



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

What is SIPAAA?

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

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

- ✔ **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
- ✔ **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Gannon	Catherine	Principal	X	01-Jul-2010	
Casey	Danielle	Classroom tchr.		01-Jul-2010	
Ciezki	Melissa	LSC member		01-Jul-2010	
Civik	Pamela	Classroom tchr.		01-Jul-2010	03-Mar-2011
Elwood	Maureen	Asst. Principal		01-Jul-2010	
Faeh	Paul	LSC member		13-Jul-2010	
Faulkner	Rosalind	Classroom tchr.		01-Jul-2010	
Kite	Cheryl	LSC member		01-Jul-2010	
Malone	Annie	Counselor/case mgr.		01-Jul-2010	
O'Connor	Julie	LSC member		01-Jul-2010	
Ryan	Sharon	Lead/resource tchr.		01-Jul-2010	
Sheahan	Darlene	Classroom tchr.		01-Jul-2010	
Traylor	Aronzo	LSC member		01-Jul-2010	
Whitler	Jacquelyn	Lead/resource tchr.		01-Jul-2010	

Involvement

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

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

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

The AMPS office will review prior to submission to the board for approval.

- ✔ **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).

 **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)

Melissa Megliola-Zaikos, CAO
 Jacquelyn Statum, MSD

 **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.

Yearly My School, My Voice surveys are used as well as SIPAAA mid year review, faculty meetings, and LSC Meetings. In addition data supporting various areas of the SIPAAA are reviewed. Evidence of activities etc. to support the areas are reviewed.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	10	45	20	300	300	2	

Summary of Meetings

Meeting Date	Meeting Type	Description
12-Apr-2011	Other	SIPAAA/Budget presentation LSC meeting



Meeting Date	Meeting Type	Description
14-Mar-2011	SIPAAA Team	Review and plan for SIPAAA 2011-2012
08-Mar-2011	Other	LSC Meeting mid year review presented
21-Jan-2011	Other	Mid year review survey distributed
14-Sep-2010	Other	LSC Meeting presentation
02-Sep-2010	Other	Faculty presentation
13-Jul-2010	Other	LSC organization meeting presentation of SIPAAA
04-May-2010	Other	LSC Meeting presentation of and approval of SIPAAA and budget
27-Apr-2010	Small group discussion	LSC briefing budget
12-Apr-2010	Working group	SIPAAA core team
06-Apr-2010	Other	LSC meeting
02-Mar-2010	Other	LSC Meeting
02-Mar-2010	Other	LSC Meeting
17-Feb-2010	Working group	SIPAAA core team meeting
11-Feb-2010	Working group	Faculty mid year review and discussion w/ faculty
02-Feb-2010	Other	LSC Meeting
02-Feb-2010	Other	SIPAAA mid-year review due administrators review
22-Jan-2010	Other	Mid year review prep and distribution
04-Dec-2009	Working group	Faculty Meeting
01-Dec-2009	Other	LSC Meeting
25-Sep-2009	Working group	Faculty Meeting Professional Development Day Activities
15-Sep-2009	Other	LSC Meeting
03-Sep-2009	Working group	Faculty beginning of the year meetings

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: 48
 Number of Student Survey Responses: 362
 Number of Teacher Survey Responses: 30
 Number of Staff Survey Responses: 13

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:

The Sutherland School Community Believes.....

Vision Statement:

The Sutherland School Community envisions a school where student learning is

Sutherland School is a welcoming place where students, teachers, staff and community members feel safe and appreciated, respected and valued. Sutherland School fosters a positive learning environment that is safe, secure and reflects individual student needs. All members of the school community are respected for their individual abilities and needs. The uniqueness of each person and the diversity at Sutherland contribute positively to the school and society. Educational experiences will promote international-mindedness as well as awareness and appreciation of worldwide diversity. Learning includes active participation and real-life applications. Parents, students and teachers are mutually supportive and work together in order to achieve the goals of Sutherland School.

facilitated in a manner that ensures that each student reaches his or her potential and grows and develops intellectually, socially and in global awareness. Students as described in the IB Learner Profile are learners who strive to be inquirers, thinkers, communicators, and risk takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Our students will have the necessary skills to be successful in high school and post-secondary education.

