



LANE TECH COLLEGE PREP HIGH SCHOOL

2501 W. Addison Street • Chicago, IL 60618

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REGULAR MEETING MINUTES:

Lane Tech High School Local School Council Regular Meeting Notice is hereby given that the Local School Council meeting has been set for: **April 11, 2024, at 6:30 PM** in Room 113, 2501 W. Addison, or on Google Meet. Join Google - meet.google.com/tfr-jjva-dhc

Following are the meeting minutes. The original posted Meeting Agenda items are listed with the meeting minutes noted directly below.

1. Call Meeting to Order

Benjamin Wong called on April 11, 2024, at the LSC Meeting to Order at 6:33 PM

2. Roll Call / Establish Quorum (8 minimum)

Present: Catherine Ashlaw-Doherty (Sergeant of Arms), Rebecca Daly, Jamie Fleischmann, Owen Frasor, Maureen George, Anne Lokken (Co-Chair OMA/FOIA), Mario Nunez, Divinefavour Osuji, Ana Scales, Edwina Thompson (Principal), Dannixa Velez, Benjamin Wong (Chair)

Absent: Tikisha Bufford, Susannah Gottlieb, Sean Groh

Virtual: [(5 ILCS 120/7) Sec. 7.]

Quorum Established

3. Approve the Agenda

Ben Wong wanted to make minor changes to the Agenda: *New Business 6. B Elections Certifications after 8. Old Business to make time for election result/certification, and under *7. Reports, move to switch the order A. Principal and B. PPLC, because Mario and Rebecca need to leave.

Motion: To approve the amended Agenda.

By: Ben Wong

Second: Rebecca Daly

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

4. Approve Old Minutes and Candidate Forum

Motion: To approve the minutes

By: Dannixa Velez

Second: Owen Frasor

Vote: Unanimous, in favor

Opposed: None

Abstained: Maureen George, Divinefavour Osuji

Result: Motion Passes

5. Public Participation

2 minutes each

Public Participation -Two minutes per speaker for no more than one hour (unless otherwise extended by the LSC). Sergeant-at-arms to monitor the rotating in-person and virtual Google 'Chat' during public participation. <https://lga.gov/legislation/publicacts/fulltext.asp?Name=103-0311>

-NONE-

6. New Bussiness

A. Purchase Orders and Fundraisers: Jill Woods

Purchase Orders: (4)

1. Follett Marketplace \$75,730.50 Interactive math Program (Budget Transfer from 46221-115- 51300-290001-000575 to 46221-115-53305-119016-000575)

2. Full Line Printing \$32,343.27 Teacher and Students planners for 2024-2025 (QS 26101 46221- 124-54520-211210-002239)

3. UIC pavilion \$35,000.00 Senior graduation on May 29, 2024 (Graduation 26110 46221-124- 57705-211210-002239)

4. Jostens \$68,480.04 final balance owed for yearbook (Yearbook 26505 46221-124-54520- 211210-002239)

Fundraisers: (6)

1. Friends of Lane Green/Gold Gala Auction 04/22-05/03/2024
2. Dance team sold Kendra Scott jewelry for team gear 12/17-12/23/2023
3. Boys Volleyball Booster summer camp 06/17-06/21/2024
4. Boys basketball Booster summer camp 06/10-06/27/2024
5. Girls basketball Booster summer camp 06/10-06/14/2024
6. Chess Club selling concessions at chess tournament on 05/11/2024

Motion: To approve the Purchase Orders and Fundraisers

By: Ben Wong

Second: Anne Lokken

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

*B. LSC Elections Certification (amended and moved after 8. Old Business)

7. Reports

*B. PPLC - Rebecca Daly and Mario Nunez

The PPLC met on Tuesday. There are two items to review with everyone.

1. PPLC LSC Elections: The PPLC elections were called into question. The LSC Coordinator said the election followed all the mandates that CPS required and wanted all the election officials on the PPLC to know that. The LSC local coordinator may be contacted for questions.

2. On executive functioning for our Freshman. Students are not as prepared when it comes to executive function for our Freshman: checking Google Classroom, supplies, etc. Proposed an intervention at Orientation Week and Zero Week, before students arrive, to provide Professional Development training for teachers. Perhaps use this during Advisory.

If LT is given Out-of-school-time funds (OST) or other resources to fund these programs.

Owen: How to measure this success? Rebecca: We will consider providing surveys as a way to measure.

Executive Functioning Proposal

Proposal:

1. Provide students with a brief session on organization and executive functioning during Orientation. (Pay teachers to come in and present to students.)
2. Provide teachers with a professional development session on executive functioning during rotations in August. This would be for all teachers, but special attention would be given to ensuring freshmen teachers come up with some common strategies.

Rationale: Students' task completion has decreased, leading to lower grades. Among freshmen, much of the missing and incomplete work is because the students lack the executive functioning skills to organize their time and responsibilities outside of the classroom. While we cannot force the students to complete their work, we can provide them with more accessible resources to help teach them the executive functioning skills that they need. We also hope to create some common strategies to be used among freshmen teachers to help maintain consistency across classes.

Intended Outcomes of Student Session:

- Understand the importance of having a system for organization and work completion
- Understand how to use a planner
- Gain exposure to some basic strategies for time management, task sequencing, and planning
- Gain an understanding of how to self advocate

Intended Outcomes of Teacher Professional Development:

- Understand the role of executive function
- Recognize the signs of executive dysfunction
- Gain knowledge of universal strategies that can be quickly and easily implemented, as well as tier 1 interventions that can be attempted for executive dysfunction
 - Creation of strategy bank

