



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2010.

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.**



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SIPAAA Team

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

Last Name	First Name	Title	Chairperson	Start Date	End Date
Hanly	Sarah	Support staff	X		
Bole	Roberta	LSC member			
Daly	Michelle	Classroom tchr.			
Dignam	Christopher	Asst. Principal			
Gesky	Luella	Classroom tchr.			
Hebson	Nicole	Classroom tchr.			
Lebryk	Dianne	Classroom tchr.			
Oh	Melanie	Classroom tchr.			
Racic	Charles	Classroom tchr.			
Stepek	Paul	Classroom tchr.			
Weiler	Ray	Special ed. faculty			
Williams	Ernest	Classroom tchr.			

Involvement

- ✓ **TIP** Please note that the first four questions below are new additions to the 08-10 Year 2 SIPAAA.
- ✓ **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.

SIPAAA board approval on August 26 2009, board report # 09-0826-EX14

- ✓ **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.



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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.

TIP Please note that you can edit the information within the text box below.

At the beginning of the school year, we began our accreditation process for NCA. We used their survey and rubric to gain feedback from the faculty and students. Members of the NCA also conducted focus groups in the various departments to acquire insight as well. We used these findings to help us with the determination of our four priorities. Additionally, at Report Card Pick-Up, we distributed the Five Fundamentals Survey to parents and students to gain feedback. The outcomes of this survey were tallied, and we used the results to help us determine strengths and concerns within the school. Additionally, we created a SIPAAA team comprised 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	220	70	600	2000		

Summary of Meetings



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Meeting Date	Meeting Type	Description
26-Mar-2008	SIPAAA Team	SIPAAA team met to review final SIPAAA
07-Mar-2008	Other	SIPAAA chair and Budget Director met to finetune activities
05-Mar-2008	Other	Assistant principals, principal, SIPAAA chair, and Budget Director met to determine activities
29-Feb-2008	SIPAAA Team	SIPAAA team met to continue deliberation over the four priorities and indicators for success
22-Feb-2008	SIPAAA Team	SIPAAA team met to deliberate over the four priorities and indicators of success
20-Feb-2008	Working group	Faculty met in professional development groups to work on science strategies to prepare for standardized testing
11-Feb-2008	SIPAAA Team	SIPAAA team met to deliberate over the four priorities and indicators
06-Feb-2008	Working group	Faculty met in professional development groups to work on math strategies to prepare for standardized testing
30-Jan-2008	Working group	Faculty met in professional development groups to work on reading strategies for students to assist in raising reading scores
25-Jan-2008	SIPAAA Team	SIPAAA team met to deliberate over strengths and concerns in the five fundamental areas
18-Jan-2008	SIPAAA Team	SIPAAA team summarized input from various surveys compiled from stakeholders
09-Jan-2008	Working group	Faculty met in professional development groups to work on strategies for meeting the needs of special education students
12-Dec-2007	Working group	Faculty met in professional development groups to review test taking strategies for students
28-Nov-2007	Working group	Faculty met in professional development groups to review ways in which to provide rigor in the classroom
11-Nov-2007	Working group	Faculty met in professional development groups to review standardized testing statistical analysis
11-Nov-2007	Other	Parents completed the Five Fundamentals Self-Assessment at Report Card Pick Up Day
24-Oct-2007	Town hall/community mtg.	Faculty met to review profile of Lane data received regarding test scores and other pertinent aspect for the school's profile related to SIPAAA
17-Oct-2007	Working group	NCA team reviewed analytical data from faculty stakeholders
17-Sep-2007	Working group	NCA Team prepared focus group material to take back to faculty stakeholders
10-Sep-2007	Working group	NCA Team discussed scope of analysis for reviewing school information.
27-Aug-2007	Working group	Freshmen on track to graduate committee comprised of teachers, counselors, and administrators met to discuss ways to support current 9th graders

Five Fundamentals Surveys

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:



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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, and 5) improving support services for special needs 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

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 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 the Science Fair. 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 in the process of implementing a new college/career center in the fall. The number of 9th graders who are on track to graduate is also increasing from 83.8% to 85.7% in a year. We have after school tutoring and weekend tutoring available in all subject areas and for all students in place.