Student Outcomes

Student Outcomes Strengths and Concerns

✔ **TIP** Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

✔ **TIP** The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Strengths:

The academic program is very successful. Test scores remain consistently high. Most students meet standards and the number of students who exceed continues to grow. Student data is consistently monitored and students are improving individually. Students who demonstrate need are provided a variety of interventions.

Concerns:

More than half of our students attend private high schools and their data is not included in the freshman on track trends. We have heard from these schools and our students are doing very well and are on track. We know that if the data was included the success rate would be higher. While our general education population consistently meets standards our special education subgroup and other subgroup students sometimes do not. The area in which they do not meet varies from year to year as do the students. We continue to monitor and do see individual progress for those students and provide interventions for any student not meeting standards. We have very little information or influence on special education students placed out of district. We are concerned that we may not be able to keep all of our interventions in place due to lack of funding.

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	91.10%	91.60%	97.40%	91.10%
Freshmen On-Track to Graduate	87.50%	69.40%	84.40%	87.50%

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?

Benchmark assessments, teacher created assessments, student work, leveled materials and progress monitoring are used to inform decisions school-wide, in curricular areas and for individual students. Instruction is differentiated and student progress is reported. Meetings to discuss student data occur regularly and are well attended. Curriculum alignment is ongoing. Interventions are in place and progress reviewed at all 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.

Special education students with cognitive disabilities have a difficult time meeting standards. Cohorts of students moving do demonstrate growth however will look different than the cohort in that grade the prior year. Size of class and number of special education students in a grade level can create a significant drop from one years 7th grade to the next however the actual students are improving from the previous grade. We are unable to account for non-attending students.

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

The test score data is maintaining and improving looking at grade levels and cohort groups. It is also improving looking at individual progress for all students. We continue to monitor and provide interventions for individual students who do not meet. We also continue to review data and make adjustments to the curriculum focusing on descriptors, standards, goals and skills.

- 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 students are improving from year to year. The percentage of students exceeding has grown steadily. The number of students meeting has also grown. In addition some students move from academic warning to below and others who are below are still closer to meets than before.

- 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>

Special education students did not meet in Reading last year. We have made considerable efforts to improve this area and will continue to do so. They are however improving as individuals and getting closer to meets and we have fewer students who are at academic warning in this area.

Strengths:

The meets category continues to grow as does the exceeds. Increments are small as meets category is in the high 80-90%. Students do improve as they progress through the grade levels. We have small groups of students in a few grades who are special education and although they are improving as individuals their cognitive and other disabilities make meeting standards difficult. Many of those students have moved from academic warning to below and continue to get closer to meets.

Concerns:

Some special education students are not meeting standards. We continue to work on that area. Any student not meeting standards receives support and interventions.

Academic Progress (Elementary School)

Students Meeting or Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
87.90%	88.50%	89.20%	87.90%

Students Meeting or Exceeding State Standards in Reading

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
87.10%	87.20%	87.30%	87.10%

ISAT Reading Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	81.60%	80.40%	77.60%
4th Grade	80.70%	86.10%	78.50%
5th Grade	79.60%	81.20%	86.70%
6th Grade	89.50%	91.30%	93.80%
7th Grade	94.70%	86.30%	95.60%
8th Grade	94.40%	97.90%	91.80%
All Grades	87.20%	87.30%	87.10%

ISAT Reading Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	67.60%	84.30%			72.30%		80.60%		
4th Grade	80.00%	76.70%			61.10%		87.20%		
5th Grade	85.00%	88.60%			80.00%		93.10%		
6th Grade	87.20%	100.00%			90.00%		100.00%		
7th Grade	93.30%	97.80%			94.70%		100.00%		
8th Grade	91.70%	91.90%			94.90%		95.70%		61.50%
All Grades	84.40%	89.70%			82.10%	100.00%	92.40%		42.10%

