



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.



CPS SIPAAA Planning Report

24821 - John M Palmer School : 2010-2012 Year 2

FY12 SIPAAA and Budget Approval Page

Use this form for both SIPAAA and budget approval for FY12 . 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
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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

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			
Engels	Linda	Classroom tchr.			
Fosse	Carol	Classroom tchr.			
Fritts	Ellen	Support staff			
Garcia	Ameila	ELL faculty			
Gomez	Nancy	Classroom tchr.			
Grimes	Delanor	Special ed. faculty			
Hughes	Evelyn	Classroom tchr.			
Isaac	Richard	Special ed. faculty			
Kim	Megan	Classroom tchr.			
Lekas	Madeline	Counselor/case mgr.			
Linker-Peppler	Cheryl	Classroom tchr.			
Lohse-Gonzalez	Cynthia	Classroom tchr.			
Lutzow	Pamela	Classroom tchr.			
Moran	Nancy	Classroom tchr.			
Morris	Dorothy	Classroom tchr.			
Nijim	Majd	Lead/resource tchr.			
Okic	Elvira	Parent/guardian			
Paz	Kimberly	Special ed. faculty			
Proctor	Bobbie	Classroom tchr.			
Rehayem	Jehan	ELL faculty			
Robinson	Andrea	ELL faculty			
Ruff	Janet	Classroom tchr.			
Ryczek	Martin	Asst. Principal			
Smith Grattan	Holly	Support staff			
Stocchetti	Annette	Classroom tchr.			
Swiderski	Christine	Classroom tchr.			
Tate	Gretchen	LSC member			
Toomey	Kimberely	Lead/resource tchr.			
Wozniak	Gricella	Classroom tchr.			
Ystrom	Helen	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)

Chief Area Officer: Amy Mims
 Management Support Director: Susan Paik
 Reading/Language Arts Coach: Jillian Connolly
 Reading/Language Arts Coach: Debbie Fitzgerald
 Reading/Language Arts Coach: Sheila Keeley
 Bilingual Area Instructional Coordinator: Griselda Flores
 Math/Science Instructional Coordinator: Robert Reynolds
 Math/Science Instructional Coordinator: Danusia Gerlach
 Response to Intervention Coordinator: Timothy Daly
 Special Education Coach: Lauren Kunicki
 Special Education Coach: Tracy Hamm
 Data Analysis: Ian Needham
 Local School Council Liason: Hannah Kapicka

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.

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 students, 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 the 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	3	26	2	2	0	0	4

Summary of Meetings

Meeting Date	Meeting Type	Description
02-Mar-2011	SIPAAA Team	SIPAAA review of changes and approval
28-Feb-2011	SIPAAA Team	SIPAAA data analysis, prioritization, and proposal overview
11-Feb-2011	Working group	Grades 7-8 team review of SIPAAA



Meeting Date	Meeting Type	Description
10-Feb-2011	Working group	Grades 3-5 team review of SIPAAA
09-Feb-2011	Working group	Grades 2-4 team review of SIPAAA
08-Feb-2011	Working group	Grades PreK-1 team review of SIPAAA
07-Feb-2011	Working group	Staff Meeting SIPAAA overview
04-Feb-2011	Small group discussion	ILT Review of SIPAAA
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: 27
 Number of Student Survey Responses: 32
 Number of Teacher Survey Responses: 46
 Number of Staff Survey Responses: 74

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:

In 2010 our overall ISAT results for Mathematics indicated that 79% of our students meet or exceed. The 2010 attendance rate was 96.7%. Scantron results show an increasing trend in both reading and math. In winter 2011 Scantron results students met or exceeded the growth target overall by 57% in reading and 57% in math. In addition, according to data from the Area office our Special Education students showed a higher rate of gain than their general education peers on the mid-year Scantron assessment.

Concerns:

LEP students and students with disabilities did not make AYP in the 2010 ISAT reading or math. Currently Palmer Elementary did not make AYP in reading. Overall students attained a 70.5% on ISAT reading.

We are concerned that 35.6% of our students are having trouble transitioning to high school during their freshman year and are not on-track to graduate. We would like to increase freshmen on track and admissions to selective enrollment high schools by 5% per year. Although our meets/exceeds in state standards is at 89.5% for the highest grade enrolled, we are concerned due to the freshman on track data.

Student Outcomes (Elementary School)

Student Outcome	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Students Meeting or Exceeding State Standards for the Highest Grade Enrolled	89.50%	85.10%	88.80%	89.50%
Freshmen On-Track to Graduate	64.40%	59.40%	66.10%	64.40%

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, TRC, Scantron, ACCESS, ISAT, and teacher created assessments. Palmer staff will assess students on a five week basis. The Data Director program will be used to make informed decisions on instruction and school improvement.

