

PART I - ELIGIBILITY CERTIFICATION

12IL2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 474 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
106 High schools
95 K-12 schools
675 Total schools in district
2. District per-pupil expenditure: 13078

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	42	41	83
1	0	0	0		8	0	0	0
2	0	0	0		9	538	669	1207
3	0	0	0		10	504	553	1057
4	0	0	0		11	454	515	969
5	0	0	0		12	475	537	1012
Total in Applying School:								4328

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
9 % Black or African American
47 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
30 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	69
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1, 2010	4139
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 11

Number of non-English languages represented: 5

Specify non-English languages:

Spanish, Polish, Vietnamese, Urdu, Assyrian

9. Percent of students eligible for free/reduced-priced meals: 61%

Total number of students who qualify: 2522

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 180

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>24</u> Autism	<u>7</u> Orthopedic Impairment
<u>7</u> Deafness	<u>28</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>64</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>35</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>230</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>32</u>	<u>0</u>
Paraprofessionals	<u>34</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>57</u>	<u>0</u>
Total number	<u>358</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	94%	94%	95%
High school graduation rate	89%	89%	91%	94%	85%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>974</u>
Enrolled in a 4-year college or university	<u>84%</u>
Enrolled in a community college	<u>15%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>1%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Lane Technical High School is the largest school in Chicago. Opened in 1908 as a north-side all-boys, largely Caucasian, manual training school, it has since undergone many changes. Today, Lane is one of the premier college preparatory schools in the city and state and also has one of the most ethnically and racially diverse student populations.

This transformation first came about with the admission of girls in 1972 amidst much controversy. By then the school's original mission to train boys how to use "both their hands and their minds" was giving way to the idea that, instead, our nation's schools needed to prepare students to be both college and career ready.

Yet the curriculum didn't at first change as both girls and boys took shop classes in addition to their academic courses and Lane retained its reputation in the city as both a strong academic and technical school. Most of the transition into a college preparatory school actually occurred more deliberately over the last 20 years as the shops that made Lane famous were gradually phased out.

Students can now attend Lane from anywhere in the city, as long as they successfully navigate the admissions process set up by the school district. Just over half of the student enrollment is female and sixty one percent of our students are eligible for the free or reduced lunch program. Many of our students come from first generation immigrant families. But all of our students and their families share in common the desire to attend a traditional school in which they are certain staff is dedicated to preparing students for college.

Our strengths are fueled by our **size, diversity, and sense of community**.

Size allows us to offer rich curricular choices. Lane has the largest Advanced Placement program in the city and is still growing, offering multiple sections of 29 different classes.

Lane is run like a college, with students choosing majors. Currently they can choose concentrations in Art, Music, Architecture/Engineering, Business, Technology, Liberal Arts and Sciences, or be invited to follow an all Honors/Advanced Placement curriculum. Lane students are also encouraged to select their electives from outside their majors and have more than 50 options, including ceramics, photography, guitar, film study, astronomy, genetics, anatomy, horticulture, law, forensic science, web design and many others.

A new 6-year academic program for gifted students was also recently established and the current 7th graders will be joined by additional students next year for a total of 240 students in our Lane Tech Academic Center. These students will complete many of their high school requirements by the end of 9th or 10th grade and be able to fully explore all of our AP and elective offerings.

Size also affords us the opportunity to have a full athletic program. Lane's moniker is "School of Champions" and both our girls' and boys' teams regularly earn city and regional championships.

Diversity allows Lane students to celebrate their own heritage and learn about each other. One of our most hallowed traditions is known as "International Days" at which over 30 ethnic clubs dance and share foods from their countries of origin.

Another area of diversity is the inclusion of special needs students. Lane had virtually no special needs students ten years ago and now about four percent of our students (those with IEPs) are receiving services and an additional four percent have 504 plans that also result in services received. Most are integrated

into the regular educational program and those more severely disabled are embraced by students who serve as “Best Buddies” to assist in their care by taking them for walks, helping them participate in adaptive physical education and accompanying them on community field trips.

