



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
Dignam	Christopher	Asst. Principal	X		
Anderson	Sara	Classroom tchr.			
Askar	Hamed	Special ed. faculty			
Bole	Roberta	LSC member			
Callahan	Joan	Classroom tchr.			
Cicciora	Rose	Classroom tchr.			
DeRoss	Mike	Classroom tchr.			
Eisenberg	Scott	Classroom tchr.			
Fong-Bances	Omar	Classroom tchr.			
Gholston	Edwina	Asst. Principal			
Hanly	Sarah	Classroom tchr.			
LoGalbo	Nick	Classroom tchr.			
Mead	Tanya	Classroom tchr.			
Minor	Andrew	Classroom tchr.			
Pierce	Melanie	Classroom tchr.			
Roof	Kris	Special ed. faculty			

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).

 **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)

AMPS Area Instructional Officer - Melissa Meglolia-Zaikos
 School Improvement Coordinator - Marissa Moritz
 AMPS Management Support Director - Tony Jelinek
 Area 19 Management Support Director - Lauren Simon

 **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.

At the beginning of the school year, we began planning for years one and two of the 2010 - 2012 SIPAAA cycle. At Report Card Pick-Up, we distributed the Five Fundamentals Survey to parents and students to gain feedback. We used the results to help us determine strengths and concerns within the school. Additionally, we created a SIPAAA team comprised of internal and external stakeholders. The SIPAAA team consisted of teachers, support staff, administrators, and parents to analyze the information and be the liaisons with the stakeholders to report back information as well gather evidence for our various meetings.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	9	240	75	600	2000		

Summary of Meetings



Meeting Date	Meeting Type	Description
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Five Fundamentals Surveys

 **TIP** Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

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

Mission/Vision

-  **TIP** Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").
-  **TIP** Enter the mission and vision in the spaces below.

Mission Statement:


- Lane's Mission includes
1. Providing curricular offerings that optimize the college preparatory experience of students
 2. Establishing an environment where mutual respect and positive relationships exist between students and staff
 3. Empowering students to accept responsibility for their learning
 4. Building relationships with parents
 5. Improving support services for all students

Vision Statement:

The Vision of Lane Tech College Prep High School is to provide all students with a superior academic, technical, and fine arts education that prepares students for success in their post-secondary endeavors of school, career, community and family life.

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 percentage of students attending a college or university is steadily increasing. We have increased our awareness of college options through our annual college fair and more interaction with counselors. We also added student college tours to historically Black colleges as well as continued implementation of our in and out-of-state college tours. We have also instituted "Brown Bag" college lunches which provide small group discussions on various college topics. Our Lane Scholars program continues to recognize the top 50 students in each class. We have a strong Alpha program that consists of a team teaching effort to support student acquisition of students' inquiry, literacy, and reading and writing skills. Students have continued to achieve and succeed in debate tournaments, city and state math competitions, Academic Decathlon contests, history fairs, and architecture and drafting contests. We are also implemented a new college/career center that officially opened in the fall of 2009. The number of 9th graders who are on track to graduate is also increasing from 81.0% to 85.9% in year 1 of the current SIPAAA cycle to 87.3% in year 2 of the current SIPAAA cycle . Furthermore, our drop-out rate has decreased from 2.9% to 1.8%. We have after school tutoring and Saturday tutoring available in all subject areas and for all students.

Concerns:

While most of our students are attending a university, we are concerned about the general lack of awareness some of them have regarding financial aid, scholarships, and general information about applying to colleges. In addition, for those students choosing not to attend college, we want to ensure that we are preparing them well for the workforce.

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?

We used the data from our PSAE scores, our Advanced Placement enrollment, our Attendance data, data from REA, data from Dashboard, and our School Report Card to help guide us in our decision making. We are showing strengths in our meet/exceed PSAE state standards from 81.9% to 82.7% for year 1 of the current SIPAAA cycle and 83.8 for year 2 of the current SIPAAA cycle. We are also continuing to grow our AP enrollment from 23.8% to 25.8% in year 1 of the current SIPAAA cycle to 30.0% in year 2 of the current SIPAAA cycle of students enrolled in an AP course. In addition, our student success in passing the Advanced Placement exam increased from 62.6% to 72.3% in year 1 of the current SIPAAA cycle to 69.4% in year 2 of the current SIPAAA cycle .

- 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.

Although the school's aggregate scores indicate significant gains, subgroup data analysis indicates specific subgroups require interventions to maintain school improvement.

- 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?

It would be helpful if the district would restore monies for tutoring, AP professional development and resources, ACT Prep, and supporting Service Learning projects that are tied to instruction. In looking at our next steps, we would like to encourage parents to take a more active role in monitoring student achievement and make themselves more familiar with school expectations.