Concerns:

While most of our students are attending a university, we are concerned about the 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



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Academic Progress Strengths and Concerns

TIP Please note that the first five questions below are new additions to the 08-10 Year 2 SIPAAA.

- 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, and our school report card to help guide us in our decision making. We are showing strengths in science and math growth in the Exceed category on the PSAE. We are also continuing to grow our AP enrollment. Our composite ACT average also rose. We are seeing a slight decline in our reading on the PSAE in both meeting and exceeding. Our attendance rate is getting increasingly close to 95% as well.

- 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.

One external factor that may have contributed to low achievement is that many of our incoming freshmen have lower mean Explore scores. Another possible factor may be that many of our parents do not speak English as a first language at home; therefore, they are often unable to assist their children with schoolwork.

- 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, as well as service learning projects that are tied to instruction. We also need data accuracy and consistency with the new computer program recently implemented by the district. 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?

2008-2009 shows no change in the percentage of Meet/Exceed (81.9%). Reading shows a decline of 1.3% and is an area of concern that will be addressed. Math also shows a decline of .5%. The data does show a gain in the percentage of students exceeding. There were dramatic gains in math and a slight gain in science. Science shows a growth of 1.8%.

- 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 has met AYP for the last three years. All subgroups are well above the minimum targets in Reading and Math, though there is a concern that some subgroups performed slightly higher than others.

Strengths:

We are continuing to make progress in the number of students

Concerns:

Our PSAE Workkeys reading scores have decreased. While the ACT reading



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meeting/exceeding state standards, increasing from 77% to 81.9% in one year. Our math and science scores are two areas in particular that have made impressive gains. Our overall ACT composite score continues to increase as well. We made gains in every subcategory of the ACT from 2005-2006 to 2006-2007. 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. One day a week has been committed in the computer classes to providing Keytrain access opportunities. Over 250 student are enrolled in before and after school ACT prep classes provided in the building. We are also showing a significant increase in the number of students enrolled in advanced placement classes, from 14.7% to 20.3% in one year. In addition, the number of students scoring a 3 or higher on the advanced placement exams has increased.

score has increased, the PSAE Workkeys reading section has caused the score to decrease. We are concerned students do not take the second day of ISBE testing seriously. While our overall scores as a school have been solid, some of the racial/ethnic subgroups are still not performing at or above the overall school average. There needs to be better use of available resources to prepare students for PSAE testing in their classrooms.

Student Connection

- ✔ **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.

Student Connection Strengths and Concerns

Strengths:

Our average days absent per student in a year percentage has improved. This is most likely due to the attendance policy initiated two years ago that has been very effective. In addition, our truancy rate has had a dramatic drop. Our students report feeling very safe in our school. They also feel academically challenged in their classes. The number of suspensions in the building has also decreased.

Concerns:

While we have a large number of students participating in extra-curricular activities in the building, we would still like to see a higher percentage of freshmen participants. Sixty-nine percent of reported students believe the staff is supportive. We would like to develop a greater understanding of student attitudinal data in an effort to address students' perceptions.



School Characteristics

Student Characteristics Strengths and Concerns

TIP Please note that the first two questions below are new additions to the 08-10 Year 2 SIPAAA.

- 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 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.

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

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 opportunities.

Strengths:

Our school received an above average rating for cleanliness, which we feel is a strength given the sheer size of the school. 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.

Concerns:

We are concerned with the percentage of parents reporting satisfaction with the school. We do believe that this number is skewed, however, due to the small number of parents who filled out the survey.

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

TIP FOR ELEMENTARY GRADES ONLY: 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.

✓TIP Please note that the policies and practices question below is an addition to the 08-10 Year 2 SIPAAA.