But what keeps Lane strong is the **sense of community** and even family that binds us together. We have the support of parents and our alumni. With the dedication of professional and committed staff we work together to ensure that our standards remain high. Lane's mission includes:

- Providing curricular offerings that optimize the college preparatory experience of students
- Establishing an environment where mutual respect and positive relationships exist between students and staff
- Empowering students to accept responsibility for their learning
- Building relationships with parents
- Improving support services for special needs students

Finally, Lane students are amazing. So far this year our accolades include:

1. Rank 7th in state in mandatory testing program
2. One of just 8 high schools in state to achieve AYP
3. 2011 Illinois Honor Roll
4. College Board 2012 National Award - Excellence and Innovation in the Arts
5. RAMP status for counseling department
6. New Partnerships/Grants with Verizon, House of Blues, Glee GiveANote, IIT, Northwestern
7. Advanced Ed Illinois acknowledgment of 100 years of continuous North Central accreditation
8. City Championships in Girls Swim, Wrestling, Boys Softball, Boys Soccer, Girls Cross Country, Boys Cross Country
9. Newsweek "America's Best High School" (last four years)
10. Acadec Team 2nd in State

1. Assessment Results:

In Illinois students are tested in grade 11 to determine AYP under NCLB. Lane is not a Title I school but the district still holds us accountable for this rating. Students take the Prairie State Achievement Exam (PSAE) over two days in April. The ACT (a nationally normed exam) is administered on the first day of testing. The second day includes WorkKeys (an assessment of workplace readiness) - a compilation of Reading for Information, Applied Math and Science tests.

Students take the ACT very seriously as they know this is what most colleges will use to help determine admissions. The WorkKeys and other exams are taken less seriously as students know that taking the test (not achieving any minimum score) is the only graduation requirement and, frankly speaking, they care much less about the results.

At Lane our ACT scores are higher than PSAE scores, which is an indicator of what was explained above. Over the past few years we have encouraged students to do their best on both days by appealing to their sense of competition and community, by informing them that their school is ranked by the state, and by sharing the fact that the district compares them to other selective enrollment schools in the city. We also challenge students to outperform the class ahead of them.

Our gains are also attributed to several more “intentional” interventions. These include identifying and working with students who aren’t achieving according to their potential as measured by either their practice exam scores or a review of their sophomore PLAN scores. We meet with targeted students and give them additional resources, such as self-assessment tools and test prep materials. Counselors provide students with suggestions on how to organize their time and develop strategic study skills. We now schedule a full practice PSAE instead of just a practice ACT in order to provide students with additional familiarity with the entire test.

Finally, we believe this growth is grounded in significant curricular changes. The growth of the Advanced Placement and Alpha Programs (Alpha is designed for our most gifted students who exhibit an interest in science and math) help explain why students are better prepared for standardized test as more and more students are challenging themselves by taking these classes. Teachers also know the importance of rigor and intentionality of instruction in the classroom and have accepted the fact that the high stake exams students take affect the colleges they attend and the careers that will be open to them.

We believe these strategies have collectively had a significant impact. Scores on both the ACT and PSAE have risen over the last 10 years. Between 2001 and 2011 the percentage of students who Meet or Exceed state standards on the PSAE has risen from 73.8% in 2001 to 81.9% in 2007 to the current 87.9%. Lane moved from 17th in the state rankings to 10th a few years ago, to our current 7th place for 2011.

This growth was evident for all of our subgroups. The percent of Hispanics, our largest subgroup, who met or exceeded state standards on the PSAE went from 73.3% to 87.0% between 2006 and 2011, an increase of 13.7%. The African-American subgroup scores rose from 63.6% to 76.1%, a growth of 12.5 percent. The Asian/Pacific Islander subgroup scores rose from 81.5% to 91.3%, an increase of 9.8% and the Caucasian subgroup scores rose from 86.7% to 91.7%, an increase of 5%.

The percentage of students who earned an ACT score of 20 or greater rose from 63.6% in 2001 to 79.2% in 2007 to 88.7% in 2011. The mean composite ACT score has risen from 21.5 in 2006 to 23.5 in 2011. These are 11th grade scores. If we look at the final ACT scores for each graduating class the scores are on average .4% higher, since this is calculated after the retake scores are included. Approximately 300 students retake the ACT on their own to enhance their eligibility to get into the college of their choice.