Although staff are confident about the overall level of success, we are concerned that our inconsistent 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 admission into high schools and colleges, we need to improve and reach higher 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 5 years (3 administrations in 5 school years) has contributed to inconsistencies in the classroom, leading to inconsistent vertical alignment of curriculum. 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.

- 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 "meet" group to "exceed." 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 continue to engage in 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?

Palmer's ISAT results at times outpaces its district. At a 100% tested on state tests, Palmer is above the state's minimum target. Palmer has met AYP in Math in all student sub groups except LEP and Students with Disabilities. Our attendance rate is above district and state average at 96.7%. Our mobility rate is lower than the district's average but higher than the state's. Palmer did not make the Safe Harbor Target in Reading this year in all sub-groups except Asian/Pacific Islander. ISAT trends are not consistent with upward trend of the district and state.

- 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>

ISAT composite Meets/Exceeds is at 80.8%. Palmer Elementary has been identified by CPS as "On Probation", Performance Level 3. Except for the Asian subgroup all other subgroups scores did not reach Safe Harbor. Academic achievement gaps exist between all sub groups. The Federal Improvement status for Palmer School is "corrective action". We failed to make AYP due to the performance of students with IEPs and LEP status.

Strengths:

Subgroups White and Asian increased in the Meet/Exceed category in Math. Students exceeding standards by subject went up for Science from 9.90% to 13.50%. Attendance rate is 5.7 percentage points higher than state AYP minimum target. 100% students in all subgroups were tested. Palmer Elementary composite percent meets/exceeds increase was 5% higher than the district's in 2010. We have a strong parent involvement program, including Parent University and Volunteer Classroom Assistant (VCA) program to help increase students' academic progress.

Concerns:

Curriculum is inconsistent both horizontally and vertically. There is a need to provide targeted supports and differentiation for the identified five student groups: Special Education, ELLs, high achieving, low achieving, and moving students in the "meets standards" category to "exceeds standards." We also observed that achievement for low income students in multiple subjects and multiple grades reflects less of an upward trend than the district's scores.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
80.80%	83.30%	83.60%	80.80%

Students Meeting or Exceeding State Standards in Reading

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
77.50%	81.60%	81.10%	77.50%

ISAT Reading Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	76.50%	86.00%	77.60%
4th Grade	75.90%	69.10%	71.90%
5th Grade	78.20%	68.40%	67.50%
6th Grade	86.10%	84.00%	75.50%
7th Grade	88.20%	83.80%	79.80%
8th Grade	83.50%	92.50%	92.60%
All Grades	81.60%	81.10%	77.50%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	71.40%	82.90%		78.90%		75.70%	77.80%		

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	74.30%	70.40%		100.00%		56.50%	82.10%		
5th Grade	60.00%	75.70%		91.70%		67.60%	57.10%		23.10%
6th Grade	72.00%	79.50%		85.70%		82.90%	64.90%		18.80%
7th Grade	75.40%	88.60%		100.00%		78.40%	70.30%		25.00%
8th Grade	94.90%	90.50%		100.00%		89.70%	89.50%		61.50%
All Grades	74.60%	80.60%		92.30%		74.60%	72.50%	7.70%	31.90%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	69.00%	55.30%	64.80%	74.20%
4th Grade	58.80%	65.70%	61.60%	61.80%
5th Grade	61.60%	61.40%	67.80%	55.70%
6th Grade	74.20%	61.70%	73.00%	67.40%
7th Grade	79.50%	55.30%	69.50%	69.50%
8th Grade	72.00%	73.80%	74.50%	78.00%
All Grades	69.70%	62.00%	68.60%	67.80%