- 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. Freshmen with multiple failures are required to attend. We now have late start days so that teachers can get together for common planning time. Monthly, we meet in professional development committees to review aspects related to student achievement and curriculum. During professional development days we allow teachers to attend workshops on improving instruction.

✓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.

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 encourage more teachers to try and achieve National Board Certification. Provide 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 casual communication between the principal and the staff. Encourage staff to participate in committees within the school building to facilitate staff involvement in school activities. Conduct "walk throughs" to support instructional capacity and academic achievement.

Five Fundamentals: Professional Capacity

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

✓TIP Please note that the two questions below are additions to the 08-10 Year 2 SIPAAA

- 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,



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Curriculum, PPLC, and Instructional Leadership. We offer mentoring to first and second year teachers. We also have the counselors meeting with the students on a regular basis during long division periods.

✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program

Alternative Certification Program: The Alternative Certification Program is designed to recruit, educate, develop, and support effective, professional teachers for the Chicago Public Schools. The program is intended to attract college graduates, many of who have had successful careers in other professional fields, into teaching in the urban center of Chicago. GOLDEN Teachers Program: The GOLDEN Teachers program supports newly hired CPS teachers by hosting new teacher orientation, coordinating mentoring for first-year new teachers, providing targeted workshops on content and pedagogy, and managing school and system-wide efforts to bring new teachers into the system. The GOLDEN Teachers staff and liaisons support first-year teachers, second-year teachers, and mentors. The CPS Student-Teaching Initiative is designed to attract pre-service teachers by offering support through the final phases of the traditional teacher certification process. Under the guidance of an experienced cooperating teacher, student teachers improve their instructional strategies, assessment practices, and classroom management skills, thereby engaging students and fostering a life-long learning philosophy. A newsletter, professional development events, and a useful Web site for student teachers are some services of this innovative program.

✓ **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.

- 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 to go to tutoring. Post acknowledgments for students on the website (i.e. honor roll, etc.) through a recognition link. Create a larger incentive program for students who are achieving well in the building. Allow for more common planning time between departments to promote collegiality. Continue to develop activities for staff development days.

Five Fundamentals: Family & Community 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.

✓ **TIP** Please note that the two questions below are additions to the 08-10 Year 2 SIPAAA.



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- 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 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. We are also creating a parent handbook for next school year. In addition, several academic workshops are held throughout the year for parents on topics related to student performance.

✔ **TIP** Please note that this question is a new addition to the SY 09-10 SIPAAA.

- 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.

Next Steps for Family & Community Involvement:

Ensure all teachers are communicating with parents online. Encourage email communication with parents. Add a line on the emergency card for email addresses. Create a Community Relations Committee to assess myriad strategies for involving the community in life at Lane. Create more contacts with local businesses.

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.

Priorities

- ✔ **TIP** Use the findings from the outcome and process analyses to identify up to four priorities, the primary areas of focus for the school's improvement efforts. Establish an indicator of success for each priority, which is a quantifiable goal that the school is striving to achieve.
- ✔ **TIP** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.
- ✔ **TIP** To change Priority Type please remove the priority and add it again.
- ✔ **TIP** Within the Monitoring process column, indicate how you will monitor the effectiveness of the strategies and activities for achieving your Indicators of Success.
- ✔ **TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
- ✔ **TIP** Note that deleting a priority will delete all related activities.