ISAT Reading Subtest Analysis

Grade	Vocab. Development	Reading Strategy	Reading Comprehension	Literature
3rd Grade	77.00%	60.90%	69.70%	74.30%
4th Grade	69.00%	71.70%	68.20%	67.80%
5th Grade	71.50%	72.70%	78.80%	71.80%
6th Grade	86.80%	71.30%	81.90%	76.50%
7th Grade	81.70%	62.80%	78.70%	77.80%
8th Grade	80.10%	79.70%	81.20%	82.40%
All Grades	77.50%	69.50%	76.10%	74.90%

Students Meeting or Exceeding State Standards in Mathematics

2009-2010 Score	2007-2008	2008-2009	2009-2010
89.30%	89.60%	91.90%	89.30%

ISAT Math Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
3rd Grade	88.20%	89.20%	85.90%
4th Grade	90.40%	93.10%	86.00%
5th Grade	88.00%	85.50%	89.30%
6th Grade	89.50%	93.50%	88.80%
7th Grade	92.60%	93.20%	95.60%
8th Grade	88.80%	96.80%	90.40%
All Grades	89.60%	91.90%	89.30%

ISAT Math Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
3rd Grade	85.30%	86.30%			83.00%		90.30%		
4th Grade	86.00%	86.00%			75.00%		91.50%		
5th Grade	95.00%	82.90%			85.00%		93.10%		
6th Grade	82.10%	95.10%			82.50%		96.20%		

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
7th Grade	93.30%	97.80%			97.40%		97.60%		
8th Grade	91.70%	89.20%			92.30%		91.30%		61.50%
All Grades	88.90%	89.70%			85.80%	94.40%	93.40%		42.10%

ISAT Math Subtest Analysis

Grade Level	Number Sense	Measurement	Algebra	Geometry	Data Anal, Statistic, & Probability
3rd Grade	69.70%	78.70%	67.30%	68.10%	74.80%
4th Grade	68.30%	66.40%	79.60%	70.00%	66.30%
5th Grade	59.60%	63.50%	69.60%	69.00%	69.30%
6th Grade	72.30%	64.80%	68.80%	74.60%	61.30%
7th Grade	60.00%	65.50%	68.70%	76.90%	72.80%
8th Grade	70.40%	64.30%	71.20%	63.90%	68.00%
All Grades	66.70%	67.30%	71.00%	70.60%	68.80%

Students Meeting or Exceeding State Standards in Science

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
86.30%	89.30%	86.20%	86.30%

ISAT Science Trend Analysis

Grade Level	2007-2008	2008-2009	2009-2010
4th Grade	84.30%	87.50%	76.30%
7th Grade	93.70%	84.90%	96.70%
All Grades	89.30%	86.20%	86.30%

ISAT Science Subgroup Analysis

Grade Level	Male	Female	Native American	Asian	Black	Hispanic	White	ELL	Special Ed
4th Grade	76.00%	76.70%			52.80%		89.40%		
7th Grade	97.80%	95.60%			97.40%		95.10%		
All Grades	86.30%	86.40%			75.70%		92.00%		50.00%

ISAT Science Subtest Analysis

Grade Level	Sci/Tech/Soc	Earth and Space	Physical Science	Life Science	Science Inquiry
4th Grade	67.50%	64.50%	62.10%	71.80%	68.90%
7th Grade	69.20%	63.70%	65.20%	80.10%	68.50%
All Grades	68.30%	64.10%	63.60%	75.90%	68.70%

Students Exceeding State Standards

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
34.00%	29.20%	31.10%	34.00%

Students Exceeding Standards by Subject

Subjest	2007-2008	2008-2009	2009-2010
Reading	31.90%	33.30%	35.30%
Math	29.50%	30.90%	34.50%
Science	20.20%	23.40%	29.50%