Students Meeting or Exceeding State Standards in Mathematics

2009-2010 Score	2007-2008	2008-2009	2009-2010
84.60%	85.60%	87.10%	84.60%

ISAT Math Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	89.00%	94.20%	92.10%
4th Grade	86.70%	82.70%	86.50%
5th Grade	84.50%	82.30%	77.90%
6th Grade	81.00%	87.70%	79.80%
7th Grade	85.60%	91.30%	85.60%
8th Grade	86.60%	85.00%	86.40%
All Grades	85.60%	87.10%	84.60%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	88.60%	95.10%		100.00%		94.60%	83.30%		
4th Grade	91.40%	83.30%		100.00%		76.10%	96.40%		
5th Grade	72.50%	83.80%		100.00%		76.50%	71.40%		46.20%
6th Grade	78.00%	81.80%		71.40%		91.40%	73.00%		25.00%
7th Grade	79.70%	97.10%		100.00%		83.80%	81.10%		35.00%
8th Grade	84.60%	88.10%		100.00%		84.60%	84.20%		46.20%
All Grades	81.70%	87.70%		95.60%		84.20%	81.30%	30.80%	38.90%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	72.70%	73.10%	78.70%	65.70%	77.50%
4th Grade	65.40%	59.90%	81.30%	64.90%	69.20%
5th Grade	52.70%	48.30%	64.50%	51.10%	58.70%
6th Grade	62.10%	62.40%	57.60%	63.30%	53.80%
7th Grade	46.90%	56.40%	64.50%	70.80%	69.90%
8th Grade	63.80%	52.00%	65.70%	57.40%	58.60%
All Grades	60.00%	58.60%	68.40%	62.70%	64.60%

Students Meeting or Exceeding State Standards in Science

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
79.30%	81.40%	80.10%	79.30%

ISAT Science Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
4th Grade	74.70%	74.10%	71.90%
7th Grade	86.50%	86.30%	85.60%
All Grades	81.40%	80.10%	79.30%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	80.00%	66.70%		100.00%		63.00%	71.40%		
7th Grade	84.10%	88.60%		94.70%		89.20%	75.70%		55.00%
All Grades	82.70%	75.30%		96.90%		74.70%	73.80%		59.30%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	56.80%	56.60%	49.80%	61.90%	61.80%
7th Grade	52.50%	55.40%	57.00%	70.60%	65.10%
All Grades	54.50%	56.00%	53.70%	66.60%	63.60%

Students Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
19.10%	21.40%	21.90%	19.10%

Students Exceeding Standards by Subject

Subject	2007-2008	2008-2009	2009-2010
Reading	22.30%	21.30%	17.30%
Math	21.90%	25.90%	23.00%
Science	17.50%	9.90%	13.50%

Students Promoted from 3rd Grade

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
100.00%	97.90%	100.00%	100.00%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	97.90%	100.00%	100.00%
6th Grade	100.00%	100.00%	99.00%
8th Grade	100.00%	100.00%	100.00%

Students Making Expected Gains

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010

IMAGE, IAA Scores

Other Elementary Data	2007-2008	2008-2009	2009-2010
IAA	93.80%	90.00%	

Student Connection

Student Connection Strengths and Concerns

Strengths:

In 2009-2010 students average days absent decreased from 7.2 to 5.9 days absent/student. In 2009-2010 suspensions decreased from 27 to 12. There were no expulsions in 2009-2010.

Concerns:

Due to our rapid increase of a diverse LEP population, we need to provide programs to accommodate the students. This year's funding was limited for extracurricular activities that our students could choose from.

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 improving the results of these measures. Chronic Truancy rate went up from 0.3% (2009) to 1%(2010).

Student Connection (Elementary School)

Student Connection

Student Connection	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Average Days Absent per Student	5.9	5.9	7.2	5.9
Students Reporting Participation in Extracurricular Activities		68.00%	69.00%	
Students Reporting a Safe and Respectful School Climate		93.00%	95.00%	
Students Reporting Academic Rigor		80.00%	72.00%	
Students Reporting Supportive Teachers and Staff		88.00%	95.00%	

Suspensions and Expulsions

Outcome	2007-2008	2008-2009	2009-2010
Suspensions	14	27	12
Expulsions	0	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 continue to develop best practices to meet the diverse needs our student population requires. In addition, some of these students and their families have challenges such as limited prior schooling and 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 implement Response to Intervention. 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 are challenged in becoming proficient in their academics and gaining fluency in a new language. Some of our ELLs are not proficient in their native language making native language instruction (and even an introduction to formal schooling) a particularly challenging goal. Palmer's staff continues to seek appropriate interventions and best practices for all students. There is a need to improve the incorporation of differentiated instruction practices in the classrooms to meet all students' needs, including students with disabilities and LEP students. Early identification of students who are not responding to instruction has been inconsistent.

Strengths:

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

Concerns:

These attributes suggest that, despite our strengths in student achievement and

its resources.

Palmer is located in North Mayfair, which is a residential part of Chicago. It is near two park district facilities, a branch library, and Northeastern Illinois University.

Teachers are consistently seeking higher-education opportunities and certification to become more effective in best practices.

Palmer Elementary students produced and maintain an outdoor garden and outdoor classrooms.