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
1	Academic Supports	Raise school test scores in reading, specific sub-groups, and advanced placement classes by expanding school tutoring, updating curricula, increasing rigor, and supporting academic and extracurricular programs	PSAE reading scores increase .1 % per year, rising from 84.5% to 86.2% by the end of the SIPAAA cycle. The average ACT composite score will increase .1% each year, rising from 22.3 to 22.8 by the end of the SIPAAA.	The school will continue to examine data in the School Report Card, REA, and Dashboard. The percentage of students who meet/exceed in PSAE reading scores dropped in SIPAAA year 1 rather than increased, though they are still above the prescribed minimum. The average ACT score target was met.
2	On Track to Graduation	Increase the number of ninth graders on track to graduate by providing more tutoring options, summer enrichment programs, and support staff.	Our percentage of ninth graders on track to graduate will increase from 85.7% to 90% by the end of the SIPAAA cycle. The percentage of 9th graders failing a class (currently 19.5%) will be reduced 1% by the end of the final year of the SIPAAA cycle.	The percentage of freshmen on track to graduate in SIPAAA year 1 is not yet known, but preliminary results indicate there are fewer freshmen who are not on track. Tutoring is mandated for freshmen and attendance is monitored by the counseling staff and main office personnel. IVHS enrollment has increased and is monitored by a teacher coordinator.
3	Professional Capacity	Create a professional learning community by providing more collaboration time for staff, professional development opportunities, and quality mentoring programs.	Increase the number of National Board Certified teachers by 2 each year. Teachers will report satisfaction with the content of our professional development communities via a survey taken at the end of each school year.	More collaboration time was scheduled via late start days for staff. The goal set for an increase in



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Priority #	Priority Type	Priority Description	Indicator of Success	Monitoring Process
				the number of NBCTs was met and should continue for year 2. Surveys will not be administered until the end of the school year.
4	Student Connection	Improve student connection to the school by creating more grade level activities, extra-curricular support, and communication for students with personal and/or academic problems.	By the end of the two year SIPAAA cycle, class sponsors will be in place for each grade level and activities will be scheduled for each grade level. By the end of the two year SIPAAA cycle, 75% of the students will report feeling supported by staff members. A flow chart will be created in the student handbook for students on how to resolve personal and/or academic issues and who to see within the school.	A monthly advisory has been added to the schedule as well as class meetings. Some freshmen activities were planned (e.g. freshmen dance). The student handbook for 2009-2010 will illustrate where students can go for help. Class sponsors will be in place by the end of year 2. The My Student Survey has not been administered yet.

Activities

- ✔ **TIP** Take one priority at a time and brainstorm all activities that the school will undertake to improve in the priority 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) click on the pencil to select ISO items and budget for them.
- ✔ **TIP** Go to the [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** If your school did not meet AYP, please indicate within the Priority Description column how you will help meet areas of deficiency.
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This



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will be reflected in your SIPAAA Progress Report.

- ✔ **TIP** Choose a priority number, enter the priority description, and select the priority type that best describes the priority area of improvement. Enter the indicator of success to the right, making sure it adheres to the SMART criteria for goal setting.

- ✔ **TIP** Check the box labeled "Completed" as your school finishes an activity. For an activity that is ongoing, check "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** Charter and contract schools must complete the [School Program Design](#) to meet the state and federal funding requirements.

Please complete this form, save to your computer and return to Aaron Hull via email at ahull@cps.k12.il.us fax the approved signature page to 773-553-1559 attn: Aaron Hull.

- ✔ **TIP** To learn more about the requirement for the Support Description text box, [click here](#). 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.

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 guard-Cain-During school		X		A. Rice	\$39,508.53	\$29,722.45	INPROGRESS	203541	46221.225.52100.254612.000703.2010
N	Fund school clerk assistant-Gabriela Luna-During school		X		D. Montgomery	\$44,402.00	\$44,380.58	INPROGRESS	165380	46221.225.52100.241006.000703.2010
N	fund student advocate Wendorf - During school		X		D. Montgomery	\$71,374.35	\$74,662.74	INPROGRESS	154850	46221.225.52100.212041.000703.2010
N	fund student advocate Millsap - During school		X		D. Montgomery	\$71,374.35	\$74,434.96	INPROGRESS	154868	46221.225.52100.211311.000703.2010
N	fund additional school clerk assistant Ashby		X		D. Montgomery	\$48,431.40	\$48,545.89	INPROGRESS	151683	46221.225.52100.241006.000703.2010