- 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?

We are showing a significant increase in the number of students enrolled in advanced placement classes, from 23.8% to 25.8% in year 1 of the current SIPAAA cycle to 30% in year 2 of the current SIPAAA cycle. In addition, the number of students scoring a 3 or higher on the advanced placement exams has increased from 62.6% to 72.3% in year 1 of the current SIPAAA cycle to 69.4% in year 2 of the current SIPAAA cycle. Our freshman on-track rate has also increased from 81% to 85.9% in year 1 of the current SIPAAA cycle to 87.3% in year 2 of the current SIPAAA cycle . Data indicates an increase in our average ACT composite score from 22.4 in year 1 of the current SIPAAA cycle to 22.9 in year 2 of the current SIPAAA cycle.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab) <https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>

The school did not make AYP for our students with disabilities subgroup. Interventions will be employed for Lane's students with disabilities subgroup .

Strengths:

We are continuing to make progress in the number of students meeting/exceeding state standards, increasing from 81.9% to 82.7% in year 1 of the current SIPAAA cycle to 83.8% in year 2 of the current SIPAAA cycle . Our reading, math, and composite PSAE subtest analysis scores are areas that have remained strong and continued to make impressive gains. Materials and workshops to assist teachers and students in preparation for day 2 of the PSAE continue to be provided. ACT online prep and Keytrain were afforded to students in the form of an online account. Over 250 students are enrolled in before and after school ACT prep classes provided in the building.

Concerns:

We saw a slight decrease in the aggregate AP score regarding student who earned a 3 or higher on the AP exam, which decreased from 72.3% 69.4%. Although this overall score decreased, the total number of students enrolled and taking AP exams increased, which may attribute to the flux in scores as the program continues to increase in size from 25.8% to 30% of students enrolled in AP.

Student Connection Strengths and Concerns

Strengths:

Eighty percent of students reported that they believe the staff is supportive. In addition, 97% of students indicated they experience a safe and respectful school climate. We would like to develop a greater understanding of student attitudinal data in an effort to address students' perceptions. We also saw a decrease in the total days absent per student from 11.3 to 10.3 in year 1 of the current SIPAAA cycle and 6.5 in year 2 of the current SIPAAA cycle. There was also a decrease in the average days absent per 9th grader from 9 to 7.4 in year 1 of the current SIPAAA cycle to 4.3 in year 2 of the current SIPAAA cycle.

Concerns:

While we have a large number of students participating in extra-curricular activities in the building, we would still like to see the number of students reporting participation in extra-curricular activities increase. Through involving family and community more at Lane, we will develop stronger partnerships, which will facilitate decreasing the number of disciplinary actions.

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?

The school has a decreasing student mobility rate. The school's overall enrollment rate has remained constant. We are also seeing an increase in the number of teachers seeking National Board Certification from 6 teachers to 14 teachers in year 1 of the current SIPAAA cycle to 20 in year 2 of the current SIPAAA cycle . In addition, the school has a very diverse, multicultural student body.

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

The challenges that our school faces include the lack of parent knowledge about the importance of college. Many of our students consistently settle for non-selective colleges when they qualify for more selective schools. There is also an economic component to college selection. Over 60% of our students qualify for free or reduced lunches. It is financially difficult for parents to support students' attendance at some of the non-local colleges.

Strengths:

There is a traditional school culture that promotes academic as well as athletic and extracurricular excellence. Students who attend the school chose to be here, and this means there is an expectation that they will challenge themselves by taking advantages of the many available

Concerns:

Although the last data we have on parents reporting satisfaction with the school is two years old, we are concerned that this percentage is low - although we believe this number to be skewed due to the low number of parents who completed the survey.

opportunities.

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.

✔ **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).

We offer tutoring before and after school as well as on Saturdays. We also offer tutoring during lunch periods in a Math Tutoring Lab, as well as a Writing Center on Saturdays. In addition, peer tutoring is offered daily. Freshmen with multiple failures are required to attend tutoring. Freshman with multiple failures are also identified and required to participate in our "Fresh" Start program to monitor their success and focus on getting back on-track. Furthermore, adult mentoring of troubled/failing students is offered to ensure students remain on-track to graduate. We also have Late Start Days so that teachers can get together for common planning time. Monthly, we meet in Professional Development Committees (PDCs) to review aspects related to student achievement and curriculum. During professional development days, we allow teachers to attend workshops on improving instruction. In addition, we utilize Late Start Days to enable teachers to work on common goals with their departments and utilize common time together. We also host an annual Best Practices Fair to enable teachers and staff to exchange ideas and share best practices. In addition, we actively fund and support Professional Development for all staff members.
- 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...).