Again, this growth was evident for all subgroups. The percent of Hispanic students with a 20 or higher ACT score rose by 23%, from 65.6% to 88.6% between 2006 and 2011. The African-American subgroup scores rose from 51.9% to 73.1%, an increase of 21.2%. The Asian/Pacific Islander subgroup of student scores rose from 71.5% to 93.4%, an increase of 21.9% and the Caucasian subgroup scores rose from 81.3% to 91.1%, an increase of 9.8%

Even though the students are obviously a different group of testers each year, we are extremely pleased with the “growth” we have seen, especially given Lane’s size and the composition of the student body.

2. Using Assessment Results:

While all groups have experienced remarkable growth over time, we still have work to do with our lowest performing groups. A special Performance Management team made up of teachers from each department now regularly reviews data and helps strategize how we can help the neediest students.

In addition to all of the strategies mentioned earlier, we have developed actual sample teaching units for teachers to use in their classrooms during bell-ringers or as fill-ins when they have extra minutes in their regular lessons. Teachers are encouraged to review practice exam results and address deficiencies exhibited by individual students. An “ACT WEEK LIVE”, complete with buttons worn by teachers (made by our most disabled special needs students) heightens awareness at the school level, as do posters reminding students of the importance of the exam as we get closer to the testing dates. Lane offers before and after school ACT and test taking strategy classes. This year the number of students who have signed up for the classes (which begin in March) is over 600.

In summer, before our 9th graders even start high school, we are able to look at their 8th grade EXPLORE scores as well as results from their admissions test and provide a summer bridge program in reading and math for those students who may struggle in their transition to high school. Special needs students are included in the summer program, and strategies more specific to their needs are developed.

All of our departments use the results of the ACT, PSAE (WorkKeys), AP and other exams to revisit curriculum. They revise course outlines each year based on perceived deficiencies. For example, our English teachers ascertain where our students’ strengths and weaknesses are by reviewing specifically the EXPLORE, PLAN and ACT results and re-evaluate grammar skills and reading needs of the students. Discussions take place not only among teachers and administrators but also with our students. Through examination of these test scores, our students can also take ownership of their learning.

Additionally, students, as well as teachers, are able to track writing skills and improvement through writing portfolios that students maintain in the four years of required English classes. Teachers are able to better meet students’ needs by exchanging ideas through collegial observations, sharing best practices, and having the opportunity for collegial feedback with a positive, yet critical look at our classroom technique.

AP teachers in all subject areas are able to use the diagnostic reports provided by the College Board to reevaluate their instruction and the students’ learning. Modifications to curriculum are discussed with colleagues who teach the same subject and actualized for future classes. For example, the AP Calculus teachers have added a special pre-AP class for students to teach the skills they believe our students need to be successful when the school year starts.

Counselors also help students and their parents understand and interpret test results, as do the teachers in their own subject areas. We have experimented with the best ways to communicate with students and parents and learned that more is better. In past, we have held special grade-level assemblies for students who have additional questions. Since many of our parents are non-English speakers, we have found it best to make sure that the students understand and communicate their understanding to the parents. Several of our counselors speak Spanish and are also available to help interpret results.

Finally, the district also prints a school "Score Card" that is distributed to parents (in multiple languages) so they are aware of their school's progress.

3. Sharing Lessons Learned:

We hold parent meetings by grade level to share our successes and give the parents an opportunity to ask questions. Many of their questions are student specific so our counselors are on hand to offer information and advice. Earlier this year we held a community forum at which the results of our district Score Card were presented, as well as other assessment data and school accolades.

Last September we held a "Meet the Teachers Day" at which our parents followed their child's schedule and were able to get specific information from teachers as well as counselors and administrators. Our website contains a wealth of information about the school and internally we have daily bulletins, PA announcements, a school newspaper and a closed circuit TV student production three times a week. All of these methods are used to disseminate information and make announcements on when and where special events will take place.

We hold an annual Open House for prospective students and their parents. Generally, over 3,000 families will attend and many of their questions have to do with what strategies Lane employs to prepare students for college or help those who may need extra attention. Test scores in particular are always a hot topic. Lane is also fortunate in having an active Parent-Teacher-Student Organization (PTSO). Administrators and counselors are often the featured speakers at these as well as at morning "parent coffees". Topics range from presentation of data about the school to special interest topics concerning their child's experiences in high school.

In past years Lane shared and discussed with other schools successful strategies for improving instruction and learning. For example we made a presentation on how to build a successful Advanced Placement Program. The audience consisted of administrators from city and suburban schools.