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Albert G Lane Technical High School : 2008-2010 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						
	- During school									
N	fund additional school clerk assistant Fox - During school		X		D. Montgomery	\$46,591.26	\$46,570.24	INPROGRESS	165570	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Ray - During school		X		D. Montgomery	\$46,591.26	\$46,569.65	INPROGRESS	165455	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Ruiz - During school		X		D. Montgomery	\$46,591.26	\$46,700.00	INPROGRESS	153050	46221.225.52100.241006.000703.2010
N	fund security officer Carroll-During school		X		A. Rice	\$44,260.39	\$44,372.61	INPROGRESS	148805	46221.225.52100.254612.000703.2010
N	fund security officer O'Malley-During school		X		A. Rice	\$41,818.52	\$46,418.29	INPROGRESS	149342	46221.225.52100.254612.000703.2010
N	fund security officer Olivo-During school		X		A. Rice	\$44,260.39	\$44,270.39	INPROGRESS	149355	46221.225.52100.254612.000703.2010
N	fund security officer Perez-During school		X		A. Rice	\$33,799.00	\$35,781.53	INPROGRESS	154695	46221.225.52100.254612.000703.2010
N	fund security officer Allen-During school		X		A. Rice	\$40,999.53	\$40,981.79	INPROGRESS	156101	46221.225.52100.254612.000703.2010
N	fund security officer -During school		X		A. Rice			INPROGRESS		
N	fund security officer Anagnopolos-During school		X		A. Rice	\$41,200.74	\$41,181.00	INPROGRESS	160743	46221.225.52100.254612.000703.2010
N	fund security		X		A. Rice	\$41,854.86	\$41,834.52	INPROGRESS	161956	46221.225.52100.254612.000703.2010



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Albert G Lane Technical High School : 2008-2010 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						
	officer Rivera-During school									
N	fund security officer Ramos-During school		X		A. Rice	\$42,676.15	\$42,656.89	INPROGRESS	162582	46221.225.52100.254612.000703.2010
N	fund security officer Holzman-During school		X		A. Rice	\$32,288.18	\$32,382.11	INPROGRESS	162587	46221.225.52100.254612.000703.2010
N	fund security officer Galiardo-During school		X		A. Rice	\$39,508.53	\$39,463.97	INPROGRESS	162600	46221.225.52100.254612.000703.2010
N	fund security officer Martinez-During school		X		A. Rice	\$44,260.39	\$44,239.23	INPROGRESS	154882	46221.225.52100.254612.000703.2010
N	fund security officer Colon-During school		X		A. Rice	\$42,676.15	\$42,656.66	INPROGRESS	285293	46221.225.52100.254612.000703.2010
N	fund additional school assistant II Lightfoot-During school		X		D. Montgomery	\$43,589.13	\$43,688.63	INPROGRESS	161517	46221.225.52100.119045.000703.2010
N	fund additional school clerk Woods-During school		X		D. Montgomery	\$58,275.76	\$58,414.32	INPROGRESS	155775	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Kelsey-During school		X		D. Montgomery	\$52,385.65	\$52,291.44	INPROGRESS	152171	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Cornelius-During school		X		D. Montgomery	\$57,512.51	\$57,652.13	INPROGRESS	150875	46221.225.52100.241006.000703.2010
N	fund additional school clerk		X		D. Montgomery	\$50,391.67	\$50,369.48	INPROGRESS	151048	46221.225.52100.241006.000703.2010



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Albert G Lane Technical High School : 2008-2010 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						
	assistant Green-During school									
N	fund additional school clerk Grubich-During school		X		D. Montgomery	\$57,189.26	\$57,159.30	INPROGRESS	151865	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Galiardo-During school		X		D. Montgomery	\$46,591.26	\$46,699.93	INPROGRESS	155595	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Santana-During school		X		D. Montgomery	\$48,431.40	\$48,545.77	INPROGRESS	165533	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant During school		X		D. Montgomery			INPROGRESS		
N	fund school operations manager Rzadzki - During		X		D. Montgomery	\$74,008.24	\$77,455.02	INPROGRESS	151902	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Slowik - During		X		D. Montgomery	\$48,431.40	\$50,187.46	INPROGRESS	259666	46221.225.52100.241006.000703.2010
N	Fund extended day pay for security officers to support educational and athletic events - After school		X		A. Rice			INPROGRESS		
N	Fund extended day pay for ESP to maintain office services for students and staff - After school		X		D. Montgomery	\$7,101.50	\$14,203.00	INPROGRESS	329192	46221.225.52130.241006.000703.2010
N	(Default)		X					INPROGRESS		