Guided resource time is provided for students to close the achievement gap between students with and without disabilities. We also have utilized school-wide professional development for all teachers to identify sub-groups in need of interventions to support authentic school improvement. As a result of these sub-group analysis activities, we are employing a Response to Intervention (RTI) initiative to support students academic and behavioral needs and to support differentiated instruction. In addition, collaboration between inclusion teachers is provided throughout the year to enable general and special education teachers time to plan and articulate common strategies.

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

- **Next Steps for Instruction:**

Teachers would benefit from more collaboration time during our professional development days and our newly instituted professional development communities. There should be more pre- and post- testing in departments to chart student growth and identify struggling students. Ensure elective classes are held to the same academic rigor as core classes. Create peer-to-peer mentoring programs to assist new teachers and a veteran teachers mentoring program. Teachers also have the opportunity to engage in collegial coaching by observing one another during classes to build professional capacity.

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:

Review mission and vision statement to ensure all faculty and staff are aware of them. The administration should continue to encourage more teachers to try and achieve National Board Certification. The administration has provided recognition for completing and passing the process. Encourage teachers to get certified in more than one area to allow for curriculum changes and staffing changes. Continue communication between the principal and the staff. Encourage staff to participate in formal and informal committees within the school building to facilitate staff involvement in school activities. Conduct "walk throughs" to support instructional capacity and academic achievement. Facilitate authentic data-driven instruction and initiation of interventions through a cross-curricular P.M. data team to address students in need of intervention(s).

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?**

We have several committees in the school that devote time to helping with student performance. They include Technology, Freshman on Track, Curriculum, Fundraising, PPLC, SIPAAA, and Instructional Leadership. First and second year teachers are provided mentoring. We also have the counselors meeting with the students on a regular basis during monthly advisory.

✔ **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...)

The school will develop capacity by enabling our general and specialized instructors to meet during restructured days to engage in worthwhile reflective and instructional practices to better support all learners. We have employed these opportunities to facilitate joint professional development time and common planning time for teachers to develop rich, meaningful, co-teaching opportunities and lessons for all our students. The school will also develop new teacher monthly meetings to address instructional issues and concerns.

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

- Next Steps for Professional Capacity:

Create more common planning time for teachers during professional development days. Bring professional development activities into the building rather than have staff leave the building. Continue professional development communities with a focus on teacher self-directed collaboration. Create voluntary peer-to-peer observation programs.

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).

Teachers will be provided professional development on RTI and differentiated instruction to address the needs of all learners and implement meaningful interventions for struggling students to support learning. These professional development opportunities will foster the physical and social interactions of all students to support the acquisition of skills in an inclusive, nurturing environment.

- Next Steps for Learning Climate:

Continue providing tutoring for special needs students and advanced placement students. Encourage 9th graders who are failing 2 or more classes by actively supporting them through the "Fresh" Start program to support their transition to getting back on-track. Continue to develop activities for staff development days.

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?

We are very communicative with parents. We host several Parent Connection Nights for our students as a whole and at different grade levels. We also host several FAFSA workshop nights to support all students and parents in completing FAFSA applications. We use the parent portal on the Gradebook system to make parents more aware of their child's progress. As a result of the parents seeing their child's progress more often, they are able to help make sure the child is maintaining good grades. In addition, several academic workshops are held throughout the year for parents on topics related to student performance. We have also partnered up with universities to offer "College Career Nights" for parents and students to provide information on college majors and career paths for students. The Parent Teacher Student Organization (PTSO) meetings are used to present school-wide initiatives.

- 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.

We send out progress reports to parents every 5 weeks. All parents have access to students' progress through the Gradebook parent portal as well. The principal has an online quarterly report for parents about significant school news. We also provide multiple one-on-one meetings with failing students and those students off-track to graduate as a means to remain proactive in supporting all learners.

Next Steps for Family & Community Involvement:

Ensure all teachers are communicating with parents online. Encourage all teachers to post their syllabi and actively communicate with parents. Encourage E-mail communication with parents. Create more contacts with local businesses. Ensure teachers have developed these skills through meaningful professional development.

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.