While there is no longer a formal mechanism for sharing successful practices within our Network (the city is divided into geographic administrative units) principals do get together monthly at which time we visit classrooms and have the opportunity to ask questions and share best practices.

4. Engaging Families and Communities:

Because of our size and the varied attributes of our students' families, as previously mentioned, we have found it necessary to engage our community in multiple ways.

The Lane web site has been a surprisingly effective and efficient way to both disseminate and collect information. We have posted short surveys online and asked parents and other community members to let us know their views this way. It is an amazingly fast and successful way to get input. For example, Lane held two parent forums, one morning and one evening, and an after-school student forum on the controversial issue of planning a longer school day for 2012-13. The total attendance was about 350 for all three forums but we had over 2,000 responses to our brief online survey on this matter.

We have collected emails from several thousand parents and organized them by grade level so announcements can be specifically targeted by interests and continue to collect emails at events held throughout the year.

Of course, all of the staff has email addresses, phones in their classrooms or offices and time during the day when they can meet parents as requested. The district grading program allows parents to check their children's progress as often as they like. Many of the teachers have created their own websites, too.

Our best and most efficient system of engaging parents is to use our telephone All-Call system. Parents have repeatedly told us that while they may or may not have time to peruse our web site, they always listen to their voice mail. In this way we do not have to rely solely on students to remember to tell their parents about important community events. The district does occasionally use this method, however, to get information to parents.

Finally, Lane is often and regularly asked to provide articles for the local press, as well as our Alumni and PTSO newsletters.

1. Curriculum:

Currently, all of our teachers are required to submit weekly lesson plans in which they identify how the instruction in their classroom addresses state standards, including college and career readiness, in their specific subject areas. The state standards are content based and most teachers can easily recite how they teach these standards. Our core departments include English, Math, Science, Social Studies and World Languages, although students also take classes from other departments. These include Art, Music, Computer Technology, Drafting, Physical Education, JROTC and Shops.

As mentioned earlier, Lane is run like a college with students selecting majors so the actual courses they take vary but common to all students are the following minimum needed for graduation:

- 4 years of English
- 4 years of Math and 3 years of Science or 4 years of Science and 3 years of Math (Math must include Algebra, Geometry and Algebra-Trigonometry; Science must include Biology, Chemistry and Physics)
- 3 years of Social Studies (must include World Studies and U.S. History)
- 2 years of the same World Language (French, German, Italian, Latin, Chinese or Spanish)
- 1 year of Art
- 1 year of Music (can include performance or non-performance class)
- 2 years of P.E. (includes 1 semester Health; 1 semester Driver Education)

Freshmen are placed into classes based on their admissions test scores and elementary grades. Most classes are offered at the regular, honors or advanced placement level. Eligibility for advanced classes is determined by each department but in general students have to have demonstrated ability or aptitude for the class they want.

Students earn 28 credits during their high school years but can graduate with 24, per the district. In any case most have room in their programs for additional courses other than the minimum required for graduation. As previously mentioned, over 50 electives are available across all content areas.

In addition to our rich curricular offerings, Lane offers several unique programs. Our Lane Tech Academic Center (LTAC) Program is our newest. Current 7th graders take a mix of credit and non-credit classes. The non-credit classes include Language Arts (Reading and Writing), Foundations in the Social Sciences, Wireless Technology and Web Design, Introduction to Fine Arts, Physical Education and Music (Violin). Their credit classes include Honors Biology, Honors Algebra and Honors World Language). Next year most of their classes will be for credit (H English, H Geometry, H World Studies, H Chemistry and H World Language) plus Physical Education, but they will also be able to take an Art or Music elective or an additional year of Wireless Technology and Web Design.

Our Alpha Program is also unique. The Alpha Science and Engineering program is a rigorous, four-year academic program that engages students by linking science to the real world.

- Students are selected from Lane Tech's Honors Program to participate in Alpha.
- Students enroll in specific science, mathematics, English, and drafting/technology courses.
- Alpha students spend three class periods each day with the same group of peers.

- Alpha teachers work together to produce an integrated curriculum at each grade level.

The result is an integrated curriculum that supports students in developing critical thinking skills and problem-solving skills they utilize during science fair investigations.