Students Promoted from 3rd Grade

2009-2010 Score	Trends		
	2007-2008	2008-2009	2009-2010
100.00%	98.60%	100.00%	100.00%

Promotion Rate by Grade Level

Grade Level	Year1	Year2	Year3
3rd Grade	98.60%	100.00%	100.00%
6th Grade	98.60%	100.00%	100.00%
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			

Student Connection

Student Connection Strengths and Concerns

Strengths:

Students do have many opportunities and are participating in extra curricular activities. The students report a safe and respectful school climate, academic rigor and supportive teachers and staff are in place. Behavior is conducive to a successful academic environment. Positive behavior program is effective. Students are supported.

Concerns:

Number of suspensions includes in-school suspensions. Suspensions are infrequent but periodically necessary and seem to improve overall atmosphere.

Student Connection (Elementary School)

Student Connection

Student Connection	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Average Days Absent per Student	7	7.2	7.7	7
Students Reporting Participation in Extracurricular Activities		79.00%	82.00%	
Students Reporting a Safe and Respectful School Climate		96.00%	95.00%	
Students Reporting Academic Rigor		89.00%	81.00%	
Students Reporting Supportive Teachers and Staff		83.00%	95.00%	

Suspensions and Expulsions

Outcome	2007-2008	2008-2009	2009-2010
Suspensions	14	17	13
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?

We do have three national board certified teachers and also many who are pursuing or who have already attained advanced degrees. Condition of building, school cleanliness, buildings and grounds are consistently maintained and improved through efforts of the school personnel, dedicated parents and community members and fundraising activities.

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

Our teachers have implemented best practice and work diligently to continually improve instruction for our students. They continue to develop and create strategies to support students.

Strengths:

Teachers are dedicated professionals who continue to grow and develop professionally. Parents and community members are generous with their time and dedicated to supporting the school. Volunteerism is high and viewed as an opportunity to improve the school community. LRE and inclusion are fully implemented and students are

Concerns:

Lack of funding makes it difficult to provide as much resources, support and professional development activities for our teachers as we would like.

demonstrating success. Teachers are collaborating to ensure student success.

School Characteristics (Elementary School)

School Characteristic	2009-2010 Score	Trends		
		2007-2008	2008-2009	2009-2010
Number of National Board Certified Teachers	3	0	0	3
Average Days Absent per Teacher	6	6.7	8	6
School Cleanliness	B	B	B	B
Parents Reporting Satisfaction with the School		90.00%	93.00%	

Enrollment Data

Spa Year	Overall	Nativeam	Asian	Black	Hispanic	White	Red Lunch	ELL	Special Ed
2007-2008	755	0.30%	1.10%	45.30%	3.40%	42.60%	11.80%	0.00%	9.40%
2008-2009	760	0.40%	1.10%	49.20%	4.90%	44.50%	16.40%	0.40%	11.70%
2009-2010	748	0.40%	0.90%	49.20%	5.10%	44.40%	18.70%	0.30%	13.20%

Mobility Rate (from the State Report Card)

Mobility Rate	2007-2008	2008-2009	2009-2010
Overall Mobility Rate	10.00%	10.50%	10.30%

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

Pattern	Stability Rate	In Mobility Rate
School Year	95.80%	1.60%
Summer	92.80%	12.00%