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Albert G Lane Technical High School : 2008-2010 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						
	Continue to fund existing SGSA and NCLB positions.									
N	Fund student transportation During and after school			X	J. Rzadzki	\$4,780.00	\$4,780.00	INPROGRESS		46221.225.54210.320020.000703.2010
N	Fund teacher extended day pay for academic, athletic and student support - After school		X		A. LoBosco			INPROGRESS		
N	Fund extended day pay for security officers - After school		X		A. Rice			INPROGRESS		
N	Fund extended day pay for office support staff - After school		X		D. Montgomery			INPROGRESS		
N	Fund academic and athletic non board employees - After school		X		R. Rio			INPROGRESS		
N	Fund Art Mural Consultant - After school			X	A. LoBosco			COMPLETE		
N	fund guidance counselor aide Patterson - During school		X		D. Montgomery	\$52,467.44	\$52,592.62	INPROGRESS	161276	46221.225.52100.212041.000703.2010
N	ARRA and Title II Funds: Please see approved Budget Detail section of the School Improvement Design Template for fund usage detail.		X		Principal			INPROGRESS		



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Albert G Lane Technical High School : 2008-2010 Year 2

1 - Academic Supports										
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 Valentin - During school		X		D. Montgomery	\$57,512.51	\$57,651.81	INPROGRESS	165494	46221.225.52100.241006.000703.2010
N	fund additional school clerk assistant Tanner - During school		X		D. Montgomery			INPROGRESS		
N	fund technology coordinator I Andersen - During and after school		X		D. Montgomery	\$65,094.71	\$65,256.12	INPROGRESS	214433	46221.225.52100.119045.000703.2010
N	fund technology coordinator I Miceli - During and after school		X		D. Montgomery	\$67,885.36	\$61,530.59	INPROGRESS	162853	46221.225.52100.119045.000703.2010
N	Fund extended day for teachers for Mock Trial, Jets, Alpha, CSI, and ACT Test Prep - Before and after school		X		D. Montgomery			INPROGRESS		
N	Fund teaching staff for summer orientation for returning upper class students - After school		X		D. Montgomery			INPROGRESS		
N	Fund ESP staff for summer orientation for returning upper class students - After school		X		D. Montgomery			INPROGRESS		
N	Fund extended day pay for before and after school, and		X		D. Montgomery	\$25,362.50	\$50,725.00	INPROGRESS	329193	46221.225.51130.320020.000703.2010



CPS SIPAAA Planning Report

Albert G Lane Technical High School : 2008-2010 Year 2

1 - Academic Supports										
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						
	Saturday tutors.									
N	Fund additional books and research tools with library matching grant program - Before, during, and after school			X	K. Starr			INPROGRESS		
N	Provide textbook funds in all subject areas - During school			X	A. LoBosco			INPROGRESS		
N	Provide classroom supplies in all subject areas - During school			X	A. LoBosco			INPROGRESS		
N	Fund AP fair and AP summer program to increase participation - After school			X	C. Dignam			INPROGRESS		
N	Fund extended day pay for teaching ACT test prep class - Before and after school		X		D. Choi			INPROGRESS		
N	Fund teacher extended day pay for Alpha freshman summer program - After school		X		C. Dignam			INPROGRESS		
N	Support Hewitt college and career center - Before, during, and after school			X	A. LoBosco			INPROGRESS		
N	Fund AP			X	C. Dignam			INPROGRESS		



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Albert G Lane Technical High School : 2008-2010 Year 2