The student mobility rate decreased from 18.5% (2009) to 17.7% (2010). The number of National Board Certified Teachers increased.

overall school function levels, we must identify and promote academic achievement of all students including our 5 targeted student groups. 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)

School Characteristic	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Number of National Board Certified Teachers	3	2	2	3
Average Days Absent per Teacher	9.4	7.5	8.4	9.4
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School		84.00%	91.00%	

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2006-2007	959	0.20%	16.60%	1.10%	39.60%	35.80%	74.80%	15.70%	10.90%
2007-2008	961	0.20%	17.20%	1.50%	44.40%	36.70%	74.80%	19.10%	14.30%
2008-2009	926	0.20%	18.60%	1.70%	44.10%	35.40%	79.90%	20.20%	15.60%

Mobility Rate (from the State Report Card)

Mobility Rate	2007-2008	2008-2009	2009-2010
Overall Mobility Rate	23.70%	18.50%	17.70%

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

Pattern	Stability Rate	In Mobility Rate
School Year	94.30%	4.80%
Summer	90.60%	7.80%

Process Analysis

 **TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known

as the Five Fundamentals for School Success.

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

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Math	Other			X									
Reading	Other			X									
Reading	Harcourt				X	X	X	X	X	X			
Math	Connected Mathematics Project										X	X	X
Science	SEPUP											X	X
Math	Houghton Mifflin Harcourt				X	X	X	X	X	X			
Writing	Other		X										
Reading	McDougal Littell (Houghton Mifflin Harcourt)										X	X	X
Science	Scott Foresman (Pearson)				X	X	X	X	X	X			
Science	Houghton Mifflin Harcourt										X		
Social Studies	Other		X										

Partner Name	Partner Description	# of Students
PTA	Parent Teacher Association	925
PAC	Parent Advisory Council	925
BAC	Bilingual Advisory Council	230
North River Commission	Funding source	60
VCA	Volunteer Classroom Assistant Program	925
BPRC	Bilingual Parent Resource Center	230
NEIU	Student Teachers	925
CFE	Chicago Foundation of Education	925
WellPoint	Furniture/Equipment Source	925

Partner Name	Partner Description	# of Students
Halogen	Furniture/Equipment Source	925
Lyric Opera	Arts	100
DARE	Chicago Police Department	100
Chicago Sinfonietta	Arts	100
North Mayfair Improvement Association	Community outreach	925
Openlands	Funding source	925
Bookshare.org	Technology Support for Special Education and LEP students	330
Girls on the Run	Experiential learning program	45
American Heart Association	Health Resources	925
Marathon Kids	Life-long Fitness	925

 [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).

We have reorganized our team structure for the 2010-2011 school year around multi-grade "Differentiation Teams". These teams include Bilingual/ESL, Special Education and Enrichment teachers with classroom teachers, and their activities are supported through common planning periods, agendas, professional development, vertical planning, horizontal planning, and interdisciplinary planning to assist students with deficiencies in core academic subject areas and challenge high achievers to excell. 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 Response to Intervention.

- 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...).

In order to meet the needs of all our students, teachers are providing differentiated instruction across all grade levels. Through data analysis, we have identified our at-risk students, below to meets, and meets to exceeds to provide instructional practices and strategies to meet their diverse needs. With the implementation of Response to Intervention (RtI) students are monitored and assessed with the aid of programs like AIMS Web Pro to track their response to scientifically researched interventions. Differentiated, ILT, grade-level, and department meetings are open for all staff to continue to be a part of our professional learning community.

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

- Next Steps for Instruction:

The next step for classroom instruction is to continue to provide differentiated instruction that is aligned with the core standards to meet all students' needs. To increase the integration of authentic, leveled text across the grade levels and curriculum that is supported by an increase in available text in order to increase student time in text. Continue implementation of Response to Intervention that provides students with strong and effective core instruction, and that provides intensive support for tier 2 and tier 3 interventions. Continued use of performance management plans for ongoing personal assessment. Provide professional development opportunities for data analysis and use of Data Director. Build accountability and self efficacy in students by sharing related data with students, such as Lexile scores and targeted assessment score ranges for benchmark testing.

Five Fundamentals: Instructional Leadership

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

Next Steps for Instructional Leadership:

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 RtI 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). Differentiation Teams will inform the ILT of ELL and Special Education 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.

We will expand the number of Parent University sessions from 11 to 15. These sessions will provide teaching strategies for parents to extend learning to the home, and will support school practices. VCAs will be used in instructional and support capacities (with training) to extend individualized instruction time for students.

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?

100% of the staff participates in school-wide professional development aligned to the school's priorities contained in this SIPAAA. Next, all staff set professional development goals and engage in individualized PD activities at and beyond school. The school's investment in aligning curriculum 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 operation 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 RTI. 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 instructional strategies.