Finally, in preparation for the adoption of the national common core standards, our English and Math departments began aligning their curricula to these new skills-based standards last year. They are currently continuing the process of refining course content to reflect the Common Core State Standards.

Our district has also developed what will eventually become quarterly assessments of the Common Core State Standards and is having schools pilot these exams in March.

2. Reading/English:

The English language arts core curriculum at Lane Tech is steeped in the classic canon while our vast selection of electives includes options such as television production, philosophy, African American literature, Latin American literature, humanities, creative writing and women in literature. The availability of regular and honors classes helps to meet the needs of the different ability levels we have at Lane.

Literature choices are based on the complexity of the text, the amount of time allowed to cover the material, and multi-faceted writing assignments that cater to our community of students who perhaps might be motivated or learn better with a differentiated approach. Some examples include dialectical journals, literature circles, guided reading and discussion, learning stations, collaborative projects, or guided work and exploration of relative interests on the internet.

Through various student publications like the Warrior, the Arrowhead, on-line magazines- Mélange and Tech Prep, or our study abroad program, all levels of students can stretch and learn through differentiation and have creative outlets to improve their writing and comprehension. More advanced students are also reached through our popular Advanced Placement program where students are deeply challenged with college-level reading and demanding writing assignments.

Lane Tech prides itself in providing quality and rigorous reading and literacy instruction in all subjects by building writing, vocabulary and close reading skills. In an effort to promote cross-curricular literacy implementation, each department has incorporated common core literacy standards into their curriculum.

In our reading classes, we utilize a classic literary approach so as to provide insight into contemporary and classic authors while providing a strong foundation in expository essay writing, vocabulary development, and grammatical concepts. Scaffolding the material, we move through curriculum both thematically and genre-based to develop a strong foundation in reading comprehension and analytical skills.

Through our summer reading programs, students are required to display learned knowledge from previous years. Said knowledge is accumulated year after year via individual writing portfolios that allow students to reflect on their literary growth and potential. Instructors use this as benchmark readiness standards to prepare and gauge their students' potential.

We utilize early intervention strategies for those who display below level literacy skills based on the summer reading outcomes and test scores from eighth grade as well as the admissions test. We have developed effective on-track committees that provide counseling, tutoring, and literacy skill development.

3. Mathematics:

The mathematics department offers classes ranging from Algebra I through Calculus and Statistics, in regular, honors, and Advanced Placement sequences. After the core subjects have been completed in a

students' curriculum, we have six additional electives (at varying levels) from which the students can choose to enrich or enhance their mathematics education. While we continue to teach basic math concepts and skills that have been part of our curriculum for years, we recognize the need to be aware of the latest trends in mathematics education and implement effective ones. An emphasis on a multi-representational approach to functions is made in all of our classes.

We expect all of our teachers to be proficient in a wide variety of technology applications in their instruction; including LCD projectors, document cameras, graphing calculators, iPads, various software applications, and mobile computer labs. Group work and hands-on problem solving opportunities are provided to students throughout our curriculum. In addition to our commitment to the school wide initiative of improving the technology skills of our students, we include in our lessons activities that fully support the system wide literacy initiative.

The placement of students into honors classes is initially completed by the Freshman Admissions Office in consultation with the Math department. Entrance exam scores and elementary school grades are used to place students, as well as an Algebra placement exam. Students continue with honors classes or are placed in it after their freshman year with "A" grades in their prerequisite math classes and/or upon the recommendations of their math teachers. Our best problem solvers are encouraged to join the math team-which competes in citywide, regional, and state competitions. We provide math support for students who fall behind in their classes through daily tutoring opportunities by math teachers during lunch in our "Math Lab"; after school tutoring through a daily classroom tutoring schedule; and on Saturday mornings at Lane throughout the school year. Tutorial CDs, online textbook access, and practice workbooks are available for students in the core subject areas (Algebra, Geometry, and Advanced Algebra with Trigonometry). Students in our A.P. classes have access to additional software to prepare them for the A.P. exams.

4. Additional Curriculum Area:

While it is difficult to choose just one additional area to describe (we have very strong fine arts, science and world language programs) the social studies curriculum impacts the greatest number of students.