1 - Academic Supports										
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						
	summer and spring workshops for AP teachers - After school									
N	Fund teacher extended day pay for tutoring - Before and after school		X		A. LoBosco			INPROGRESS		
N	Fund Marwen Architectural Program - After school			X	A. LoBosco	\$4,000.00	\$4,000.00	INPROGRESS		46221.225.54105.119010.000703.2010
N	Provide computer/computer related supplies or equipment to various departments - During school			X	S. Kenmotsu			INPROGRESS		
N	Fund Lifeguard for swimming class - Before, during and after school		X		J. Hasson			INPROGRESS		
N	Fund Library non board employee - During school		X		D. Montgomery	\$25,869.75	\$27,450.75	INPROGRESS	293307	46221.225.52140.119010.000703.2010
N	Fund Debate tournament registration - After school			X	E. Gholston	\$1,500.00	\$1,500.00	INPROGRESS		46221.225.54505.119045.000703.2010



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Albert G Lane Technical High School : 2008-2010 Year 2

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 teaching staff for summer orientation program for incoming freshman - After school		X		M. Hart			INPROGRESS		
N	Fund ESP staff for summer orientation program for incoming freshman - After school		X		M. Hart			INPROGRESS		
N	Fund supplies for 8th grade open house for prospective incoming freshman - After school			X	M. Hart			INPROGRESS		
N	Fund teacher extended day pay for ILL virtual high school for recovery classes - After school		X		D. Montgomery	\$5,072.50	\$5,072.50	INPROGRESS	347282	46221.225.51130.320020.000703.2010
N	Support the summer bridge program for incoming freshman - After school			X	M. Hart			INPROGRESS		
N	Fund Girls in the Game - After school				A. LoBosco			COMPLETE		
N	Fund Summer Teacher Extended day pay - After school		X		D. Choi			INPROGRESS		
N	Fund Summer ESP extended day pay - After		X		D. Choi	\$23,815.00	\$45,873.46	INPROGRESS	353186	46221.225.52130.160011.000703.2010



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Albert G Lane Technical High School : 2008-2010 Year 2

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						
	school									
N	Fund Freshman supplies for activities - During and after school			X	M. Hart	\$2,000.00	\$2,000.00	INPROGRESS		46221.225.53405.119010.000703.2010

3 - Professional Capacity										
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 professional development workshops and conferences - During and after school			X	D. Montgomery			INPROGRESS		
N	Provide bi-monthly professional development community training for all staff - During school			X	A. LoBosco			INPROGRESS		
N	Provide mentor teacher program for all 1st and 2nd year teachers - After school			X	D. Montgomery			INPROGRESS		
N	Support Golden Teacher Mentor program - After school			X	D. Montgomery			INPROGRESS		



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Albert G Lane Technical High School : 2008-2010 Year 2

4 - Student Connection										
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 transportation for extracurricular academic and athletic events - After school			X	A. LoBosco			INPROGRESS		
N	Fund extended day pay for coaches and service learning class coaches - After school		X		D. Montgomery	\$2,029.00	(\$2,000.00)	INPROGRESS	356167	46221.225.51130.320020.000703.2010
N	Fund non board coaches in academic and athletic programs - After school		X		D. Montgomery	\$7,101.50	\$8,453.22	INPROGRESS	293328	46221.225.52140.320020.000703.2010
N	Support international days, big brothers big sisters, student council - During and after school			X	A. Rice			INPROGRESS		
N	Support senior class activities to encourage class spirit - During and after school			X	K. House			INPROGRESS		
N	Provide funds for the printing of the Warrior newspaper - After school			X	S. Johnson			INPROGRESS		
N	Fund STARS freshman mentoring program - Before and after school			X	L. Dulberg			INPROGRESS		
N	Fund Yearbook assistant-Shalynn Jennings - Before, during		X		A. LoBosco			INPROGRESS		



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Albert G Lane Technical High School : 2008-2010 Year 2

4 - Student Connection										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	and after school									
N	Fund Art Docent trainer- Katherin Nester - Before, during and after school		X		A. LoBosco			INPROGRESS		