✓ **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...)

Implementation of RTI 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 "meet standards" students to "exceed 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. The ILT's Performance Management Sessions will include particular attention to the progress of our ELL and Special Education students to identify areas where new instructional strategies and/or further professional development are indicated. School leadership team interacts on a regular basis with a Community of Practice Cohort involving four other schools with in our area focusing on analysis and development of school teams and programs. A leadership development program has been established to support Palmer staff in becoming team leaders, ILT members, and administrators in order to provide personal growth as well as continuity of succession in leadership.

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).

In order to move our 5 identified student groups to the next level, Palmer staff has formed differentiating team meetings. Their commitment to student learning is seen through their collaborative efforts. Palmer staffs commitment to safety and organization is continually exhibited through 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. Palmer offers before and after school extracurricular programs that are open to all students.

- Next Steps for Learning Climate:

Students and staff will continue to pursue the common goal of consistent and positive communications to build student efficacy and independence. The student council and other student leadership opportunities will be expanded to continue to develop stronger student leadership within the school. Palmer will continue to provide education to children with disabilities with their general education peers to the maximum extent appropriate.

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 positive student performance results. In addition, opportunities for parents to contribute to their child's education are created through Parent University, Volunteer Classroom Assistants, and individual parent-teacher or parent-administration conferences. As a result, staff establish two-way communication using a variety of strategies and media, and welcomed 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 and neighborhood organizations (e.g., PTA, North River Commission, PAC, BAC, VCA) have also pooled resources for student achievement. Community members, 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. Palmer provides a newsletter and website allowing for ongoing education and information sharing for students, parents, and all school community members.

- 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 "meet standards" students to "exceed 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, which includes the expansion of the piloted VCA program.

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	Core Classroom Instruction	<p>Increase and support differentiated instruction from data analysis while following common core standards.</p> <p>Increase and support horizontal and vertical planning to increase student achievement.</p> <p>Support greater preparation of students for success in high school and college, and to become life long learners that are responsible, collaborative, and critical thinkers.</p> <p>LITERACY Increase effective research based strategies to improve student comprehension, fluency, vocabulary, and word accuracy for all students. Support a climate that promotes reading motivation. Provide an environment that promotes writing in all areas of the curriculum.</p> <p>MATH Increase alignment of instruction across grades to support Connected Math learning at grades 6 - 8, 8th grade Algebra program, and success in high school mathematics.</p>	<p>LITERACY</p> <ul style="list-style-type: none"> *Increase ISAT Reading Exceeds by 5% and Meets by 5% each year. *Increase ISAT Writing Exceeds by 5% and Meets by 5% each year. *Attain AYP of 1 year or more for 100% of students for each year. <p>MATH</p> <ul style="list-style-type: none"> *Increase ISAT Math Exceeds by 5% and Meets by 5% each year. *100% of Teachers will use the school wide supported programs as indicated each year *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>LITERACY</p> <ul style="list-style-type: none"> *Horizontal and vertical collaboration meeting minutes *DI and ILT meetings *Weekly grade level meeting minutes *Assessment driven lesson planning *Data review including ISAT, DIBELS, ACCESS, TRC, ACHIEVE 3000, and Scantron *Disaggregate classroom data on individual students *Collaborative online lesson forum site <p>MATH</p> <ul style="list-style-type: none"> *Weekly grade level meetings to horizontally align lesson plans *Meetings to discuss and monitor vertical alignment and grade to grade transition *Disaggregate classroom data on individual students *Data review including ISAT, DIBELS, ACCESS, and Scantron *Collaborative online lesson forum site 	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
2	Bilingual/Multicultural Ed	Ensure supportive and effective strategies school-wide that increase student achievement among all ELL students.	<p>*Increase ISAT Reading and Math Exceeds by 5% and Meets by 5% each year for all in-program ELLs.</p> <p>*100% of ELL students will begin transitioning within four years into the general education classroom</p> <p>*100% of transitioning students will be supported and achieve a C average or better in the general education classroom.</p> <p>*100% of ELL students and their teachers will have access with use of the ELL materials in the general education classroom.</p>	<p>*Data analysis of Dibels, Scantron, ACCESS, ISAT, TRC, Quarterly Reports.</p> <p>*Bilingual Team Meeting</p> <p>*Bilingual Support Survey Data Analysis</p> <p>*Individual Bilingual Education Plan (IBIP's)</p> <p>*Transitioning, Parent Refusal, and Special Education collaborative logs.</p>	Yes
3	Special Education	Ensure supportive and effective strategies school-wide that increase student achievement among all Special Education students. The special education department requires a special emphasis on concise, coherent, and individualized programming in reading and math.	<p>*80% of all students using the SRA reading 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 the math intervention program will make 1 year or greater growth in each school year in order to help meet AYP.</p>	<p>*Data analysis of program supplied assessments, ISAT, Scantron, ACCESS, TRC, DIBELS, and progress toward IEP goals.</p> <p>* Bi-monthly meetings to review student progress.</p> <p>*Special Education Team Meetings</p>	Yes
4	Enrichment Instruction	Increase student development by encouraging school spirit, climate, culture, and improving parent/community involvement.	<p>*Increase ISAT Reading and math Exceeds by 5% and Meets by 5% each year.</p> <p>*Increase student attendance rate by .5%.</p> <p>*Increase Parent/Community involvement by 10%</p>	<p>*Data analysis of DIBELS, Scantron, ISAT, TRC, ACCESS</p> <p>*Family/Community Involvement data</p> <p>*Learning Climate/Safety data</p> <p>*Student attendance data</p> <p>*Parent sign-ins (various activities)</p>	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Family/Community Involve.	Increase parent education and involvement initiatives among community members. Maintain and increase Volunteer Classroom Assistant (VCA) program.	<ul style="list-style-type: none"> *Increase parent involvement (PAC, BAC, PTA, special events, volunteering) by 10% *Increase curriculum- and enrichment-based volunteer activities for parents and community members by 10% 	<ul style="list-style-type: none"> *Membership & roster data *Training, VCA, and Room Parent data *My Voice, My School parent survey 	
6	Learning Climate / Safety	Improve safety, security, and learning climate to increase student achievement.	<ul style="list-style-type: none"> *Decrease quantity and severity of student misbehaviors by 10% *Increase staff, student, and parent morale regarding the school by 10% 	<ul style="list-style-type: none"> *Reports and data from Safety and Security *Time audits measure time-on-task and transitions for students and teachers * Staff, parent, and student feedback *My Voice, My School data 	
7	Operations Schools	Maintain efficiency of operations in all buildings, maintenance needs, and systems-based functions.	<ul style="list-style-type: none"> *School campus and buildings function within code to support teaching and learning and achieve 96.3% rating *Operations function within code to support teaching and learning and achieve 96.3% rating *Safety and security measures decrease injuries, quantity and severity of infractions by 10% and maintain the 10% increase in efficiency. *School meal program and other operations-related programs function within code and policy to support teaching and learning and maintain the 10% increase in efficiency. 	<ul style="list-style-type: none"> *Reports and data from school engineer *Time audits measure time-on-task and transitions for students and teachers *Department of Operations and Health Department audits and inspections. 	