CPS SIPAAA Planning Report

46221 - Albert G Lane Technical High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Literacy	Raise school test scores in reading, specific sub-groups, expand school tutoring, update curricula, increase rigor, and support academic and extracurricular programs to support school-wide goals.	PSAE reading scores will increase from 86.9% to 87.9% by the end of the SIPAAA cycle. The average composite ACT composite score will increase from 22.4 to 22.9 by the end of the SIPAAA cycle.	The school will continue to examine data in the Illinois School Report Card, REA, and Dashboard. School departments will also monitor student performance on quarterly common assessments.	Yes
2	On Track to Graduation	Increase the number of ninth graders on track to graduate by providing more tutoring options, STARS summer enrichment programs, adult mentoring program, "Fresh" Start early intervention program, and support staff.	Our percentage of ninth graders on track to graduate will increase from 85.9% to 86.9% by the end of the SIPAAA cycle. The percentage of 9th graders failing a class (currently 17.5%) will be reduced by 1% by the end of the final year of the SIPAAA cycle.	The number of freshmen who are failing a class is down from 19.5% during the past SIPAAA cycle to 17.5%. Tutoring is mandated for freshmen and attendance is monitored by the counseling staff and main office personnel. IVS enrollment has increased and is monitored by a teacher coordinator. In addition, the "Fresh" Start early intervention program is monitored by a cohort of teachers, counselors, and administrators to better support freshmen who are off-track. The number of freshmen who are failing	Yes
3	Family/Community Involve.	Improve family and community involvement with the school by creating more grade level activities, extra-curricular support, professional development opportunities for teachers, on-site involvement opportunities for parents, and communication for students (and their parents) with personal and/or academic concerns.	Teachers will be provided professional development opportunities to increase their ability to reach out to parents and improve communication. Parental awareness and community awareness about Lane Tech will be provided via the school's website and school sign to increase attendance at events. Participation in PTSO will also be promoted.	Teachers will be provided training during the first three Institute Days before students report for school to receive guidance on posting syllabi and course information on Gradebook. Teachers will also be provided professional	Yes

CPS SIPAAA Planning Report

46221 - Albert G Lane Technical High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				development opportunities during the school year when attending PDC sessions for involving parents to increase cultural awareness, improve communication, and relate academic expectations. Teacher and parental attendance will be monitored to ensure participation.	
4	Advanced Placement	Continue increasing access for all students to ensure equity for AP success	Increase the number of students who graduate who have taken at least 1 AP course and exam. Decrease the number of students scoring a 1 on the AP exams across all content areas. One hundred percent of teachers will have attended Advanced Placement sponsored summer institutes or refresher classes to keep their knowledge of curriculum current.	Annual review of AP scores over time will be conducted, as well as the examination of the number of students enrolled in AP courses and analysis of teacher performance as indicated by teacher Instructional Planning Reports.	Yes
5	Special Education	The school did not meet AYP for the most recent school year in the area of special education. We will continue supporting the learning needs of all students by supporting our special needs subgroup in meeting AYP.	The number of students in the area of special education will increase so this subgroup will meet AYP. Year-long collaboration between inclusion teachers will also be provided to enable general and special education teachers time to plan and articulate common strategies to support learners	Guided resource time will be provided for students to close the achievement gap between students with and without disabilities. The school will employ school-wide professional development for all teachers to examine subgroup data for implementing interventions to support authentic school improvement. A Response to Intervention (RTI) initiative will be employed to support students academic and	Yes



CPS SIPAAA Planning Report

46221 - Albert G Lane Technical High School : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				behavioral needs and to support differentiated instruction.	

Activities

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

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position		X		OMB Budget Analyst	\$3,145,766.00	\$3,249,152.76	INCOMPLETE	426396,125399, 426387,426394,	