Process Analysis

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

Five Fundamentals: Instruction

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

Content Area	Curriculum	Description	School Wide	Pre-K	K	1	2	3	4	5	6	7	8
Reading	Macmillan (McGraw-Hill)	Lead 21			X	X	X	X	X	X			
Reading	Houghton Mifflin Harcourt	Source and Daybook									X	X	X
Reading	McDougal Littell (Houghton Mifflin Harcourt)											X	X
Reading	Other	Leveled Readers\Novels			X	X	X	X	X	X	X	X	X
Math	Other	Silver Burdett Ginn			X	X	X	X	X	X			
Math	Teacher created				X	X	X	X	X	X	X	X	X
Math	McDougal Littell (Houghton Mifflin Harcourt)										X	X	X
Science	Scott Foresman (Pearson)					X	X	X	X	X			
Science	Teacher created				X	X	X	X	X	X	X	X	X
Other	Other	French-Teacher Created			X	X	X	X	X	X	X	X	X
Social Studies	Other	MacMillan				X	X						
Science	Prentice Hall (Pearson)										X		
Social Studies	Teacher-created	Leveled Readers and other			X	X	X	X	X	X	X	X	X
Social Studies	Other	McDougal-Littell									X	X	X
Social Studies	Other	Houghton Mifflin Harcourt						X	X	X			
Arts Education	Teacher-Created				X	X	X	X	X	X	X	X	X
Other	Other	French- McDougal-Littell									X	X	X
Science	Prentice Hall (Pearson)											X	X

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

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

Retired Teachers tutoring has been successful. We hope to have funds to continue this program.
 Reading buddies program has been successful.
 Reponse to intervention through tracking and monitoring has been successful.
 RTI interventions have been successful.
 SBPS initiatives have been successful.
 Study Island and RAZ kids programs have been successful.
 Curriculum alignment, differentiated instructions, professional development activities have all been successful.

Rigorous IB programme and support for that program have been quite successful.
We hope to have the funds to continue all the above programs.
IB Unit planner is implemented and differentiated to meet the needs of all students.

- 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...).

Collaborative teaching, LRE practices, common planning, differentiating instruction, tracking and monitoring, curriculum alignment, data planning and review meetings have all contributed to our success and need to continue. Teacher teams have worked together and will continue to do so.

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

- Next Steps for Instruction:

Continue to track and monitor students and provide interventions.
Continue to align curriculum, meet in grade level teams and across the grade levels and subject areas as well.
Teacher leaders to support other teachers in various areas.
Continue with professional development.
Continue with differentiation and LRE practices.
Continue to provide tutoring and Study Island etc. to the fullest extent possible financially.

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:

Teacher teams continue to meet to plan around data and curriculum alignment.
Continue with professional development for staff.

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?

Support for new teachers is in place with in-house mentoring.

Professional development for teachers is provided regularly both in-house and outside.
Grade level team meetings occur regularly.
Collaboration meetings occur regularly.

✓ **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...)

Common planning and joint professional development will continue.
Area office has provided professional development.
RTI interventions added in 2010-2011.
SBPS and counselor provide support and facilitate program and procedures for inclusion.

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

- **Next Steps for Professional Capacity:**

Continue to support new teachers with in-house mentoring.
Continue to provide professional development for teachers.
Continue with team meetings and expand those teams for planning across grade levels and curricular areas.

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).

The physical plant has improved continuously and we continue to work on that.
Drama, choir, sports and academic activities and clubs are available for all students.
PTA plans and provides in collaboration with administration many activities and opportunities for students.
Partnerships provide many opportunities for our students at all grade levels and IB.

- **Next Steps for Learning Climate:**

Continue with partnerships to improve learning climate physical plant, social and academic improvements.
Continue to work with PTA, LSC etc to support these initiatives.

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?

Active group of volunteers. Attendance at report card pick-up is always great (98%). PTA is very active and provides many opportunities for students. LSC is also active and meets regularly and post minutes for the public. Parent Portal, Study Island and Raz-kids have been instrumental in supporting students and families at home and for communication purposes.

- 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.

School improvement plan and report card are posted on website. Letters are sent home each fall with relevant information. Mandated letters are sent home as required. Communication is excellent, teachers meet with parents frequently, parent portal communication occurs frequently. Weekly bulletins are posted as well as monthly newsletter. LSC Meeting reports are presented relevant to SIPAAA goals, progress, academic achievement.

Next Steps for Family & Community Involvement:

Continue to work with PTA to provide opportunities for students, their families and the community.
Continue with website updating for current information to be available to families and community members. Continue to provide regular reports at meetings etc.