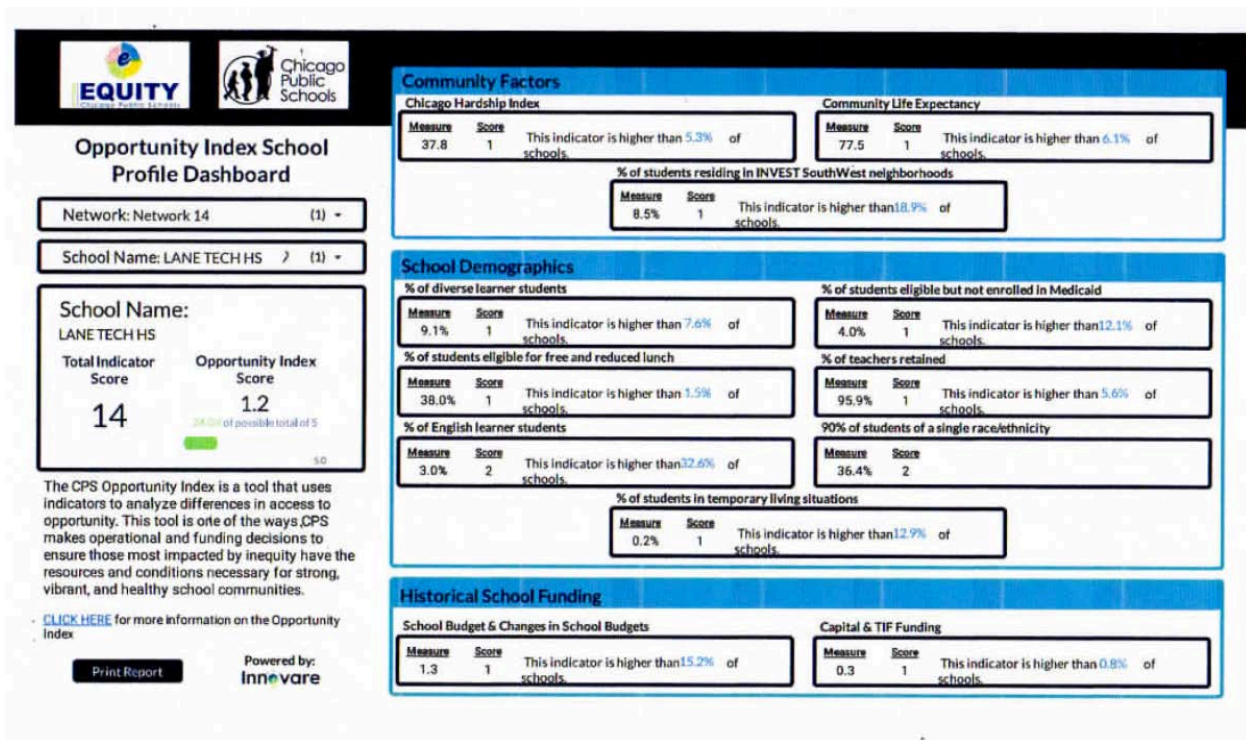
*A. Principal (2024-25 School Budget Explanation)

Principal Thompson emailed: SY 25 School Budget Handout and Lane’s **Opportunity Index (OI)** School Profile Dashboard. The goal is to go through the budget and explain the specifics, so that next week when the LSC moves to vote on the budget, the LSC can focus only on LaneTech’s needs.

Twofold explanations - Needs-Based Flexible Funding and Core Teaching Positions/ Foundational Funding.

CPS’s Office of Equity used OI as an analysis indicator that factors opportunities for students’ success, and how funding will be distributed equitably across the District. The District shifted away from SBB, Student-Based-Budget.

There are 12 Factors (non-instructional) in this OI model. Measures are divided into three categories and in each is a multi-pronged approach to where Lane Tech serves: 3 Community Factors, 7 School Demographics, and 2 Historical School Funding equity analyses.



LT Opportunity Index School Profile ranks a score of 14 (low). LT will get baseline funding, but not more beyond that. OI scores range from 1-5, the sum of all scores may add up to a minimum of 12, and a maximum of 60. A lower score means students are closer to opportunity (students achieve greater success) and a higher score means students are farther from success.

Note: Blue highlights indicate Lane Tech’s need for positions minus the District allotments in purple.

SY24 Funding Model	SY25 Funding Model
<p>-In years past, the CPS model relied on student-based budgeting, where the District would allocate a standard dollar amount for every student.</p> <p>-The District would then provide additional funding based on unique characteristics of a school — including what programs were offered and the specific needs of each student population.</p> <p>-CPS would give principals a pot of money, and we would make hiring and programmatic decisions based on what we could afford.</p> <p>-CPS informed us that they received a lot of stakeholder feedback that the current model wasn't working.</p> <p>-The main drawbacks to this model were lack of equity and lack of transparency.</p>	<p>-Under the new model, school resources will be allocated in a simpler, more equitable, and easier-to-understand way.</p> <p>-Every school, regardless of size, location, or type, is guaranteed a foundational baseline of resources and positions, including foundational teacher positions.</p> <p>-After that, CPS analyzes the unique needs of each school and adds allocations on top.</p> <ul style="list-style-type: none"> • Some of this funding is determined by the programs schools offer (Early Childhood Education, Dual Language, International Baccalaureate, etc.) • Some of this funding is determined by the types of students schools serve (English Learners, Students with Disabilities, etc.) • But much of this extra funding is determined by the Opportunity index. <p>-To ensure that principals still have flexibility, CPS is preserving discretionary funding to support local-level priorities.</p>

What is the Opportunity Index?
<ul style="list-style-type: none"> • The Opportunity Index is a tool that CPS uses to analyze differences in access to opportunity. • The District has relied on the Index to make some operational and funding decisions in the past, but for the upcoming fiscal year, CPS will use this tool to guide the distribution of a greater share of funding to help ensure greater equity across the District. This will help ensure that those furthest from opportunity have strong, vibrant and healthy school communities. • Each indicator is ranked on a score of 1 to 5. Then all of the scores are added up — so the minimum score would be a 12, and the maximum score would be a 60. • Lower scores mean students are closer to opportunity. Higher scores mean students are further from opportunity; these schools will receive additional resources.

What core tenets of CPS drive SY25 allocations?
<ul style="list-style-type: none"> • Investing in Strategies that Drive Student Growth • Setting a Universal Standard for a High-Quality Experience • Keeping Cuts Away from the Classroom



FY25 School Budget Handout

Table 1.

School Information	
School Type	High School
English Learner Enrollment	114
Total K-12 20th Day Enrollment*	4,520
Cluster Enrollment	51
Non-Cluster Enrollment	4,469
Total Modified K-12 Enrollment	4,520
Total Modified Non-Cluster Enrollment	4,469
Opportunity Index Sum Score	14

*This is the enrollment number used to calculate allocations, unless otherwise specified below

Foundation Positions

Table 2. Foundation Positions

Position Type	Methodology	Allocation
Principal	1 per school	1.0
Assistant Principal	1 per school	1.0
Clerk	1 per school	1.0
Counselors	1 for every 500 students; if a school has between 250 - 500 students with an OI greater than or equal to 48 OR between 350 - 500 students with an OI greater than or equal to 40, then they will receive a second counselor	10.0
Core Classroom Teachers	OI less than or equal to 30 : 1 teacher for every 21 students OI 31-41: 1 teacher for every 19 students OI greater than or equal to 42: 1 teacher for every 18 students Minimum of 10	213.0
School Assistants	1 per school if enrollment is between 600 - 1000; 2 per school with enrollment above 1000	2.0

Table 1. Needs-based Flexible Funding - where LT receives \$1,095 per student, Core teaching, and Foundational position for every school. This Flexible Funding is based on the 20th-day enrollment of 4,520 students (SY23/24).