CPS SIPAAA Planning Report

46221 - Albert G Lane Technical High School : 2010-2012 Year 2

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	s)								113352,426401, 270179,129649, 426400,426386, 426389,119453, 121212,452647, 145443,426392, 430351,429117, 121589,426390, 426383,115247, 430352,426528, 426421,426391, 426399,138525, 136648,448676, 426397,426398, 142247,133709, 426385,426393, 138234,426395	
N	Maintain the physical plant		X		A. Rice	\$424,652.00	\$421,389.54	INPROGRESS	168036,168033, 168035,168045	
N	Fund school clerks		X		A. Rice	\$277,604.00	\$272,680.84	INPROGRESS	163876,163873, 163874,163875	
N	Fund teacher extended day pay for academic, athletic and student support- After school		X		A. LoBosco			INPROGRESS	448720	
N	Fund extended day pay for security officers to support educational and athletic events- After school		X		A. Rice			INPROGRESS	445247	
N	Fund school operations manager Rzadzki		X		A. Rice	\$90,521.00	\$89,576.33	INPROGRESS	151902	
N	Fund additional school clerk Degante		X		A. Rice	\$63,616.00	\$62,414.85	INPROGRESS	159120	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund additional school clerk assistant Santana		X		A. Rice	\$52,527.00	\$51,321.82	INPROGRESS	165533	
N	Fund additional school clerk assistant Galiardo		X		A. Rice	\$50,597.00	\$49,391.09	INPROGRESS	155595	
N	Fund additional school clerk Grubich		X		A. Rice	\$63,944.00	\$62,786.24	INPROGRESS	151865	
N	Fund additional school clerk assistant Green		X		A. Rice			INPROGRESS		
N	Fund additional school clerk assistant Cornelius		X		A. Rice			INPROGRESS		
N	Fund additional school clerk assistant Kelsey		X		A. Rice	\$56,762.00	\$55,556.63	INPROGRESS	152171	
N	Fund additional school clerk Woods		X		A. Rice	\$63,990.00	\$62,786.24	INPROGRESS	155775	
N	Fund additional school clerk assistant Lightfoot		X		A. Rice	\$49,079.00	\$49,746.05	INPROGRESS	161517	
N	Fund security officer Colon		X		A. Rice	\$47,397.00	\$46,191.57	INPROGRESS	285293	
N	Fund security officer Jackson		X		A. Rice			INPROGRESS		
N	Fund security officer		X		A. Rice	\$89,643.00	\$84,516.46	INPROGRESS	444737,154882	
N	Fund security officer		X		A. Rice			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund security officer Ramos		X		A. Rice	\$52,846.00	\$47,969.41	INPROGRESS	444731	
N	Fund security officer Rivera		X		A. Rice	\$47,397.00	\$46,191.57	INPROGRESS	161956	
N	Fund security officer Anagnapoulos		X		A. Rice	\$47,397.00	\$46,191.57	INPROGRESS	160743	
N	Fund security officer Schmidt		X		A. Rice			INPROGRESS		
N	Fund security officer Allen		X		A. Rice	\$47,397.00	\$46,191.57	INPROGRESS	156101	
N	Fund security officer Perez		X		A. Rice	\$35,134.00	\$34,884.81	INPROGRESS	154695	
N	Fund security officer Olivo		X		A. Rice	\$52,846.00	\$49,747.24	INPROGRESS	444730	
N	Fund security officer O'Malley		X		A. Rice	\$47,397.00	\$46,191.57	INPROGRESS	149342	
N	Fund security officer Carroll		X		A. Rice			INPROGRESS		
N	Fund security officer Martinez		X		A. Rice			INPROGRESS		
N	Support CNTC program- After school			X	A. Rice			INPROGRESS		
N	Provide mentor teacher program for all 1st and 2nd year teachers- After school			X	A. Rice			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Provide bi-monthly professional development community training for all staff- During school			X	A. LoBosco			INPROGRESS		
N	Fund professional development workshops and conferences- During and after school			X	C. Dignam/A. Rice	\$25,000.00	\$25,000.00	INPROGRESS		46221.225.54125.221234.000703.2012_\$15,000.00 + 46221.225.54505.221234.000703.2012_\$10,000.00
N	Fund world language cultural and academic experiences through the Alliance Francaise Award program			X	E. Gholston			INPROGRESS		
N	Buses for student travel-Before, During, After school			X	J. Rzadzki	\$17,683.00	\$17,683.00	UPCOMING		46221.225.54210.160011.000703.2012_\$2,683.00 + 46221.225.54210.320020.000703.2012_\$15,000.00
N	Fund school clerk-Orozco-Before, During, & Afterschool		X		A. Rice	\$66,732.00	\$65,525.97	UPCOMING	406196	
N	Fund lifeguard when CPS funding runs out		X		C. Serantoni			UPCOMING	445249	
N	Fund stipend for Assistant Athletic Director-manage ment of student medical records, eligibility rosters, attendance at AD meetings & with the Dept of		X		R. Rio			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Sports admin.									
N	Fund ESP extended day for various afterschool or saturday events		X		A. Rice			INPROGRESS		
N	Fund Yearbook Advisors for additional work on yearbook		X		S. Jennings			INPROGRESS		
N	Support/fund early registration of entire school-quickstart		X		E. Gholston			INPROGRESS		
N	Fund student workers for various school based events		X		B. Bradish			INPROGRESS	448677,451473	46221.115.52140.140070.000000.2012_\$0.00

3 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Fund Art Docent trainer- Katherin Nester- Before, during and after school			X	A. LoBosco			INPROGRESS		
N	Fund Yearbook assistant- Shalynn Jennings- Before, during and after school			X	A. LoBosco			INPROGRESS		
N	Fund STARS freshman mentoring			X	L. Dulberg			INPROGRESS		



