics</p> <p>SOCIAL STUDIES Modify social sciences program for kindergarten - grade 8 to raise level of learning and increase use of source materials.</p>	<p>LITERACY *Increase ISAT Reading Exceeds by 5% and Meets by 5% each year.</p> <p>*Increase ISAT Writing Exceeds by 5% and Meets by 5% each year.</p> <p>*Attain AYP of 1 year or more for 100% of students for each year.</p> <p>MATH *Increase ISAT Math Exceeds by 5% and Meets by 5% each year.</p> <p>*100% of Teachers will use the school wide supported programs as indicated each year</p> <p>*Decrease the number of students who score in the ISAT Below Standards and Warning categories by 5% for Reading, Writing, and Math each year.</p> <p>SOCIAL STUDIES *Pilot program from Teacher Created Materials in one primary, intermediate and middle school grade for the 2010-2011 school year. (Increase pilot in 2011-2012 based on assessment data of program's effectiveness.)</p> <p>*Program to be supplemented with PD support through 2010-2011 school year, and subsequent years based on longevity of program.</p> <p>*Pilot Social Science program will increase hours of literacy by 16-20% in pilot classroom.</p>	<p>LITERACY *Horizontal and vertical collaboration meeting minutes *Weekly grade level meeting minutes *Assessment driven lesson planning *Data review including ISAT, DIBELS, ACCESS, Scantron.</p> <p>MATH *Weekly grade level meetings to horizontally align lesson plans. *Bi-weekly meetings to discuss and monitor vertical alignment and grade to grade transition. *Daily monitoring of student success in the classroom. *Review data gathered from standa</p>	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Bilingual/Multicultural Ed	To improve the academic and social climate of the schools ELL population by meeting their needs in and out of the classroom.	<ul style="list-style-type: none">*Increase ISAT Reading and Math Exceeds by 5% and Meets by 5% each year for all in-program ELLs.*100% of ELL students will begin transitioning within four years into the general education classroom*100% of transitioning students will be supported and achieve a C average or better in the general education classroom.*100% of ELL students and their teachers will have access with use of the ELL materials in the general education classroom.	<ul style="list-style-type: none">*Review of Dibels, Scantron, ACCESS, ISAT, Quarterly Reports.*Collaboration meeting minutes*Administrative Observations: Accommodations and materials are provided to all ELLs in the general education and bilingual classroom.	Yes



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
3	Special Education	<p>The Special Education Department (special education teachers, paraprofessionals, clinicians, and teacher aides) requires, concise, coherent, individualized programing in Reading and Math for Resource and Instructional Special Education students at all levels and addressing all deficits.</p> <p>Read 180 and System 44, intensive reading systems designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills while covering cross curricular subject matter.</p> <p>SRA Math will provide intensive support and carefully scaffolded instruction for students who have difficulty with basic mathematic skills and math concepts.</p>	<p>*80% of all students using the designated literacy intervention program for the recommended time allotment will gain at least one year of growth within each school year in order to help meet AYP.</p> <p>*80% of all students using SRA Math Intervention Program will make 1 year or greater growth in each school year in order to help meet AYP.</p>	<p>Progress will be monitored through program supplied assessments, ISAT Results, progress toward IEP goals and Bi-monthly meetings to review student progress.</p>	Yes
4	Enrichment Instruction	<p>To increase student development by encouraging school spirit, climate, and culture, and improving parent/community involvement.</p>	<p>*Increase ISAT Reading and math Exceeds by 5% and Meets by 5% each year.</p> <p>*Increase student attendance by 0.5%</p> <p>*Increase Parent/Community involvement by 10%</p>	<p>*Data: DIBELS, Scantron, ISAT *Family/Community Involvement data *Learning Climate/Safety data *Student attendance data *Parent sign-ins (various activities)</p>	