Table 2 Foundation Positions Minimum (Note: Positions that require certifications as teachers/paraprofessionals are not interchangeable with non-teaching positions)

1 Principal,

New this year Assistant Principal (CPS fund 1 position/LT has 6 -LT need + 5 AP),

Clerk (new CPS 1/ LT=7 Clerks), LT need + 6

1 Counselor for every 500 students (CPS maximum 10/ LT = 12 Counselors), LT need + 2

Core Classroom Teachers (LT= 213 with student/Teacher Ratio at 21:1). Based on LT current numbers, LT programming numbers, need 221 Core Teachers. LT need + 8

1 Assistant Position (from Covid Fund) or 2 with an enrollment of about 1000 (LT = 2 Non-Teaching assistant positions i.e. clerical, Covid, keeping all files in order),

CPS - 10 Security Officers (LT = 16 Security Officers) LT need + 6, ideally 19 altogether
 Diverse Learners (CPS 6-DL teacher) LT only has 5.
 No College and Career Assistant allocation 0 - non-teacher non-certified individual.

Table 3.

Core Classroom Teacher Calculation	
Opportunity Index	14
Non-Cluster Enrollment	4,469
Modified Enrollment for New English Learners	0
Total Modified Non-Cluster Enrollment	4,469
Student:Teacher Ratio	21:1
Core Classroom Teachers (Enrollment divided by Student:Teacher Ratio)	213.0

Flexible Funding		
Table 5.		
Funding Source	Methodology	Allocation
Need-Based Flexible Funding	Per pupil rate: Base rate of of \$1,095 per student, increase of \$18 for every OI index point above 14 Total: Per-pupil rate x total modified K-12 enrollment with inclusion of newcomer adjustment (where applicable) Minimum allocations: \$420,000 for OI less than 40 \$460,000 for OI greater than or equal to 40	\$ 4,949,400.00

Table 6.

Need-Based Flexible Funding Calculation	
Opportunity Index	14
Per-Pupil Rate	\$1,095.00
Total Modified K-12 Enrollment	4,520
Needs Based Flexible Funding Allocation (Total enrollment x per-pupil rate)	\$4,949,400.00

Table 3 Non-Cluster Enrollment - LT does have a Cluster Program

Table 5 Flexible Funding Need-Based Flexible Funding - LT will be allocated \$4,949,400.00. That money will be used for anything else in our building aside from DL, teachers, core positions, the 10 security guards, and 10 counselors. Anything outside of that has to come out of the 4.9 million.

Under Flexible Funding, those schools who scored above the OI of 14, will receive an additional \$18 per student. CPS will give minimum allocations of \$420,00.00 for an OI score less than 40 (LT OI Score =14). However, Principal Thompson is grateful for other sources of funding. The only appeal process would be for Diverse Learners. (Mario stepped out at 7:00 PM)

Tiered Instructional Improvement Supports

To expand schools' capacity to advance practices connected to the Instructional Core Focus Areas, the district will continue the FY24 investment in resources to support teacher professional development and instructional coaching.

Table 8. FY25 Tiered Supports

Allocation Type	FY25 Allocation
Level 1 Support (Extended Day Bucket)	\$ 17,280.00

Special Education Allocation Details

As in FY2024, schools will receive an allocation of centrally-funded special education teachers and paraprofessionals, both for cluster programs and for students outside of cluster programs. Table 9 shows the enrollment of special education students at your school, excluding cluster programs. Your 20th day enrollment and a recent enrollment count as of **3/04/2024** are shown. Please Note: the methodology includes a variety of factors, including student enrollment, district instructional minutes per week guidance, ratios set by ISBE for classrooms with diverse learners, standard school scheduling practices, and requirements outlined in the Chicago Teacher Union (CTU) contract. Table 10a shows the number of special education teachers and paraprofessionals allocated to your school to serve special education students outside of cluster programs. If your school has received a case manager or ESL teacher position, that allocation is also shown in Table 10a.

Table 10b shows the number of special education teachers and paraprofessionals your school is receiving to serve the students in cluster programs. Please refer to the Intranet for additional guidance on these position allocations.

For FY2025, the allocation for non-cluster special education teachers and paraprofessionals in schools includes a cushion to support potential changes in your school's initial IEP population.

Table 9. Special Education Enrollment (Non-Cluster)

LRE Category	FY24 20th Day	FY24 as of 3/04/2024
LRE 1	338	329
LRE 2	26	28
LRE 3	48	0
Total	412	357

Note: Enrollment counts exclude pre-K students and students who receive only speech services.

Table 10a. Non-Cluster Allocation

Staffing Allocation	FY25 Budget Allocation
Special Education Teachers	35.0
All Other Allocated Para Professionals	16.0
Case Managers	3.0
Total Non-Cluster Positions	54.0

Table 10b. Cluster Allocation

Position Type	FY25 Budget Allocation
Special Education Teachers	5.0
Cluster Shared Para Professionals	13.0
Total Cluster Positions	18.0

Tiered Instructional Improvement Supports

The District will use FY24 investment in resources to support professional development and instructional coaching.

Table 8 FY25 Tiered Supports at a district level support for extended day bucket allocation of \$17,280.00 to all schools. For example, instructional/coaching leadership teams, team leads, and teacher overtime format for professional learning purposes. Waiting on additional guidance.

Special Education numbers: Students with IEP, non-cluster positions. A total of 54 Non-Cluster Positions - Special Ed (35), para-professionals (16), and case managers(3).

Cluster programs are designed for students with significantly modified curriculum in a separate classroom.

Cluster Allocations: Special Ed (5), Cluster Paraprofessionals (13) = total 18 cluster positions. **LT needs an additional cluster +1 teacher/course**, which will be drawn from Flexible Funding. These students take 7 classes and Cluster teachers only teach 5 classes, LT = 5 groups. Students take different electives and attend regular classes. Show support for our diverse learner department for our most vulnerable students.

35 Special Ed currently we have 34. CPS allotted 35 Special Ed - Non-Cluster and + 5 Special Ed for Cluster, and we need one more for Cluster. LT will have an increase with DL, but cannot appeal for that, because we do not have the incoming Freshman in the building currently. LT has been working with the elementary school of the incoming Freshman, to identify their EIP status. LT can appeal after the student is enrolled, and documented instructional minutes per week have exceeded the number of IEPs using the standard formula.

Paraprofessionals from Non-Cluster(16) and Cluster(13) = 29, **LT needs 39**. Sharing of paraprofessionals between non-cluster and cluster programs can go through an appeal process.

Case manager 3 for LT.

504s are not taken into account.

English Learner Allocation Details

The Illinois School Code requires schools to provide English Learners (EL) with instruction in Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI) Programs. Local funding from Need-Based Flexible Funding must be allocated to support required Bilingual Education Services for ELs, as they are included in the general student population for funding purposes and may be eligible for Title I services, etc. CPS receives supplemental funds for ELs, which are designated to cover the excess costs of providing mandated and supplemental services to ELs.