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										
ISO	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$429,229.00	\$0.00	INCOMPLETE	442980,424255, 386254,424254, 386253,426382	

5 - Family/Community Involve.										
ISO	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	Parent and Family Activities	Provide and purchase materials to		X	Asst. Princ., Parent Coord.	\$5,239.00	\$0.00	INCOMPLETE		24821.332.53305.390030.430115.2012 + 24821.332.53405.390030.430115.2012 + 24821.332.54125.390030.430115.2012 +



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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						
		support parent/community involvement. Provide support for Palmer community activities.								24821.332.54505.390030.430115.2012 + 24821.332.53205.390030.430115.2012
N	Parent Advisory Council	Support Bilingual Advisory Council and Parent Advisory Council with parent resources and supplies to increase student achievement.		X	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 bilingual, special and general education teachers to accommodate ESL students. Resources will be available for the entire staff to help assist bilingual, special, and general education teachers in servicing ELLs.		X	BLT, Principal, A.P.			INCOMPLETE		
N	Pre-K Curriculum	Native language and ESL		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						
		curriculum for new program start-up								
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 for bilingual Arabic students	X		Principal; BLT			INCOMPLETE		
N	Fund Professional Development training. Bilingual education teachers will provide information to entire staff and parents of children with special needs, including Performance	To provide teachers with current research and instructional strategies to support the English Language Learners.		X	Principal, BLT			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						
	Management in alignment with Area PM.									
N	Fund bilingual and ESL teaching positions	To provide highly qualified teachers to support our growing ESL population needs.	X		Principal	\$466,851.00	\$0.00	INCOMPLETE	328532,298855, 298860,342054, 422635,342026	
N	Pilot Newcomer Support Program	Provide students with academic support, connection with other students, integration, and character education by understanding the United States culture as well as their own culture. This in turn will provide a solid foundation for the students to be successful in school (including high school and college) and maximize their contributions to the community and society.		X				INCOMPLETE		
N	Scheduling	Standardized scheduling for consistent instructional periods for grades K-8 in order to increase co teaching between bilingual and		X				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						
		general education teachers.								