Our Social Studies Department provides students an opportunity to be fully immersed in the social sciences as we prepare them to become knowledgeable, global citizens, living and working in our increasingly global economy. Staff members are committed to helping students become inquisitive and complex thinkers by engaging them in the analysis of political, economic, geographic, social and cultural dimensions of the world – past and present.

The state used to measure learning in the social sciences as part of the PSAE but that was dropped a number of years ago, most likely because the test results were so high as to not provide meaningful differentiation across the state. Despite the lack of a formal means of measurement, we believe that students enrolled in the social studies become better readers, writers and definitely, better thinkers.

Currently, eight of the 29 AP classes we offer are through this department and include U.S. History; European History; World History; Human Geography; Macro Economics; Micro Economics; Government and Politics, Comparative; and Psychology.

Social Studies electives include Humanities, Political Science, Early World History, Economics, Ethnic Studies, Contemporary American History, Sociology, Law in American Society and Business Law. Several of the social science teachers collaborate with English department teachers of Latin American Literature and African American Literature. They have also worked with the Art department on background for Art History and with the Music Department on native forms of expression around the world. Our students compete in Model U. N., History Fair, Academic Decathlon and other special interest initiatives.

But I think the greatest testimony to the department's strength and contribution to our students is the fact that most students at Lane take more than the required three years of Social Studies, some electing to take four, five or even six classes. Considering the competitiveness of elective offerings in the other disciplines, this illustrates how meaningful these classes are for students and is, of course, completely aligned with our mission to prepare students for college and the real world of work.

5. Instructional Methods:

Lane Tech offers robust instruction and differentiated interventions to support our students with special needs. We have four classrooms for students who have severe and profound disabilities, many of whom have speech or language impairments as well as orthopedic impairments. We have two classrooms for students who are autistic, some of whom are integrated into the regular curriculum. Lane also provides services for students with hearing impairments and learning disabilities. The programming goal for all of our special needs students is to have them as fully integrated into the regular education program as possible.

Instructional methods and interventions differ by ability level of the students. Most of the learning disabled students are included in the regular curriculum with accommodations and modifications made to the instruction as specified by their Individual Education Plan (IEP) or 504 plan. Special education teachers are generally assigned to their classrooms to assist the students and teachers. This assistance can vary and for example may include team-teaching, more time for exams, homework assistance, reinforcement of study skills, etc.

Resource periods are also built into the programs of the special needs students where they can get additional help with homework, organizational skills, use of technology, tutoring, etc., again depending on the individual needs of the students.

Since Lane is a Selective Enrollment school and students test to get in, most are able to handle their classes in the regular program. Tutoring is offered for students who fall behind, whether they are enrolled in regular, honors or AP classes, and counselors and teachers will help those that need to have better organizational skills or who experience social-emotional crises that impact their learning. We also have a School Psychologist, Nurse and Social Worker to assist students in areas that impact their health and learning.

Keeping up with technology is a struggle for us, given the age of the building and need for infrastructure updates. Some departments are more advanced than others in terms of using the latest technology and we rely on donations from our community and grants to purchase what the teachers need and want. Much of the use of technology for instruction is also teacher-dependent and there is a wide range of knowledge among teachers in this area.

Teacher training is as essential as acquiring the actual technology and is one of our ongoing goals.

6. Professional Development:

Our professional development plan for this academic year focuses on literacy across the curriculum, differentiation of instruction, and aligning curriculum with the Common Core State Standards (CCSS). The school year began with an in depth review and analysis of our school data profile. This included a longitudinal study as well as a deep dive into our standardized assessments (9th grade EXPLORE scores, 10th grade PLAN scores, and 11th grade ACT/PSAE scores). This data provided the foundational framework to guide our educational discourse this academic year asking the essential question, "How can we energize teaching and learning and accelerate student achievement."

Teachers are divided into cross-curricular Professional Development Communities (PDCs), and each month the PDCs participate in professional development workshops. So far this year we've had PDC workshops in the following areas:

- Examination of departmental curriculum to ensure there is a focus on literacy across the curriculum, and in curriculum mapping.
- Using the digitized holdings of the Library of Congress to increase classroom rigor and provide additional opportunities to differentiate instruction
- Integrating technology into the curriculum (funded through a grant we received from Verizon)
- Instituting a Response to Intervention (RtI) program to provide targeted interventions and differentiation in the classroom and in small group tutoring sessions, before and after school
- Introduction of CCSS into the curriculum, development of curriculum strategies and assessments using the CCSS.