In contrast to the rest of the budget, the supplemental EL funds are based on the number of ELs receiving services in January 2024. This aligns to when the state reviews our district's EL enrollment to determine funding for the following year and ensures that students who were not yet identified as ELs on the 20th day of enrollment are included in the count.

Table 11. English Learner Enrollment and Teachers Required*

EL Enrollment By Grade Band		Endorsed Teachers Required by Grade Band	
Grades 9-12 EL Enrollment	121	Required ESL or Bilingual endorsed teachers	4

* The number of required teachers is an estimate based on EL student enrollment and meant as a starting point for your planning of EL services for next year. Depending on EL students' needs and their schedules, **more teachers (with bilingual or ESL endorsements, as appropriate) may be required to provide all the required components of services.**

The Illinois State Board of Education (ISBE) identifies CPS as the Local Education Agency (LEA) and grants OLCE the authority to allocate supplemental EL and Title III funds to CPS schools according to EL-specific needs within the district.

State funds are reflected in the table as EL Supplemental English Language Program Teacher Positions, (ELPT) stipends, Bilingual Advisory Committee (BAC) funds, Academic Program Focus, and Per Pupil Allocation. Title III grant funds support the EL After School Tutoring and Dual Language Coordinator positions for schools with Dual Language programs. Principals should review the "Bilingual Position and Allocation Guidance Document" posted in the Intranet for more detailed information about these positions and funded activities.

Table 12.

Bilingual Position and Funding Allocations	
EL Supplemental ELPT Positions	1.0
Critical Language Positions	1.0
Total EL Positions	2.0
ELPT Annual Stipend (not loaded in original budget; once a principal nominates an ELPT, the ELPT will receive half of the stipend at the end of each semester)	\$ 2,000.00
Bilingual Advisory Committee	\$ 1,250.00
Total EL Funding Allocations*	\$ 3,250.00

*Note: Non-personnel allocations shown in Table 12 are not loaded to EPM - these funds will be available in Oracle after the FY25 budget is live.

Student- and Program-Specific Allocations

Table 13.

Position Type	Methodology	Allocation
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Critical Language	1 teacher per program (Arabic or Mandarin Chinese)	1.0
Athletic Director Position	1 FTE greater than or equal to 300 students or greater than 27 teams	1.0
JROTC Instructor	All schools with approved JROTC programs receive supplementary positions. Schools with enrollment of up to 150 cadets receive one Senior JROTC Instructor and one JROTC instructor. Programs with an enrollment of more than 151 cadets can request an additional JROTC Instructor position, subject to funding availability. Cadet enrollment is based on prior two school years	4.0

Mandarin is the given position for LT.

The Critical Language, Athletic Director position, and JROTC (LT has 3) are funded by CPS. Again, these are specific positions only for that designated position.

Operational Allocation Details

Table 18.

Position Type	Methodology	Allocation
Lunchroom Staff	Number of positions are based on: Meal Participation Kitchen Type (cooking, receiving, warming) Number of Meal Periods Number of lunchroom lines and other logistics	9.0
Safety & Security Staff	Number of positions are based on: Enrollment Number of Buildings and Building Size Violent Crime Index (number of violent crimes reported to CPD within approximately a 1/4 mile radius of the school)	10.0

Additional Centrally-Funded Resources

The following table includes additional resources provided centrally; not included in school-level budgets.

Table 19.

Resource	Methodology
Tutor Corps	Centrally funded where applicable
OST and Community Schools	Program-specific resources for Out of School Time, Sustainable Community Schools, 21st Century Community Schools, and Full Service Community Schools, as applicable
Social Workers	Centrally allocated based on student needs
Nurses	Centrally allocated based on student needs
Custodians	Number of positions are based on: Number of buildings on a school's campus Total square footage Building conditions
Engineers	Number of positions are based on: Number of buildings on a school's campus Total square footage Building conditions
Field Support Services	Schools without a dedicated Full-time or Part-time Technology Coordinator will receive a maximum of 4 hours/week, regardless of number of devices and school enrollment size. Schools with a dedicated Full-time or Part-time Technology Coordinator will no longer receive any district-funded support hours.

We hope to receive OST for the summer. This helps with tutoring, orientation, teacher shadow night, orientation, etc. In the past, we requested volunteers for these initiatives.

Fund 124 Allocation Details

School Special Income Fund (124) accounts for private foundation grants and donations that schools and departments secure independently, as well as revenues that schools generate for school-specific functions. Table 20 displays the FY24 regular position and bucket allocations at least partially funded by Fund 124 for your school. Non-personnel allocations are not shown.

To finalize FY25 allocations, schools must confirm all planned positions and buckets by sending an email to Regina Bonds in the Office of the Controller, Dept. of Revenue at rebonds@cps.edu no later than April 26, 2024. Position Control templates are required for new positions or buckets.

Important Note: Expenditure reclassifications are prohibited for FY25 Fund 124 positions and buckets. If you plan to retain or open a new position/bucket using Fund 124, the funding source must remain the same for the FY25 fiscal year.

As these are reimbursable positions and buckets, an invoice will be sent to your school in FY25 for the cost to open or keep them open. Allocations that are not confirmed by April 26, 2024 will be closed.