Priorities / Categories

- ✔ TIP Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✔ TIP If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✔ TIP If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Maintain and improve high reading scores with increased materials, professional development and tutoring. Continue to improve program for literacy in all areas, including special education and IB programme.	Dibels, MAP and ISAT reading scores will indicate that we have maintained or increased the percentages of students reaching benchmark and or meeting or exceeding standards. Target 85% and above will meet standards at each year end.	Meetings occur quarterly that monitor individual student progress and data from benchmark testing.	Yes
2	Mathematics	Maintain and improve high math scores with increased materials, professional development and tutoring. Continue to improve program for math in all areas, including special education and IB programme.	Classroom assessments, MAP and ISAT math scores will indicate that we have maintained or increased the percentages of students reaching benchmark and or meeting or exceeding standards. Target 85% and above will meet standards at each year end.	Meetings occur quarterly that monitor individual student progress and data from benchmark testing.	Yes
3	Core Classroom Instruction	Maintain and improve academic program including technology with increased materials professional development and tutoring.	School-wide assessments, MAP and ISAT will indicate that we have maintained or increased the number of students meeting or exceeding standards. Target 85% and above will meet standards at each year end.	Meetings occur quarterly that monitor individual student progress and data from benchmark testing.	Yes
4	School leadership	Continue to support academic program with staff development in all curricular areas. Provide opportunities for teachers to attend professional development. Provide workshops for all areas, including special education and IB.	All teachers will participate in staff development projects and professional development. 100% will attend workshops verified by attendance. Evidence of best practice will be observed in classrooms. All classroom observations will demonstrate best practice (100%). Lesson plans will demonstrate curriculum alignment (standards and descriptors: 95% by the end of year 2 plan).	Staff development both in house and outside opportunities are provided for all staff members. Teachers have formed professional learning communities and work on whole group and smaller team or grade level topics to improve instruction. Data-driven instruction is employed by all as are best practice strategies.	Yes

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
5	Learning Climate / Safety	Continue to implement positive behavior program. Continue to implement Approaches to Learning and Learner Profile in IB programme. Maintain and improve building and security.	Student behavior and connectedness will improve as reported in incidents and survey response. (Less than 20 incidents in a school year) (Student connection survey 85% or better in all categories)	Positive behavioral program with targeted assistance for students who need additional support is provided. Social emotional team and PAWs team work together to provide an environment that has fewer incidents of misbehavior and is conducive to learning. Approaches to Learning and IB programme continue to develop character and values of global citizenship for our IB students.	Yes

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.
- ✔ **TIP** Please indicate whether the activity takes place before, during or after the school within the Activity Description
- ✔ **TIP** To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in



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which the activity will be monitored.

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$60,836.00	\$189,217.54	INCOMPLETE	272055,449976, 449953,394428, 156925,449977	

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to align curriculum with a focus on performance descriptors and literacy			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue to provide a challenging curriculum to all students and for IB students in preparation for high school.			X	Teachers, IB Coordinator, Assistant Principal, Principal			UPCOMING		
N	Continue to monitor student progress and provide interventions and strategies as indicated.			X	Teachers, SBPS committee, Counselor, A.P., Principal			UPCOMING		
N	Continue to implement best practice in			X	Teachers, Assistant Principal,			UPCOMING		



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1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Reading through training and provision of resources				Principal					
N	Continue to promote literacy through schoolwide programs and activities including Reading Buddies, Children's Book Week and Family Reading activities.			X	Teachers, Assistant Principal, Principal			UPCOMING		

2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue to align curriculum with a focus on performance descriptors.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue to provide a challenging curriculum to all students and for IB students in preparation for high school.			X	Teachers, IB Coordinator, Assistant Principal, Principal			UPCOMING		
N	Continue to monitor student progress and provide interventions and			X	Teachers, SBPS team, Counselor, A.P., Principal			UPCOMING		