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			X	Assistant Principal			INCOMPLETE		
N	Fund positions of engineer, custodial staff, lunchroom, and lunchroom aides.		X		Principal/Asst. Principal	\$106,057.00	\$0.00	INCOMPLETE	163063	
N	General supplies and commodities			X				INCOMPLETE		
N	Janitorial supplies	Provide all necessary supplies for maintenance of the building.		X	Ron Jadyrak			INCOMPLETE		

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		24821.115.55005.254403.000000.2012
N	115 Supplies			X	OMB Budget			INCOMPLETE		24821.115.53405.119035.000000.2012



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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						
					Analyst					
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		24821.115.53305.119035.000000.2012
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst	\$170,594.00	\$0.00	INCOMPLETE	422871,407643, 410091	
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		24821.115.53305.223012.000000.2012
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.		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		24821.115.55005.119035.000000.2012 + 24821.115.56105.119035.000000.2012
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous			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						
	grants (e.g., fund 324 & 326)									
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 position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$109,970.00	\$0.00	INCOMPLETE	154591,154631,154543	
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		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	activities (positions)									
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 instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel			X	OMB Budget			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						
	reimbursement				Analyst					
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			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	General Education Materials	Acquire all support materials for the general education curriculum, i.e. audio version of text books, to provide access of the general education curriculum.		X	Special Education team, Principal, Asst. Prin.			INCOMPLETE		
N	Scheduling	Uniform scheduling for consistent instructional periods for 5th through 8th grade in order to increase co-teaching between special education and general education		X	Assistant Principal			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						
		teachers as recommended in the Fall 2009 Snap-shot.								
N	Supplemental Resourses	Catalogue existing special education resources in order to address the curricular needs of all students with disabilities.		X	Special Education Team, Counselor, Asst. Prin.			INCOMPLETE		
N	Special 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	Special education teacher will coordinate and schedule events and maintain an accessible library.		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						
	Area PM.									
N	Aims Web Pro	Purchase Aims Web Pro to progress monitor special education students as well as RTI candidates.		X	Counselor, Principal, Asst. Prin.			INCOMPLETE		
N	Assisted Technology programs	Provide access to technology and programs to meet assisted technology needs.		X	Technology Committee			INCOMPLETE		
N	Fund teacher aide positions			X	Literacy Coordinator, Principal, Asst. Prin.			INCOMPLETE		
N	SRA Reading program	Maintain SRA reading program to address literacy needs of Special Education students.		X	Special Education Team			INPROGRESS		
N	Fund special ed teaching positions		X		Principal/Asst. Principal	\$873,681.00	\$0.00	INCOMPLETE	116177,393261, 401189,119019, 241354,130066, 162765,152181, 135766,444478, 328535	
N	Math Intervention program	To address the needs of Special Education grades 3-8 in math.		X	Madeleine Lekas			INCOMPLETE		



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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	Response to Intervention	Provide research based interventional support to increase student achievement.		X	Teachers,			INCOMPLETE		
N	Purchase supplemental instructional materials for literacy for grades K-8.	Increase additional and supplemental instructional materials to support student learning in literacy.		X	Asst. Princ., ILT	\$4,642.00	\$0.00	INCOMPLETE		24821.332.53405.119015.430106.2012
N	Conduct collaborative planning and data analysis to align curriculum, present Performance Management, aligned with Area PM, differentiate instruction to support achievement for all students, including special education and bilingual/ESL students.	Provide for collaborative meetings and data analysis through various scheduling strategies to ensure the increase of achievement of all students, including Special Education, Bilingual/ESL, and low- and high-achieving students.		X	Asst. Prin., ILT, Chairs			INCOMPLETE		
N	Fund NCLB ESP position for Reading	To provide classroom support for Reading	X		Principal			INCOMPLETE	409799	
N	Expand and support the Pre-K program.	Add additional Pre-K classroom. Purchase hands-on instructional materials, assessment		X	Jolie Farrell			INCOMPLETE		