Table 20. FY24 Fund 124 Positions and Buckets

Buckets	FY24
Buckets	19.0

School Supports During the Budgeting Process

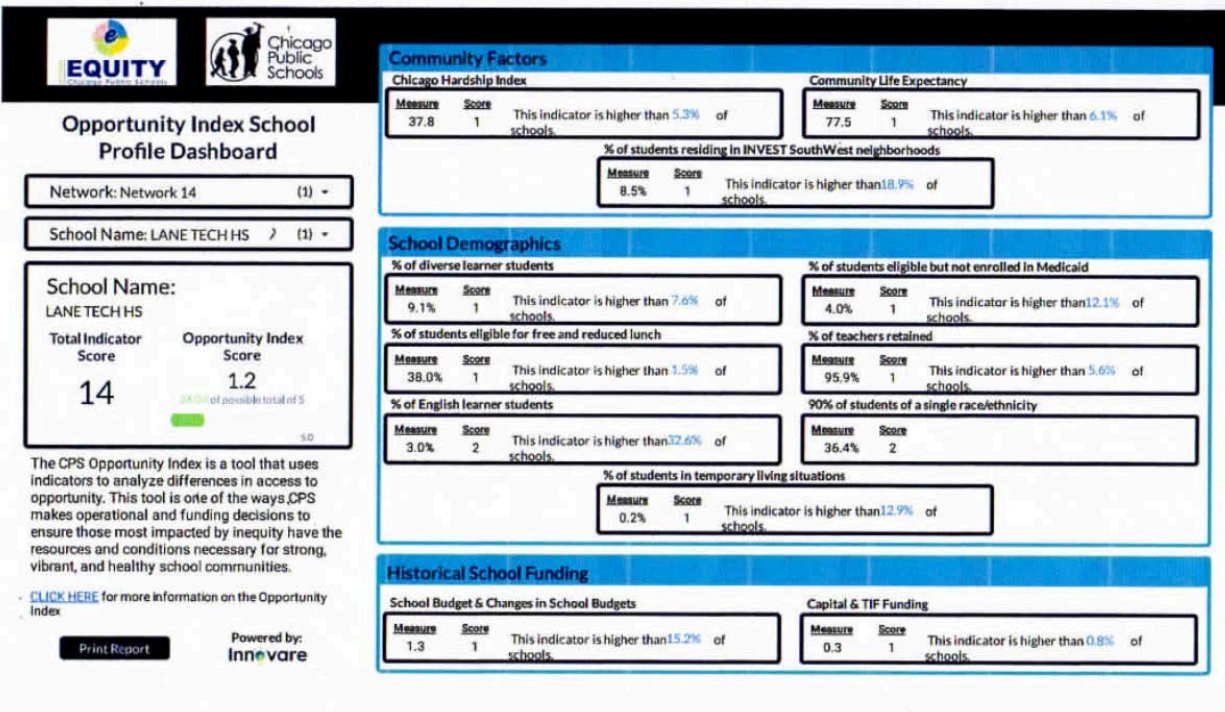
A variety of supports will be available to help you develop your FY2025 budget. CPS will have support teams on hand to provide principals with individualized guidance to help manage through the process and within the timeline. To view additional budget planning guidance, please visit the EPM Budget Planning website on the Intranet, please visit <https://intranet.cps.edu/operations/budget-and-grants-management/epm-budget-planning/>

Virtual Working Session Information

We will again host virtual working sessions throughout the budgeting process for support with strategic budget conversations. A registration link will be sent via email. As part of the registration process, Principals will have the option to select which partner (ODLSS and Talent) they need present on the call in addition to a school budget specialist.

Contact Information	Content Expertise
School Budget + Talent Support (773) 535-5800	Technical questions on EPM; budget classifications, including program and account number uses; workflow issues, use of funds, strategic alignment of budget; error messages; Talent questions
Continuous Improvement Work Plan ciwp@cps.edu	CIWP website, including access issues; navigating the website; approval questions
LSC Relations (773) 553-1400	LSC review and approval

Note: This page is about the internal funds that can be rolled over. Anything that the District sends us that we don't spend, will be returned to the district. We try and utilize these funds, under the line items that were specified, for example, reading materials, and books.



What is the Opportunity Index?

- The Opportunity Index is a tool that CPS uses to analyze differences in access to opportunity.
- The District has relied on the Index to make some operational and funding decisions in the past, but for the upcoming fiscal year, CPS will use this tool to guide the distribution of a greater share of funding to help ensure greater equity across the District. This will help ensure that those furthest from opportunity have strong, vibrant and healthy school communities.
- Each indicator is ranked on a score of 1 to 5. Then all of the scores are added up — so the minimum score would be a 12, and the maximum score would be a 60.
- Lower scores mean students are closer to opportunity. Higher scores mean students are further from opportunity; these schools will receive additional resources.

What core tenets of CPS drive SY25 allocations?

- Investing in Strategies that Drive Student Growth
- Setting a Universal Standard for a High-Quality Experience
- Keeping Cuts Away from the Classroom

From the Office of Equity - 12 Factors based on the metrics

Community Factors:

Chicago Hardship Index

Community Life Expectancy: As Selective enrollment, the % of all neighborhoods, is weighted proportionally. Re: Public Health data.

Student % residing in INVEST South/West neighborhood: 10 neighborhoods, based on student zip codes, and tier systems.

School Demographics:

% of diverse learner students

% of students eligible for free and reduced lunch

% of English learner students

% of students eligible but not enrolled in Medicaid

% of teachers retained

90% of students of a single race/ethnicity

% of students in temporary living situations

Historical School Funding

School Budget and Changes in School Budget

Capital & TIF Funding: it determined that we were given money over time.

The District Deficit is \$391 million for the next school year.

Still has to factor in the contractual raises, by June 18. If the numbers are the same, won't have to touch the budget, otherwise, there will be adjustments.

Our current Junior class is larger, that said, there will be more elective courses and more positions. If by the 20th day, we have more than the projected number, we may receive more Flexible Funding (21:1 Student-to-teacher ratio).

We need 221 teacher positions and with the cluster position technically - 222.

What is the deciding factor of which Core position is funded? Principal Thompson is allowed to change the funding source for whatever position she has. Everyone was changed to the Core position, regardless of the pay scale. New positions start with the same dollar amount because we don't know who we are going to get. Once LT has done the budget and submitted it on the EPM - the budget system, then it is set.

Principal Thompson sent a survey to the staff. The PPLC will see what the staff prioritized in the budget, based on the list offered, and read comments. We can work on that when we have the dollar amount.

Possibility of FOL to address potential deficits.

The bottom line: we would end up with less money left over than what we had last year.

Next week since we talked about the core positions, we will talk about the number of positions that we need to fund from our Discretionary funds for everyone in our building, plus additional teaching staff. We might have a wiggle room for example summer positions or 12 months, and the difference in cost might be a savings too. Principal Thompson is waiting to hear about contractual raises (Teacher contracts are up -June 30th), and won't know about class size until the contract. Contracts historically have been taken into consideration when it comes to the budget.

C. Friends of Lane - Lisa Applebaum

Our application for the Cubs Charity Donation grant for 25K, has been submitted. Hopefully, we'll know next month.

FOL approved the request regarding the concrete path outside the auditorium

Lunch was provided for the Assistant Principal's appreciation week

FOL applied for a Wingstop Grant 5K and will decide with Principal Thompson on how best to utilize it.

Spirit Store 20% off for the staff today - report card pick-up

Redesigned the Class of 2024 Congratulations Senior signs as well as the LTAC signs

New Parent Welcome at Borrelli's- May 15 and May 22, at Third Rail Tavern

Community Meeting - The Parent College Panel was on Tuesday, April 9

Gala - May 3rd, the ticket sales are steady. Silent Auction will begin April 22.

Raffle \$25 each or 5 for \$100.00. Donations to FOL, let Jackie Patterson know.

Principal's Reception at VOLO next week for donors of over \$2500+

The Next Community Meeting will be at Commonwealth - on May 7, with a thank you to volunteers/ and a check presentation.

D. Students -

Student Council - Sean Groh N/A

Omega - Owen Frasor

Student Council - Applications for elections have been filed and the elections will be held later. The student president and the executive board will meet with the admin will meet later this month to discuss student concerns.

Junior SAT is on Tuesday also the Illinois Science Assessment.