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2 - Mathematics										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	strategies as indicated.									
N	Continue to implement best practice in Mathematics through training and provision of resources			X	Teachers, Assistant Principal, Principal			UPCOMING		

3 - 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	Continue to align curriculum with a focus on performance descriptors.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue to provide a challenging curriculum to all students and for IB students in preparation for high school.			X	Teachers, IB coordinator, Assistant Principal, Principal			UPCOMING		
N	Continue to monitor student progress and provide interventions and strategies as indicated.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue to implement best practice in curricular areas			X	Teachers, Assistant Principal, Principal			UPCOMING		



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3 - 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						
	through training and provision of resources									
N	Continue to analyze data and implement effective strategies to improve student achievement.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Implementation of areas of interaction, IB learner profile and IB units for support of rigorous, challenging curriculum in all areas.			X	Teachers, IB Coordinator, Assistant Principal, Principal			UPCOMING		
N	Continue to improve quantity and quality of instruction in and employment of technology in all areas of the curriculum.			X	Teachers, Tech Teacher, A.Principal, Principal			UPCOMING		
N	Continue with differentiated and leveled instruction in all learning areas.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Add Quota teacher		X		Board	\$3,116,728.00	\$2,992,694.57	UPCOMING	125929,116254, 131929,421826, 421828,421825, 131788,121717, 132910,129814, 114223,114505, 262032,225717, 421824,127276, 140271,137522, 256629,113947, 122229,112402, 115311,122206,	



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3 - 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						
									141664,118194, 142228,122279, 421827	
N	Contracts for repair and maintenance of copying machines to prepare instructional materials			X	Principal, Assistant Principal, clerk	\$5,500.00	\$5,500.00	UPCOMING		25561.225.56105.221234.000703.2012_\$ 5,500.00
N	Purchase additional materials and supplies to support instruction			X	Principal, assistant Principal, Clerk	\$1,851.00	\$1,851.00	UPCOMING		25561.225.53405.119015.000703.2012_\$ 1,229.00 + 25561.225.53405.119016.000703.2012_\$ 622.00
N	Hire tutors to support instruction		X		Principal, Assistant Principal			UPCOMING	444133	
N	Add special education positions		X		Principal, Assistant Principal	\$889,530.00	\$885,169.27	UPCOMING	250842,428498, 145781,141730, 305671,150131, 292218,140530, 115600,153023, 159724,409753	
N	Add IB and academic enhancement positions		X		Board, Academic Enhancement, Principal	\$303,320.00	\$302,116.97	UPCOMING	136802,142410, 142459	
N	Hire additional teacher for reduction of class size		X		Principal, Assistant Principal			UPCOMING		



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4 - School leadership

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Continue with in-house staff development for differentiation and best practice.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue with vertical/horizontal team meetings for development and improvement of IB/MYP curriculum.			X	Teachers, IB coordinator, Assistant Principal, Principal			UPCOMING		
N	Provide in house staff development for integration of technology.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue mentor program for new teachers.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	provide substitutes for teachers to participate in professional development		X		Principal, Assistant Principal, Clerk			UPCOMING		
N	Provide funds for teachers to attend professional development activities			X	Principal, Assistant Principal, Teachers, Clerk			UPCOMING		
N	Add administrative and office staff		X		Board, Principal, Assistant Principal	\$245,429.00	\$244,760.65	UPCOMING	120685,164739	
N	School assistant to assist with data for instruction		X		Principal, Assistant			UPCOMING	442130	