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Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Family/Community Involve.	*Increase parent education and involvement initiatives *Expand band and music program	*Increase parent involvement (PAC, BAC, PTA, special events, volunteering) by 10% *Add summer band program (including adult membership) with 50% attendance by present band members *Increase curriculum- and enrichment-based volunteer activities for parents and community members by 25%	*Membership & roster data *Band rehearsal and performance data *Enrichment activities monitored by grant-based metrics *Training, parent volunteer, and Room Parent data	
6	Learning Climate / Safety	Improve safety, security, and learning climate to increase teaching and learning	*Decrease quantity and severity of student misbehaviors by 10% *Increase staff, student, and parent morale regarding the school by 10%	*Reports and data from Safety and Security *Time audits measure time-on-task and transitions for students and teachers *My Voice, My School data	
7	Operations Schools	Efficient operation of all building, maintenance, and systems-based functions of the school.	*School campus and buildings function within code to support teaching and learning and achieve 95% rating *Operations function within code to support teaching and learning and achieve 95% rating *Safety and security measures decrease injuries, quantity and severity of behavioral infractions by 10% *School meal program and other operations-related programs function within code and policy to support teaching and learning increase efficiency by 10% and increase instructional time use by 10 minutes	*Reports and data from Engineer *Time audits measure time-on-task and transitions for students and teachers *Department of Operations and Health Department Audits and inspections.	



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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	School office service activities			X	Principal			INPROGRESS		
N	Facilities/Operations overtime during summer school			X	Principal			INPROGRESS		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		



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5 - 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	Conduct parent and family activities, purchase and provide materials to support parent involvement, and support parent and community groups.	Provide necessary support for parent and family involvement to support student involvement, achievement, and development.		X	Asst. Princ., Parent Coord.	\$5,447.00	\$0.00	INCOMPLETE		24821.332.53305.390030.430092.2011 + 24821.332.53405.390030.430092.2011 + 24821.332.53205.390030.430092.2011 + 24821.332.54505.390030.430092.2011
N	PAC	Includes BAC, parent involvement, parent resources, supplies, Literacy Night			Principal/Asst. Principal			INCOMPLETE		

2 - 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	Newcomers Program	Support materials for general education teachers to accommodate ESL students. Resources will be available for the entire staff to help assist general education teachers in servicing ELLs.		X	BLT, Principal, A.P.			INCOMPLETE		



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2 - 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	Pre-K Curriculum	Native language and ESL curriculum for new program start-up		X	BLT, Principal, A.P.			INCOMPLETE		
N	Support planning for vertical and horizontal alignment	Allow planning time for collaborative planning and Performance Management presentations (aligned with Area PM) to ensure all ELL students needs are met		X	Principal			INCOMPLETE		
N	Conduct Summer Testing for Kindergarten students	Implement Model Testing of K students to establish classrooms and determine needs of students in Kindergarten for bilingual program to support achievement		X	Bilingual Lead Teacher			INCOMPLETE		
N	Fund supplemental ELL position	To provide instruction bilingual Arabic students	X		Principal; BLT	\$78,264.00	\$0.00	INCOMPLETE	407661	
N	ESL training	Fund a cohort of 4 faculty to go through ESL training on campus through National Louis University's IRC.		X	Principal, BLT			INCOMPLETE		
N	Fund bilingual and ESL teaching positions		X		Principal	\$380,870.00	\$0.00	INCOMPLETE	342054,298855, 298860,328532, 298835	



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7 - Operations Schools										
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	Copiers				Assistant Principal			INCOMPLETE		
N	Fund positions of engineer, custodial staff, lunchroom, and aides		X		Principal/Asst. Principal	\$104,733.00	\$0.00	INCOMPLETE	163063	
N	General supplies and commodities							INCOMPLETE		
N	Janitorial supplies				Ron Jadynek			INCOMPLETE		

3 - 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	Per Fall 2009 Snapshot, 38% of Palmer's students with disabilities are meeting/exceeding Standards as opposed to 84% of the students without disabilities. Currently, there is a 46% gap between students with disabilities and those without.	Train special education staff.		X	Special Education team, Principal, Asst. Prin.			INCOMPLETE		



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3 - 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						
	The gap will be reduced to 34% by Spring 2011 and 22% by Spring 2012. Purchase SRA Corrective Mathematics and Connecting Math Concepts.									
N	Acquire all support materials for the general education curriculum, i.e. audio version of text books.	Special education teacher.		X	Special Education team, Principal, Asst. Prin.			INCOMPLETE		
N	Uniform scheduling for consistent instructional periods for 5th through 8th grade in order to increase co-teaching between special education and general education teachers as recommended in the Fall 2009 Snap-shot.	Principal designee who is responsible for all scheduling.		X	Scheduling committee, Principal, Asst. Prin.			INCOMPLETE		
N	Catalogue existing special education resources in order to address the curricular needs of all students with disabilities.	Special education teacher.		X	Special Education Team, Counselor, Asst. Prin.			INCOMPLETE		
N	Special	Special		X	Special			INCOMPLETE		