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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						
		materials, and provide for field trip.								
N	Provide additional and supplemental texts and instructional materials to support student learning across all programs and curriculums.	Purchase additional and supplemental texts and materials to support core curriculum areas aligned to the Common Core Standards.		X	Principal			INCOMPLETE		24821.225.53405.119045.000703.2012
N	Fund teaching positions in grades Pre-K through 8		X		Principal/Asst. Principal	\$2,619,670.00	\$0.00	INCOMPLETE	122789,136262,117560,136305,118024,117776,125446,426434,126530,422393,118577,229117,120941,342047,425585,132384,128318,112004,422629,133215,298835,295188,146781,422447,131942,422628,126755	
N	Fund SGSA Reduced Size Teaching Positions	To reduce class size	X		Principal	\$289,019.00	\$0.00	INCOMPLETE	407738,407739,407740	
N	Fund NCLB Reduced Size Teaching Positions	To reduce class size	X		Principal	\$198,872.00	\$0.00	INCOMPLETE	407730,407661	
N	Fund Half-Time Teacher	Provide Tier 2 and Tier 3 interventions to grades K-2 and transitional support for 3rd.		X	Principal/Asst. Principal			INCOMPLETE		
N	Provide professional development for	To support teachers in professional		X	Principal/Assistant Principal	\$4,000.00	\$0.00	INCOMPLETE		24821.225.54505.221234.000703.2012



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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						
	staff in all areas of Literacy, differentiated instruction, performance management, and effective instructional strategies for all students, including special education and bilingual.	development activities to increase student achievement.								
N	5-week-cycle	Each classroom will formulate ongoing 5-week goals, which will 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.		X	Principal, Asst. Princ., ILT			INCOMPLETE		
N	Provide supplies for classroom and non classroom uses for all curriculum areas and programs, including special	To purchase and provide supplies to support instruction in all curriculum areas and for all programs.		X	Principal/Asst. Principal	\$3,582.50	\$0.00	INCOMPLETE		24821.225.53405.119015.000703.2012 + 24821.225.53405.111069.000703.2012



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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						
	education and bilingual.									
N	Strategic planning and analysis	All staff maintain high levels of strategic planning and data analysis to inform and support Performance Management. Ongoing review of Individual Teacher Performance Plan.		X	Principal, Asst. Princ., ILT			INCOMPLETE		
N	Performance Management	Conduct ongoing Performance Management analysis and action planning sessions to be monitored by ILT.		X	Principal, Asst. Princ., ILT			INCOMPLETE		

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	Before and After-School Programs	To increase student involvement, school spirit, climate, and culture among all student population through academic and	X		Principal, Asst. Prin.			INCOMPLETE		



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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						
		non-academic activities.								
N	Music Program	Maintain Music Program to enhance student achievement in the arts.		X				INCOMPLETE		

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	\$523,290.00	\$0.00	INCOMPLETE	121779,136211, 122584,156330, 164093	
N	Fund SGSA ESP positions	To provide necessary support to increase student achievement.	X		Principal/Assistant Princ	\$198,704.00	\$0.00	INCOMPLETE	157635,229061, 442979,163723, 155959	
N	Website	Provide necessary maintenance and service of website.		X	Cheryl Linker-Peppler			INCOMPLETE		
N	Graduation	To provide decorations, printed materials, and security.		X	Principal/Asst. Principal/8th grade team			INCOMPLETE		
N	Teacher Supplies	Classroom supply allotment		X	Principal/Assistant Principal			INCOMPLETE		



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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						
		per teacher								

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		24821.312.53205.256009.000000.2012 + 24821.312.53210.256009.000000.2012
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		24821.230.54105.254020.000000.2012 + 24821.230.54105.254011.000000.2012 + 24821.230.54105.254022.000000.2012 + 24821.230.54105.254002.000000.2012 + 24821.230.54105.254027.000000.2012 + 24821.230.54105.254021.000000.2012
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		24821.230.56105.254002.000000.2012
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		24821.230.53405.254002.000000.2012
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		24821.230.53115.254002.000000.2012 + 24821.230.53105.254002.000000.2012
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		24821.230.53120.254002.000000.2012 + 24821.230.53125.254002.000000.2012
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		24821.230.54125.266410.000000.2012 + 24821.230.54125.266407.000000.2012 + 24821.230.53306.266407.000000.2012 + 24821.230.53306.254901.000000.2012 +



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										24821.230.56105.266414.000000.2012 + 24821.230.53306.009573.000000.2012 + 24821.230.54125.254901.000000.2012 + 24821.230.54125.009574.000000.2012 + 24821.230.54125.266402.000000.2012
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		24821.230.54405.254501.000000.2012
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		24821.225.54105.266408.000703.2012

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety position(s)		X		OMB Budget Analyst	\$48,640.00	\$0.00	INCOMPLETE	156771	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/material			X	OMB Budget			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						
	s for tuition based programs				Analyst					
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		24821.332.57940.119031.430106.2012 + 24821.225.57940.119020.000703.2012 + 24821.332.57940.390030.430115.2012
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		