The drama will show their production of Radium Girls from April 17-20.

Play Fest a production written and performed by Lane students, on May 2 and 3.

Omega prep for - Annual Humanities Festival - students to showcase talent - art, writing, music.

Students were able to watch the solar eclipse.

Alpha - Osuji

Alpha Rep representatives that competed at the CPS City Science Fair. There were 22 HS students and an 8th grader who one either a silver/gold award. The gold recipients will be hosted at Millikan University in Decatur, Illinois, on May 3rd and 4th. Over \$3,400 were won at special awards.

Alexander Czempinski and Landra Ream were chosen to compete at the International Engineering Science Fair in Los Angeles, California.

Divinefavour Osuji and Adrian Lee were chosen to be Alternates for Internationals as well.

Alpha Upperclassmen hosted a mentoring session during the Advisory session to help Alpha students prepare for May's science endeavors.

Alpha vs Omega had a Dogeball challenge, on March 21. Alpha was victorious. Alpha Invictus.

Standardized Exams: The college board contract is up in 2026. Anne Lokken read that the SAT for CPS - ACT (with Explore and PLAN - no measure to see growth over time) for state requirement for next school year. Chicago asked for a waiver at least until the contract is up so that the schools can ease into the process. The PSAT will still be conducted in the Fall, so long as the National Merit Scholarship is available.

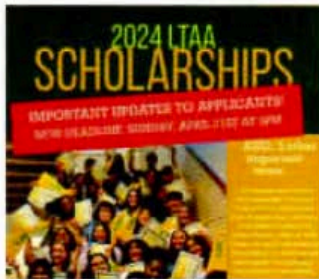
E. Alumni Association - Michelle Weiner

Our total award is \$332K as of today, which puts us at over 3.19 Million scholarships.

Trivia: 66 years ago. Principal O'Mara was testifying in DC in the Senate, of Science, Math, and Technology, at the time of which Sputnik was launched. The USA was trying to catch up, therefore there was a huge push in public education to promote science and technology. Therefore, in the fall of 1958 LT admissions, dropped from 1,500 to 925 because of the change in admissions standards.

The Alumni Association is trying to understand what is happening in the budget and that's why we have the Go-Lane-Go funds to help the school with the budget gaps.

LSC REPORT 3.11.24



SCHOLARSHIPS: We continue to monitor the delay in FAFSA data to institutions and resulting delay in financial offers to students and have extended the deadline to apply to April 21st. We have also encouraged students to include their CSS Profile or SAI Report if available while we wait for firm aid offers from institutions. This information impacts only a percentage of the LTAA Scholarship portfolio as many scholarships are focused on criteria other than need. [Post Secondary Success](#)



COLLEGE TOURS: Students attending the Latino College Expo and visits to UIC and IIT this month are receiving assistance from the LTAA Go Lane Go Fund. [Post Secondary Success](#)



RING CEREMONY: On March 20th, the LTAA had the privilege of congratulating the State Championship Girls Flag Football team by providing them with their championship rings and hosting a breakfast prior to the ring ceremony. During the reception we shared the early history of girls' sports at Lane and introduced the team to Sandy Hunt '75. Hunt was one of the first female student-

athletes admitted to Lane. Despite limited opportunities, she earned an early spot in the Lettermen's Club and a City title in 1975 in track & field as a shot-putter. [Connectedness & Wellbeing](#)

STUDENT FOOD PANTRY: During Spring Break, alumni from all over the country answered an emergency call to fill the Student Food Pantry by purchasing and shipping just under 7,000 portions of non-perishable food to the LTAA office. Deliveries to school began last week and will continue through the end of the school year to ensure students have some of their most basic needs met during testing time.



[Connectedness & Wellbeing](#)



From the space race to a consent decree: the history of selective enrollment in Chicago



WBEZ STORY: Lane Tech is referenced in a "Curious City" podcast episode that chronicles the history of Selective Enrollment schools in Chicago. The LTAA supplied reporter Sarah Karp with documentation and first-person accounts of the events surrounding the change from open enrollment to a more restrictive policy in 1958, confirming Lane's place as the first CPS school with admission standards based on academic achievement. Sorry Whitney Young... (not!)

F. BAC - NONE

8. Old Business

Principal Thompson said they are tallying the votes now.

A. Surveys - Parents, Teachers and Students

An extension (1.5 weeks), last month helped boost responses from 425 to 544.

Ben Wong emailed the survey responses to the LSC, in preparation for the

Principal Evaluation. Student survey responses (400*) have not changed much.

The feedback that was given matches what was heard in general. Valuable data to be used. The presentation will be shared in May.

B. CIWP SY25 Approval, Budget SY25 Approval, and Principal Evaluation on 4/18/24 at 5:00 PM

The actual CIWP/Budget/ Principal Evaluation meeting is actually on Wednesday, April 17, 2024, at 5 PM.

*B. LSC Elections Certification (amended and moved after 8. Old Business)

Ben Wong: At 8:17 PM the LSC moved to Recess while the Election was being tallied.

Staff - Poll is non-binding. The board still has to review. Students' results will be given on Friday.

Motion: To recess at 8:17 PM (while Principal Thompson obtains the results of the tally).

By: Ben Wong

Second: Jamie Fleischmann

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

Principal Thompson left the room to obtain the election result.

Mario Nunez and Rebecca Daly returned (8:29 PM)

Motion to Open Meeting: Principal Thompson returned to the room with the election results.

Motion: To open the meeting at 8:31 PM

By: Ben Wong

Second: Owen Frasor

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

Roll Call / Establish Quorum (8 minimum)

Present: Catherine Ashlaw-Doherty (Sergeant of Arms), Rebecca Daly, Jamie Fleischmann, Owen Frasor, Maureen George, Anne Lokken (Co-Chair OMA/FOIA), Mario Nunez, Divinefavour Osuji, Ana Scales, Edwina Thompson (Principal), Dannixa Velez, Benjamin Wong (Chair)

Absent: Tikisha Bufford, Susannah Gottlieb, Sean Groh

Virtual: [(5 ILCS 120/7) Sec. 7.]

Quorum Established

Principal Thompson: Read verbatim what was written.

We are here to certify the election results.

The members of the Local School Council at Lane Tech Certify that we met on April 11, 2024, to certify the results reflected below of the election for parent and community representatives and non-advisory polls for teachers and non-teacher staff representatives. The Student announcement has to be made tomorrow (Friday), and Principal Thompson has to get a confirmation for that. The student election was conducted on April 10, 2024, and the other election was done today, April 11, 2024. We further certify that it is necessary in ties, for the 6th parent position and the second community position and if appropriate, for the student representative to be broken by a lottery and that based on the lottery result, one vote was added to the parent, community, and student representative.