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3 - 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						
	education teachers will attend professional development conferences and join professional organizations: Council of Exceptional Children, International Reading Association, and the local branch of the Learning Disabilities Association. Special education teachers will provide information to entire staff and parents of children with special needs, including Performance Management in alignment with Area PM.	education teacher will coordinate and schedule events and maintain an accessible library.			Education team, Principal, Asst. Prin.					
N	Purchase Aims Web Pro to progress monitor special education students as well as School Based Problem Solving candidates.	Counselor.		X	Counselor, Principal, Asst. Prin.			INCOMPLETE		
N	Designate 14 computers to support Read 180 and System 44.	Technology Coordinator.		X	Technology Committee			INCOMPLETE		



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3 - 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	Incorporate the Lucy Calkins Writing Method. Provide professional development in the Lucy Caulkins Method in order to close the writing gap between students with disabilities and those without.	Literacy Coordinator.		X	Literacy Coordinator, Principal, Asst. Prin.			INCOMPLETE		
N	Per Fall 2009 Snapshot, 38% of Palmer's students with disabilities are meeting/exceeding Standards as opposed to 84% of the students without disabilities. Currently, there is a 46% gap between students with disabilities and those without. The gap will be reduced to 34% by Spring 2011 and 22% by Spring 2012. Purchase the Read 180 Program and System 44 as determined by Lexile ISAT scores - for those students reading 2 or	Two teachers should be trained. Computer support should be purchased. Two rooms need to be identified, can be incorporated within current special education rooms. Special education department will coordinate the program.						INCOMPLETE		



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3 - 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						
	more years behind grade level during the school day.									
N	Fund special ed teaching positions and teacher aide positions		X		Principal/Asst. Principal	\$731,379.00	\$0.00	INCOMPLETE	328535,116177,119019,162765,241354,130066,135766,152181,393261,401189	
N	SRA program to address needs of Special Ed grades 3-8 in literacy and math.			X	Madeleine Lekas			INCOMPLETE		

1 - 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	Implement Response to Intervention	Provide various supports to differentiate instruction for all students to increase achievement		X	Teachers,			INCOMPLETE		
N	Purchase supplemental instructional materials for literacy for grades K - 8	Provide supplemental instructional materials to support student learning in literacy.		X	Asst. Princ., ILT	\$5,708.00	\$0.00	INCOMPLETE		24821.332.53305.111004.430083.2011
N	Conduct collaborative planning and analysis to align	Provide for collaborative meetings and data analysis		X	Asst. Prin., ILT, Chairs			INCOMPLETE		



CPS SIPAAA Planning Report

John M Palmer School : 2010-2012 Year 1

1 - 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						
	curriculum, present Performance Management, align with Area PM, differentiate instruction, and support achievement for all students, including Special Education and Bilingual/ESL students.	through various scheduling strategies to ensure the increase of achievement of all students, including Special Education, Bilingual/ESL, and low- and high-achieving students.								
N	Fund NCLB ESP position for Reading	To provide classroom support for Reading	X		Principal	\$34,260.00	\$0.00	INCOMPLETE	409799	
N	Provide support for Pre-K program	Purchase hands-on instructional materials and assessment materials and provide for field trip		X	Jolie Farrell			INCOMPLETE		
N	Provide supplemental textbooks and supplemental instructional materials to support student learning in all curriculum areas and programs, special education and bilingual	To purchase supplemental materials and supplementarily support core curriculum areas		X	Principal	\$31,340.00	\$0.00	INCOMPLETE		24821.225.53305.111004.000703.2011
N	Fund teaching positions in grades pre k through 8		X		Principal/Asst. Principal	\$2,252,545.00	\$0.00	INCOMPLETE	112004,126530,122789,342026,135893,125446,118024,120941,342047,146781,295188,132384,	



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John M Palmer School : 2010-2012 Year 1