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3 - 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						
	program- Before and after school									
N	Provide funds for the printing of the Warrior newspaper- After school			X	S. Johnson			INPROGRESS		
N	Support senior class activities to encourage class spirit- During and after school			X	K. House			INPROGRESS		
N	Support international days, big brother/big sisters, student council- During and after school			X	A. Rice			INPROGRESS		
N	Fund non board coaches in academic areas		X		A. Rice			INPROGRESS	445251	
N	Fund additional school clerk assistant Ray- During school		X		A. Rice			INPROGRESS		
N	Grade Level Parent Night-After school			X	M. Hart			UPCOMING		
N	Parent Handbook			X	C. Dignam	\$5,000.00	\$5,000.00	UPCOMING		46221.225.53405.300008.000703.2012_\$5,000.00
N	Team building skills		X		C. Dignam	\$1,718,954.00	\$1,565,879.31	INPROGRESS	135501,115614,128714,134839,120524,444340,422988,137519,423034,144133,140337,449857,132977,140531,147279,121638	



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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						
N	Fund teacher extended day pay for tutoring- Before and after school		X		A. LoBosco			INPROGRESS	445245	
N	Support Hewitt college and career center- Before, during, and after school			X	A. LoBosco	\$96,100.00	\$96,100.00	INPROGRESS		46221.225.53405.212041.000703.2012_\$ 15,000.00 + 46221.225.53510.241006.000703.2012_\$ 68,600.00 + 46221.225.54505.212041.000703.2012_\$ 7,500.00 + 46221.225.55005.212041.000703.2012_\$ 5,000.00
N	Fund extended day pay for teaching ACT test prep class- Before and after school		X		C. Dignam			INPROGRESS	445244	
N	Provide classroom supplies in all subject areas- During school			X	A. LoBosco			INPROGRESS		
N	Provide textbook funds in all subject areas- During school			X	A. LoBosco			INPROGRESS		46221.115.53305.113081.000000.2012_\$ 0.00 + 46221.115.53305.113032.000000.2012_\$ 0.00 + 46221.115.53305.146002.000000.2012_\$ 0.00 + 46221.115.53305.113114.000000.2012_\$ 0.00 + 46221.115.53305.113112.000000.2012_\$ 1,495.00 + 46221.115.53305.113130.000000.2012_\$ 0.00 + 46221.115.53305.113064.000000.2012_\$ 0.86 + 46221.115.53305.113036.000000.2012_\$ 0.00 + 46221.115.53305.113006.000000.2012_\$ 0.74 + 46221.115.53305.263004.000000.2012_\$



CPS SIPAAA Planning Report

46221 - Albert G Lane Technical High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										0.00
N	Fund additional books and research tools with library matching grant program- Before, during, and after school			X	K. Starr			INPROGRESS		
N	Fund extended day pay for before and after school, and Saturday tutors.		X		A. Rice			INPROGRESS		
N	Fund ESP staff for summer orientation for returning upper class students			X	A. Rice			INPROGRESS		
N	Fund teaching staff for summer orientation for returning upper class students- After school			X	A. Rice			INPROGRESS		
N	Fund extended day for teachers for Mock Trials, Jets, Alpha, CSI, and ACT Test Prep- Before and after school		X		A. Rice			INPROGRESS		
N	Fund technology coordinator I Micelli- During and after school		X		A. Rice	\$71,180.00	\$69,959.59	INPROGRESS	162853	
N	Fund technology coordinator I Andersen- During and after school		X		A. Rice			INPROGRESS		
N	Fund additional		X		A. Rice	\$62,054.00	\$60,850.12	INPROGRESS	165494	



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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						
	school clerk assistant Valentin- During school									
N	Fund guidance counselor aide Patterson- During school		X		A. Rice	\$56,762.00	\$55,556.63	INPROGRESS	161276	
N	Provide computer and computer-related supplies or equipment to various departments.			X	B. Miceli			INPROGRESS		
N	Support raising test scores for sub groups in all curricular areas		X		C. Dignam	\$16,302,560.0 0	\$16,282,260.0 4	INPROGRESS	115360,116853, 291658,121240, 117468,133762, 122601,136730, 444272,124687, 117659,118797, 450129,140942, 449891,116887, 142187,145140, 423651,201884, 120138,327632, 386540,449855, 444276,139480, 444266,140934, 422990,115088, 201221,132709, 124686,449860, 122087,117556, 137684,449861, 216333,137600, 121614,116887, 122753,141937, 143531,123898, 118633,115478, 122890,134994, 115931,117179, 138934,140939, 250093,118418, 423036,115668, 137755,113100,	



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46221 - Albert G Lane Technical High School : 2010-2012 Year 2