Parent Representative:

Anne Lokken	64
Benjamin Wong	63
Jamie Fleischmann	59
Rachel Klein	56
Catherine Ashlaw- Doherty	50
John Martin	44

Community Representative:

Ana Borja-Scales	26
Maureen George	24

Staff Non-Binding Representative Polls

Teacher Representative:

Mario Nunez 126

Rebecca Daly 117

Non-Teacher Staff Representative

Dannixa Velez 56

This will be posted outside the office, in the LSC dashboard, and on the CPS board so they can certify for staff. The student election will be posted on Friday. The LSC will certify student election next week April 17, 2024.

Motion: To certify the election for Parent, Community, Teacher, and Non-Teacher

By: Anne Lokken

Second: Maureen George

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

9. Announcement

10. Adjournment

Motion: To adjourn at 8:37 PM

By: Anne Lokken

Second: Owen Frasor

Vote: Unanimous, in favor

Opposed: None

Abstained: None

Result: Motion Passes

Respectfully Submitted,

Ana Scales

LSC Secretary



LANE TECH COLLEGE PREP HIGH SCHOOL

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April 11, 2024 | SY23/24

CIWP Priorities ciwp.cps.edu	School Priorities SY 23-24
--	----------------------------

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Curriculum & Instruction (C&I) 2. Postsecondary Success (PS) 3. Connectedness & Wellbeing (C&W) | <ol style="list-style-type: none"> 1. Curriculum & Instruction 2. Success of ALL Learners 3. School Accountability & Student Safety |
|--|--|

Domain 1 Organizational Leadership	
Oversees systems, structures, and processes for continuous improvement Vision, mission & goals Strategic planning & budgeting Change management Continuous improvement	CIWP
The MTSS team is finalizing Academic Plans in preparation to administer the intervention to students receiving an F at the end of Quarter 3. The MTSS Team will work with students and teachers to monitor completion of academic plans and gather efficacy data as the plans are completed.	C&I
The Mission and Vision committee has reviewed survey results and are currently working on writing the new mission and vision statement that will be distributed for feedback.	C&W
Summer sports camps are posted on the Lane Tech website. Girls and Boys basketball, Girls and Boys Volleyball, Football, Flag Football, and Girls and Boys Soccer are holding camps.	C&W
The Director of Admissions has been organizing our nursing files. All current files have been sorted, alphabetized by grade and placed back in files. The remaining boxes of files of graduates are in the office, need to be alphabetized and sent to CPS storage (final step).	
Teachers will continue meeting to discuss the goals for Alpha - Vertical alignment across the disciplines. We want to make sure all our students are ready for the next level that must or want to transition into.	C&I
Assistant Principals continue to conduct check-ins with each course team leaders to reflect, celebrate, and set goals for leadership work using the district's Distributed Leadership Framework.	C&I
Winter and spring sports banners are posted in the pool hallway to celebrate our varsity teams.	C & W
Candor Electric completed their electric work for the 2.2 million dollar e-rate upgrade in our building.	
SIT project for the parking lot completed their storm rain connection over Spring Break including removal of the fence along Jewel side with rotting trees in preparation for summer 2024.	
Diverse Learner staff are meeting with case managers and appropriate team members at elementary schools regarding future Lane student IEPs in order to discuss future needs, appropriate placement, and available services offered at Lane.	C & I

The CIWP staff team met to give feedback on the Lane Tech Curriculum Guide.	C&I
Academic Plans will be provided to teachers as a resource to use with students failing 1 or more courses	PS
The MTSS Team will make adjustments to the intervention lists for Q1 of 24-25 using efficacy data from academic plans.	C&I
Champion Coaches cycle ends this month and a survey will be sent to students and coaches to compile efficacy data.	C&I
Tier 1 supports were reviewed after assessing needs assessment data and we will be increasing the offerings beginning the start of quarter 1 in SY25.	PS
The Assessment Coordinator is currently supporting our April standardized assessments (SAT, PSAT, ISA, IAR, AP)	C & I
Behavior is tracked and compared to previous years in an attempt to be as proactive as possible at addressing social, emotional, and behavioral needs that may arise.	
Domain 2 Instructional Core	
Oversees systems, structures, and processes for continuous improvement Courses and Content Instructional Strategies Assessment data	CIWP Connection
On Wednesday, April 24th, Alpha STEM Program alumni are invited to a virtual panel discussion about their post-HS life/journey in STEM during Champions Hour in room 214.	PS
99% of seniors and 69% of juniors have had a post-secondary experience this year. This means they have logged a college visit in Schoolinks or attended a CCC event.	
Department Chairs went on the first of two Spring Rigor Walks on April 2nd. DCs met with Admin on April 4th to discuss the trends in Tier 1 instruction seen across Lane. The next Rigor Walk is scheduled for April 30th	C&I
Diverse Learner teachers proctored PSAT and SAT exams for approximately 521 9, 10, and 11 graders with approved testing accommodations with the College Board.	C&I
The Instructional Leadership Team is currently designing their last of 3 sessions on Instructional Feedback to be delivered on April 22nd.	
The Director of Admissions is working to ensure IEPs match schedules of students with IEP.	PS
Multiple course teams (approximately 16) have engaged in department-wide pull out days that reflect more consistent communication amongst teachers regarding unit planning and summative assessments.	C&I
LTAC Director is organizing the ISA Assessment which will be administered in April	C&I
Core departments are continuing vertical alignment conversations in various grade level meetings.	PS
The Student Mental Health Advocate Team will be hosting a Lane Tech Mental Health Fair and we are in the organization phase. Students will accompany staff to recruit CPS vendors to participate	