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5 - 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	Continue to work with PAWS team and positive intervention program. work on general population and targeted students.			X	Teachers, Assistant Principal, Counselor, Principal			UPCOMING		
N	Continue to implement IB Learner Profile and Areas of Interaction in curriculum.			X	Teachers, IB coordinator, Assistant Principal, Principal			UPCOMING		
N	Implement security plan to maintain current security at Sutherland			X	Principal, Assistant Principal. engineer and security staff			UPCOMING		
N	Parent portal as reporting and communication tool, conferences with parents, presentations for parents and website information regularly updated for communication enhancement.			X	Teachers, Assistant Principal, Principal			UPCOMING		
N	Continue to work with PTA, LSC, and foundation to maintain and improve programs and opportunities for our students.			X	Principal, Assistant Principal, LSC, PTA			UPCOMING		
N	Continue to maintain buildings and			X	Principal, Assistant Principal and			UPCOMING		



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5 - 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						
	grounds improvements as possible.				engineer					
N	Continue partnerships with various organizations ro provide additional activites and support for our students.			X	Principal, Assistant Principal, IB coordinator and teachers			UPCOMING		
N	Add custodial, engineer and security positions		X		Board, Principal	\$246,826.00	\$242,462.26	UPCOMING	168776,163209,307192,157993	

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		25561.115.55005.254403.000000.2012_\$4,611.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		25561.115.53405.119035.000000.2012_\$5,027.12
N	115 Textbooks			X	OMB Budget Analyst			INCOMPLETE		25561.115.53305.119035.000000.2012_\$4,774.55
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			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						
	activities (non-salary)				Analyst					
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		25561.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund		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						
	ARRA (Fund 331/430118) turnaround funded activities.				Analyst					
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		25561.115.56105.119035.000000.2012_\$1,557.00 + 25561.115.55005.119035.000000.2012_\$9,281.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326) (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start		X		OMB Budget			INCOMPLETE		



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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						
	position(s)				Analyst					
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$30,751.00	\$28,413.17	INCOMPLETE	163064	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by NCLB Title I supplementary.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst	\$118,109.00	\$113,371.66	INCOMPLETE	132351	
N	Position(s) funded for other		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						
	instructional targeted programs.									
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		25561.115.54215.241013.000000.2012_\$50.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Security and Safety		X		OMB Budget Analyst			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						
	position(s)									
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		25561.225.57940.119020.000703.2012_\$0.00 + 25561.115.57940.111013.000219.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime		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						
	during summer school									

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	SPED transportation			X	Principal			INPROGRESS		25561.115.54210.255004.376712.2012_\$ 0.00
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		25561.312.53205.256009.000000.2012_\$ 0.00 + 25561.312.53210.256009.000000.2012_\$ 0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		25561.230.54105.254020.000000.2012_\$ 3,000.00 + 25561.230.54105.254027.000000.2012_\$ 3,120.00 + 25561.230.54105.254002.000000.2012_\$ 2,828.00 + 25561.230.54105.254022.000000.2012_\$ 0.00 + 25561.230.54105.254021.000000.2012_\$ 0.00 + 25561.230.54105.254011.000000.2012_\$ 0.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		25561.230.56105.254002.000000.2012_\$ 25,069.05
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		25561.230.53405.254002.000000.2012_\$ 6,937.84
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		25561.230.53115.254002.000000.2012_\$ 0.00 + 25561.230.53105.254002.000000.2012_\$ 0.00
N	Gas Services			X	OMB Budget			INCOMPLETE		25561.230.53125.254002.000000.2012_\$



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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						
					Analyst					0.00 + 25561.230.53120.254002.000000.2012_\$ 0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		25561.230.56105.266414.000000.2012_\$ 0.00 + 25561.230.54125.266410.000000.2012_\$ 0.00 + 25561.230.53306.254901.000000.2012_\$ 0.00 + 25561.230.53306.266407.000000.2012_\$ 0.00 + 25561.230.54125.009574.000000.2012_\$ 0.00 + 25561.230.54125.266407.000000.2012_\$ 0.00 + 25561.230.54125.254901.000000.2012_\$ 0.00 + 25561.230.53306.009573.000000.2012_\$ 0.00 + 25561.230.54125.266402.000000.2012_\$ 0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		25561.230.54405.254501.000000.2012_\$ 0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		25561.225.54105.266408.000703.2012_\$ 1,248.00