1 - Literacy										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									131849,134993, 119511,139031, 113145,140532, 120244,121687, 132458,138866, 444276,136902, 424579,131932, 136294,120068, 144230,291655, 147301,140324, 444277,449857, 129632,115277, 450270,444275, 136933,128707, 422991,132703, 115088,133816, 124688,145620, 120250,115294, 120903,137414, 114008,122502, 444269,115130, 118042,123757, 423035,423033, 450127,140936, 123343,136155, 422989,116118, 119131,121552, 449859,450129, 291400,140491, 137360,131476, 115332,449890, 118241,202770, 115215,119321, 130777,131801, 136957,423037, 116365,128884, 121367,115186, 122731,255842, 123773,116557, 113573,117352, 137759,140138, 137633,120242, 132780,127774, 116298,145087, 116432,118025, 140051,218064,	



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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						
									131029,119464, 126458,137312, 450126,444409, 422992,122401, 145810,119995, 128715,120665, 141016,140921, 449856	
N	Fund Teacher to manage all ordering & distribution of novels for all grade levels-Bertenshaw		X		E. Gholston			INPROGRESS		

2 - On Track to Graduation										
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 freshman supplies for activities- During and after school			X	M. Hart			INPROGRESS		
N	Fund Summer ESP extended day pay- After school		X		A. Rice			INPROGRESS	452129	
N	Fund Summer Teacher Extended day		X		C. Dignam			INPROGRESS	452189,452115	
N	Support the summer bridge program for incoming freshman- After school			X	M. Hart			INPROGRESS		
N	Fund supplies for			X	M. Hart			INPROGRESS		



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2 - On Track to Graduation										
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						
	8th grade open house for prospective incoming freshman- After school									
N	Fund ESP staff for summer orientation program for incoming freshman- After school			X	M. Hart			INPROGRESS		
N	Fund teaching staff for summer orientation program for incoming freshman- After school			X	M. Hart			INPROGRESS		
N	Fund additional school clerk assistant Fox- During school		X		A. Rice	\$52,527.00	\$51,321.82	INPROGRESS	165570	
N	Fund additional school clerk assistant Ashby- During school		X		A. Rice	\$54,583.00	\$53,378.65	INPROGRESS	151683	
N	Fund student advocate Millsap- During school		X		A. Rice	\$81,916.00	\$80,711.17	INPROGRESS	154868	
N	Fund student advocate Wendorf- During School		X		A. Rice	\$81,916.00	\$80,711.17	INPROGRESS	154850	
N	Fund Teacher(s) to oversee and offer academic support for the IVS recovery program		X		A. Rice			INPROGRESS		



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5 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	ACT Prep for SPED Students-Before & After school		X		A. Rice			UPCOMING	445243	
N	Fund school clerk Slowik-for special education department		X		A. Rice	\$56,762.00	\$55,556.63	INPROGRESS	259666	
N	Support staff that facilitate Special Ed students		X		A. Rice	\$3,148,187.00	\$3,108,362.62	INPROGRESS	135896,152229,139431,444665,146654,252183,153971,141625,133338,246480,157569,159792,214543,151026,141586,255428,252183,156770,152229,426701,116465,141287,159204,247595,148140,122150,158916,219446,157569,309662,140254,252128,252184,426743,156077,156077,252129,269562,444621,427271,371918,247657,426922,252185,147509,124192,426742,325886,156420,165859,252184,141852,159792,252185	



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4 - Advanced Placement										
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 AP professional development for AP teachers- After school			X	C. Dignam			INPROGRESS		
N	Fund teacher extended day pay for Alpha freshman summer program- After school		X		C. Dignam			INPROGRESS	445242	
N	Fund AP fair and AP summer program to increase participation- After school		X		C. Dignam			INPROGRESS	445241	
N	Fund AP testing to support Advanced Placement program - during school			X	C. Dignam			INPROGRESS		
N	Fund AP exam proctors to administer AP examination - during school			X	C. Dignam			INPROGRESS		
N	Fund AP exam materials and supplies - during school			X	C. Dignam			INPROGRESS		
N	Support all AP teachers in increasing access & equity to all students		X		C. Dignam	\$3,438,979.00	\$3,454,781.87	INPROGRESS	136016,138891,135204,119433,201231,118384,112549,129342,137561,133710,136631,122105,276674,123697,113979,118306,123863,126974,136384,115817,114106,132616,126112,116413,	



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4 - Advanced Placement										
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						
									120813,120112,121590,124529,201212,121516,115264,118377,116920,118054	