1 - 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						
									133215,117560, 118577,117776, 128318,136305, 131942,229117, 126755,136262	
N	Fund SGSA Reduced Size Teaching Positions	To reduce class size	X		Principal	\$300,697.00	\$0.00	INCOMPLETE	407738,407739, 407740	
N	Fund NCLB Reduced Size Teaching Positions	To reduce class size	X		Principal	\$102,000.00	\$0.00	INCOMPLETE	407730,407736	
N	Provide textbooks and instructional materials to support student learning in all curriculum areas and programs, special education and bilingual	To purchase materials and support core curriculum areas		X	Principal/Asst. Principal			INCOMPLETE		
N	Provide professional development for staff in new writing program, phonics, novels based reading, math, teacher created social studies curriculum, differentiated instruction, accelerated learner support, and Performance Management.	*To support existing, expanded, and new curriculum, *Support instructional and planning collaboration		X	Principal/Assista nt Principal			INCOMPLETE		
N	5-week Goal Cycle	Each classroom will formulate ongoing 5-week goals, which will		X	Principal, Asst. Princ., ILT			INCOMPLETE		



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John M Palmer School : 2010-2012 Year 1

1 - 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						
		be monitored through curriculum- and instruction-embedded assessments, including observation, teacher-created assessments, and student performance analysis. The data gathered from these cycles will guide and plan instruction, and inform teacher performance.								
N	Provide supplies for classroom and non classroom uses for all curriculum areas and programs, including special education and bilingual	To purchase and provide supplies to support instruction in all curriculum areas and for all programs		X	Principal/Asst. Principal	\$1,200.00	\$0.00	INCOMPLETE		24821.225.53405.111004.000703.2011 + 24821.332.53405.111069.430083.2011
N	Strategic planning and analysis	All staff maintain high levels of strategic planning and data analysis to inform and support Performance Management.		X	Principal, Asst. Princ., ILT			INCOMPLETE		
N	Performance Management	Conduct ongoing Performance Management analysis and action planning sessions to be		X	Principal, Asst. Princ., ILT			INCOMPLETE		



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John M Palmer School : 2010-2012 Year 1

1 - 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						
		monitored by ILT.								

4 - Enrichment 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	Provide student activities before and/or after school	To support schoolwide priorities for learning for 5 targeted student groups (including Special Ed and ELLs)	X		Principal, Asst. Prin.			INCOMPLETE	409849	

6 - 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	Fund positions of principal, assistant principal, clerk, guidance counselor aide, parent workers, and security guard		X		Principal/Asst. Principal	\$518,717.00	\$0.00	INCOMPLETE	122584,164093,121779,156330,136211	
N	Fund SGSA ESP positions	To provide student support	X		Principal/Assistant Princ	\$183,243.00	\$0.00	INCOMPLETE	298892,155959,229061,157635,163723	
N	Website	Maintenance			Cheryl			INCOMPLETE		



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John M Palmer School : 2010-2012 Year 1

6 - 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						
		and service			Linker-Peppler					
N	Graduation	Decorations, printed materials, security			Principal/Asst. Principal/8th grade team			INCOMPLETE		
N	Teacher Supplies	Classroom supply allotment per teacher			Principal/Assista nt Principal			INCOMPLETE		

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	Custodial Supplies: Supplies for Engineers (toilet paper paper towels soap gasoline etc.)			X	Principal	\$13,012.00	\$0.00	INPROGRESS		24821.230.53405.254002.000000.2011
N	Breakfast lunch and after school nutrition programs (Federal donation)			X	Principal	\$351,939.00	\$0.00	INPROGRESS		24821.312.53210.256009.000000.2011 + 24821.312.53205.256009.000000.2011
N	Supply of electricity			X	Principal	\$34,674.00	\$0.00	INPROGRESS		24821.230.53105.254002.000000.2011
N	Repairs: O&M Money: fix broken windows replace a pipe etc.			X	Principal	\$33,923.00	\$0.00	INPROGRESS		24821.230.56105.254002.000000.2011
N	Contracted service to			X	Principal	\$3,000.00	\$0.00	INPROGRESS		24821.230.54105.254020.000000.2011