EDWINA THOMPSON

Principal

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Assistant Principals

at the MH Fair	
Small student support groups for grief, SEL, art therapy, and adaptation will continue to address the needs of students.	
Domain 3 Climate & Culture	
Ensures that organizational norms, routines and systems equitably promote the students' intellectual, social, and emotional development Family & community engagement Connectedness & wellbeing Systems & structures	CIWP Connection
921 freshmen students have accepted a seat + 122 LTAC +57 Principal Discretion for a preliminary total of 1100 freshmen. There were 476 Principal Discretion applications this year. The LTAC class should be between 85-90 students. Acceptance is due 4/19.	C&W
The Director of Admissions is planning and ordering for Champions Week. She has requested Costco purchase for snacks and requested quotes for shirts, water bottles, folders, and pizza.	
Due to the leeway with our attendance policies, 82% of the senior class is eligible for prom. We also offered a lifeline to all students via the Prom Plan where 232 participated, and of those 232, only 66 were unable to gain eligibility. 85% of seniors were eligible for prom last year (SY23) with demerits only and 82% of seniors eligible for prom this year (SY24) with the addition of new absence and tardy thresholds.	C&W
EmpowerHER, an extra-curricular initiative established to uplift female students, is scheduled to begin the week of April 15th.	C&W
The Black student Association hosted a four-day Historical Black Colleges and Universities Tour to Washington D.C., Maryland, and Virginia and they visited five universities- Howard University, Hampton University, Georgetown university, George Washington University, and Morgan State University.	C&W
The Director of Culture and Climate is running a clothing drive for a community teen closet in partnership with Hana Center.	C&I
The Director of Culture and Climate has scheduled her first Champions Committee first meeting	C&W
We are adding an Uplifting Health Environmental Racism Advisory Presentation to the C&C calendar.	C&W
On Wednesday, April 10th, during Champions Hour, Alpha students participating in the upcoming May 2024 spring science fair will meet their mentors for the fourth time to discuss their projects.	C&W
On Thursday, April 25th, the Alpha seniors will be honored at the Class of 2024 Alpha Senior Luncheon in room 113 and the Memorial Garden.	
On Wednesday, April 17th, Alpha juniors will be heading to the Pullman National Historical Park to discover more about the history of the area related to their required reading in AP Language.	C&W
On Thursday, April 25th, seven Alpha students will participate in the 2024 Illinois Biotechnology Innovation Organization (iBIO) Illinois BioGENEius Symposium Competition.	C&C
In Athletics, this month's SALT CONFERENCE TOPIC #4: Honoring the Game: Social Media Use (Defining your personal brand / Effects and consequences of social media posts / Positive digital citizenship, moral courage and bystanders vs. upstanders)	PS
David Haugh from the 670 Score Morning Show will be visiting to speak to our Broadcast Club	

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Assistant Principals

ODLSS Parent Advisory committee scheduled to meet with cluster families during the parent teacher conference day- April 11, 2024.	C&W
Planning for senior events and activities have officially begun. May 11th-Grad Nite, May 18th-Prom. The Junior Class Committee is working to plan an end of the year movie night for all 11th graders.	C&W
The Lane counseling team brought 24 Latinx students to the Latino College Expo and 10 Latino students to CPS' Highly Competitive College Fair.	C&W
The Lane counseling team is hosting weekly Zoom calls for parents on topics related to financial aid for five weeks. The calls are being translated live in five different languages.	C&W
The Lane Counseling Team is planning a College Tour to UIC and IIT which targets our CIWP priority group (Latino and Black Males) to UIC and IIT.	C&W
Spring Small Emotional Support Groups to begin for the remainder of Q4 - Stress Management, Conflict Management, & Body Image	C&W
LTAC students will participate in field trips to the Museum of Science and Industry LTAC field trip to Illinois Holocaust Museum. LTAC 8th graders are participating in a multi- location Day of service for our community and those who are less fortunate.	C&W
The Omega Council is meeting to organize our end of the year humanities festival which showcases the many talents of our Omegas and is a time where all of the Omegas get together to celebrate how awesome they are.	
Upcoming/Recently Administered Exams: - SAT (4/9) - tested 1,099 students digitally ; PSAT (4/16) - testing 2,232 students digitally - ISA for Jrs. not in Physics (4/18) - testing 181 students; - AP Testing (5/6 - 5/17) - testing 3,221 students taking an incredible 6,543 exams (2,865 will be given digitally) ; - AP Make-up Testing (5/22, 5/23, and 5/24); - Algebra Exit Exam (5/24)	C & I
April mental wellness bulletin board theme - April showers bring May flowers, Stress & Coping skills to combat stress	C & W
Student Mental Health Advocate Team attending & presenting at CPS's 2nd annual Mental Health Summit April 20, 2024. Presentation will be about the re-entry student support offered at Lane Tech.	C&W
Dean Cheatham's Student Voice Committee has been working on a student-friendly language version of the CPS Student Code of Conduct in an effort to give Lane Tech students easy access to easily understood information they may need.	
Domain 4 Talent	
Ensures identification, development, and retention of diverse talent and cultivates leadership Identification & role definition Development & evaluation Professional culture & retention Leadership teams & development	CIWP Connection
The Lane Tech Administration hosted our Network 14 instructional support team for our semester Rigor Walks where we engaged in conversations around instructional trends across our building.	C&I
The Lane Tech Administration met with all teacher leadership teams to gather feedback on the Curriculum instruction guide which will help guide curriculum and instruction conversations for continuous unit planning.	C & I

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Assistant Principals

Three Lane Tech staff members received training in the "Facing History" series which will result in a summer professional learning opportunity for Lane Tech staff.	C&W
On April 1, 2024, Lane Tech staff members engaged in a voluntary community circle to unpack the impact of the crisis in Israel and Gaza both personally and professionally. They also engaged in a voluntary ZUMBA session to support their physical and mental health and well-being .	C & W
Principal Thompson conducts quarterly evaluation checkpoint meetings with Assistant Principals to monitor their progress with their respective department goals and professional practices.	C&I
Principal Thompson and Assistant Principals meet with individual teachers or groups of teachers to engage them in conversations around improving their professional or cultural experiences in the school. This includes partnering with standing committees such as the ILT, PPLC, CIWP Team, and PPC to develop /discuss staff survey data. Administrators also meet with individual teachers to process their feedback about various school initiatives.	C&I
The Director of Admissions is working with DL teachers to schedule freshmen accurately for classes. She has ~50 meetings with case managers scheduled for April 9 and 16. She is working on programming students with paras for next year ~40 students. We will potentially need 4 additional Diverse Learner teachers, unsure for paras (maybe 1?).	
The Diverse Learning Department will be engaging in ODLSS transition professional development opportunities for staff	C&I
Administrators meet with teachers for both formal and informal observations. During formal observations, administrators conduct a pre-meeting, observation, and post- observation series that allows teachers to share their planning and instructional practices.	C&I
Administrators have completed a total of 223 REACH classroom evaluation observations and 80 non-evaluative walkthrough visits.	C&I
Department Chairs meet with Assistant Principals to increase their leadership capacity in conducting instructional conversations with lead teachers and course teams.	C&I
Course team leaders continue to receive feedback on their goal setting progress and the progression of their team's goals from both administrators and department chairs.	C&I
The Administration offers multiple opportunities for receiving feedback on what would be meaningful professional learning, community support, and resources for staff.	C&I
Assistant Principals attend course team meetings to offer support to teachers as they examine student growth and implement a learning cycle for goals.	C&I
Principal Thompson and Assistant Principal Hart host "New to Lane" teacher meetings to offer support for staff during the second semester. The Instructional Leadership Team led the process during the first semester. The next meeting is Tuesday April 16, 2024.	C&W
Special Education Classroom Assistants received feedback on their progress throughout the school year from teachers and administrators. They are also celebrated for their work with students in weekly Cluster notes.	C&W
The hiring process includes three interview rounds- first with a Department Chair, second with an Assistant Principal and Department chair, and third with the Assistant Principal and Principal.	

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Assistant Principals