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		46221.312.53205.256009.000000.2012_\$0.00 + 46221.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46221.230.54105.254020.000000.2012_\$5,000.00 + 46221.230.54105.254022.000000.2012_\$0.00 + 46221.230.54105.254021.000000.2012_\$0.00 + 46221.230.54105.254027.000000.2012_\$2,000.00 + 46221.230.54105.254011.000000.2012_\$0.00 + 46221.230.54105.254002.000000.2012_\$13,022.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46221.230.56105.254002.000000.2012_\$250,088.85
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46221.230.53405.254002.000000.2012_\$82,805.00
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46221.230.53115.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46221.230.53120.254002.000000.2012_\$0.00 + 46221.230.53125.254002.000000.2012_\$



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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						
										0.00
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46221.230.56105.266414.000000.2012_\$0.00 + 46221.230.54125.254901.000000.2012_\$0.00 + 46221.230.53306.254901.000000.2012_\$0.00 + 46221.230.54125.009574.000000.2012_\$0.00 + 46221.230.54125.266410.000000.2012_\$0.00 + 46221.230.54125.266407.000000.2012_\$0.00 + 46221.230.53306.266407.000000.2012_\$0.00 + 46221.230.54125.266402.000000.2012_\$0.00 + 46221.230.53306.009573.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46221.115.54215.255052.000065.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46221.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		46221.115.54210.255004.376712.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46221.225.54105.266408.000703.2012_\$15,816.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46221.115.55005.254403.000000.2012_\$ 28,823.10
N	115 Supplies			X	OMB Budget Analyst	\$44,769.00	\$44,769.00	INCOMPLETE		46221.115.53405.119035.000000.2012_\$ 42,805.51
N	115 Textbooks			X	OMB Budget Analyst	\$283,730.00	\$500.00	INCOMPLETE		46221.115.53305.119035.000000.2012_\$ 0.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		46221.369.55005.144701.322015.2012_\$ 2.48 + 46221.369.54210.149005.322016.2012_\$ 600.00 + 46221.369.54210.144601.322016.2012_\$ 600.00 + 46221.369.54210.144701.474555.2012_\$ 400.00 + 46221.369.53306.144701.474555.2012_\$ 7,600.00 + 46221.369.53306.144601.322016.2012_\$ 6,410.00 + 46221.369.53405.144601.322016.2012_\$ 3,000.00 + 46221.369.53306.149005.322016.2012_\$ 6,624.00 + 46221.369.53405.149005.322016.2012_\$ 1,681.00 + 46221.369.55005.149005.322016.2012_\$ 1,951.00 + 46221.369.53405.144701.474555.2012_\$ 5,633.00 + 46221.369.55005.144701.474555.2012_\$ 12,126.00
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		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	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		46221.115.53305.223012.000000.2012_\$0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101) funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround		X		OMB Budget Analyst			INCOMPLETE		



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46221 - Albert G Lane Technical High School : 2010-2012 Year 2

CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded activities.									
N	Continue to fund Culture of Calm activities based on plan submitted.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		46221.115.55005.119035.000000.2012_\$59,185.00 + 46221.115.56105.119035.000000.2012_\$11,581.00
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	\$498,586.00	\$477,020.71	INCOMPLETE	154219,166579,165004,165925,168938,154443,168716,166574,165016,216470,166071,165008,163601,148951,148260,431708	
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		46221.369.53405.140050.322014.2012_\$0.00 + 46221.369.53405.140050.322016.2012_\$13,009.00
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		X		OMB Budget Analyst	\$191,139.00	\$186,295.49	INCOMPLETE	270490,450486	



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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						
	Enhancement for magnet program(s).									
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 reimbursement			X	OMB Budget Analyst			INCOMPLETE		46221.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		
N	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						
	improvement grant activities (positions)				Analyst					
N	Security and Safety position(s)		X		OMB Budget Analyst	\$395,089.00	\$386,548.94	INCOMPLETE	155100,154721,155077,168410,167872,160921,154768,154609	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46221.210.53405.254607.000000.2012_\$10,415.00
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		46221.225.57940.119020.000703.2012_\$0.00
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-sal)			X	OMB Budget Analyst	\$7,500.00	\$7,650.55	INCOMPLETE		46221.115.53405.160013.000000.2012_\$1,500.00 +



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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						
	ary)									46221.115.54210.160013.000000.2012_\$ 3,000.00 + 46221.115.53205.160013.000000.2012_\$ 3,000.00 + 46221.115.53305.009546.005058.2012_\$ 150.55
N	Freshmen Connection summer activities		X		OMB Budget Analyst			INCOMPLETE		
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operations overtime during summer school		X		OMB Budget Analyst			INCOMPLETE		
N	Start Up and Expansion Funds			X	OMB Budget Analyst			INCOMPLETE		