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John M Palmer 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						
	remove snow from parking lots									
N	Supply of natural gas			X	Principal	\$10,271.00	\$0.00	INPROGRESS		24821.230.53125.254002.000000.2011
N	Funds allocated by Portfolio Managers to maintain boiler and chillers			X	Principal	\$2,000.00	\$0.00	INPROGRESS		24821.230.54105.254027.000000.2011
N	Contracted service that pays for pest control services			X	Principal	\$800.00	\$0.00	INPROGRESS		24821.230.54105.254022.000000.2011
N	Telecom Support: Consulting services to maintain phones			X	Principal	\$489.00	\$0.00	INPROGRESS		24821.230.54125.254501.000000.2011
N	Telecom Recurring Services: Phones at schools/admin buildings			X	Principal	\$5,139.00	\$0.00	INPROGRESS		24821.230.54405.254501.000000.2011
N	WAN Management and Maintenance: Internet maintenance			X	Principal	\$3,201.00	\$0.00	INPROGRESS		24821.230.54125.254901.000000.2011
N	Consulting services for EFS			X	Principal	\$1,590.00	\$0.00	INPROGRESS		24821.230.54125.266407.000000.2011
N	IMPACT Maintenance			X	Principal	\$2,911.00	\$0.00	INPROGRESS		24821.230.53306.009573.000000.2011
N	Contractual Services: Maintenance services that need to be			X	Principal	\$2,665.00	\$0.00	INPROGRESS		24821.230.54105.254002.000000.2011



CPS SIPAAA Planning Report

John M Palmer 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						
	contracted out to vendors									
N	Transmission of electricity			X	Principal	\$21,151.00	\$0.00	INPROGRESS		24821.230.53115.254002.000000.2011
N	Distribution of gas to facilities			X	Principal	\$37,514.00	\$0.00	INPROGRESS		24821.230.53120.254002.000000.2011
N	Contracted service that pays for landscaping at specific schools			X	Principal	\$5,999.00	\$0.00	INPROGRESS		24821.230.54105.254011.000000.2011
N	Contracted service to remove trash and recyclables			X	Principal	\$13,946.00	\$0.00	INPROGRESS		24821.230.54105.254021.000000.2011
N	Email for students and staff			X	Principal	\$1,035.00	\$0.00	INPROGRESS		24821.230.54125.266402.000000.2011
N	Maintain printers at admin sites			X	Principal	\$477.00	\$0.00	INPROGRESS		24821.230.55005.266402.000000.2011
N	Enterprise Server and Network Maintenance: Oracle support for maintenance			X	Principal	\$784.00	\$0.00	INPROGRESS		24821.230.56105.266414.000000.2011
N	Content Management: Firewalls blocking of websites etc.			X	Principal	\$802.00	\$0.00	INPROGRESS		24821.230.53306.254901.000000.2011
N	CPS @ Work: Peoplesoft			X	Principal	\$2,446.00	\$0.00	INPROGRESS		24821.230.54125.266410.000000.2011
N	Enterprise Financial System Software: Oracle system			X	Principal	\$3,377.00	\$0.00	INPROGRESS		24821.230.53306.266407.000000.2011



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John M Palmer 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	Consulting and support for IMPACT			X	Principal	\$202.00	\$0.00	INPROGRESS		24821.230.54125.009574.000000.2011

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	Unit funds available-Misc line			X	Principal	\$743,935.00	\$0.00	INPROGRESS		24821.332.57940.390030.430092.2011 + 24821.225.57940.119020.000703.2011 + 24821.332.57940.119031.430083.2011
N	Repairs to Educational Equipment-Elementary			X	Principal	\$2,774.00	\$0.00	INPROGRESS		24821.115.56105.119035.000000.2011 + 24821.115.55005.119035.000000.2011
N	Textbooks for Elementary			X	Principal	\$49,955.00	\$0.00	INPROGRESS		24821.115.53305.119035.000000.2011
N	Educational Equipment-Elementary			X	Principal			INPROGRESS		
N	Citywide Tests-School Allocation			X	Principal	\$7,386.00	\$0.00	INPROGRESS		24821.115.53305.223012.000000.2011
N	115-Furniture-Elementary			X	Principal	\$434.00	\$0.00	INPROGRESS		24821.115.55005.254403.000000.2011
N	115 Supplies-Elementary			X	Principal	\$17,410.00	\$0.00	INPROGRESS		24821.115.53405.119035.000000.2011
N	Tech XL Network support funded by SGSA			X	Principal	\$1,776.00	\$0.00	INPROGRESS		24821.225.54105.266408.000703.2011
N	Position(s) funded out of NCLB Title V		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						
	Fund									
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
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	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$46,231.00	\$0.00	INCOMPLETE	156771	
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		



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John M Palmer School : 2010-2012 Year 1

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	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst	\$144,696.00	\$0.00	INCOMPLETE	386254,386253	
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		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	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	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	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$80,332.00	\$0.00	INCOMPLETE	407643,410091	
N	Lunchroom position(s)		X		OMB Budget Analyst	\$90,758.00	\$0.00	INCOMPLETE	154631,154543,154591	