Our next PDC will focus on assessments for CCSS in preparation for the district-mandated quarterly exams.

There is no formal district professional development program, as there was in years past. As much as possible we try to send our teachers to meaningful conferences. For example, we sent 70 teachers to the NCTE conference in Chicago last fall since their focus this year was on increasing literacy across the curriculum. We offer financial support to others who ask for it, as long as it is related to our school wide goals. In general the new teachers have unofficial mentors from their own departments who help them acclimate to their teaching responsibilities.

7. School Leadership:

The Instructional Leader of Lane is of course the Principal. The philosophy that guides the tone of administration and management of the school is one of service. A service model brings with it the idea that administrators should do everything in their power to not just lead the school but build leadership capacity by encouraging collegiality, shared decision making and pretty much saying “yes” to any idea that is going to improve education and make the students and staff of Lane feel they are a valuable part of the community of learners.

In this form of leadership there is room for parental and community involvement and it is encouraged, though difficult to get regularly. It is our believe that most parents act aggressively when they see a great need for change and so far, our parents and community have shown us a great amount of trust in the way the administration is running the school.

There are four assistant principals at Lane. We all observe classrooms and handle the myriad of issues that arise daily but there is also a definite division of labor in a school our size. We meet at least weekly with our Administrative Leadership Team, which is comprised of Directors of Attendance, Discipline, Admissions, Technology, Athletics, Academic Center, Counseling, Building Operations and Professional Development. In addition the ALT is made up of our Business Manager, Chief Engineer and Lunchroom Manager. By meeting weekly we are able to discuss issues and events taking place all over the school and coordinate responsibilities.

Standing Committees include the Department Chairs’ Team, Technology Committee, Performance Management Team (our data team), elected PPLC (advisory group) and Alpha Team.

Other groups of teachers, parents and community members are formed as needed. For example, since we are in the second year of a two-year School Improvement Plan we hope to form a group of stakeholders to discuss and design the 2012-2014 School Improvement Plan when it becomes available.

The school also has a Local School Council made up of parents, teachers, community members and a student. This body oversees spending of SGSA monies in the school. Members are also kept informed of major school initiatives, instructional goals, building operations and other important school business.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: PSAE

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Meet and Exceed	90	84	85	85	86
% Exceed	7	9	6	8	6
Number of students tested	969	984	981	984	829
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meet and Exceed	91	84	86	84	85
% Exceed	6	7	5	8	5
Number of students tested	615	623	577	553	493
2. African American Students					
% Meet and Exceed	79	74	77	76	73
% Exceed	0	3	0	3	1
Number of students tested	79	141	107	116	114
3. Hispanic or Latino Students					
% Meet and Exceed	89	80	81	82	83
% Exceed	5	4	5	6	3
Number of students tested	472	401	385	407	333
4. Special Education Students					
% Meet and Exceed	70	37	41	39	0
% Exceed	10	3	2	0	0
Number of students tested	22	38	61	43	10
5. English Language Learner Students					
% Meet and Exceed	0	0	0	0	0
% Exceed	0	0	0	0	0
Number of students tested	1	1	1	3	2
6. White					
% Meet and Exceed	93	87	87	90	92
% Exceed	12	14	8	10	8
Number of students tested	271	268	290	306	249
NOTES:					
Lane has a sizeable Asian subgroup, as well.					

12IL2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: PSAE

Edition/Publication Year: 2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Meet and Exceed	88	84	87	84	85
% Exceed	15	11	13	10	12
Number of students tested	969	984	981	984	829
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meet and Exceed	88	86	87	83	83
% Exceed	12	11	12	9	8
Number of students tested	615	623	577	553	493
2. African American Students					
% Meet and Exceed	79	84	79	81	82
% Exceed	7	9	6	7	6
Number of students tested	79	141	107	116	114
3. Hispanic or Latino Students					
% Meet and Exceed	88	83	86	83	82
% Exceed	13	7	12	8	7
Number of students tested	472	401	385	407	333
4. Special Education Students					
% Meet and Exceed	50	49	53	51	
% Exceed	0	14	8	7	
Number of students tested	22	38	61	43	10
5. English Language Learner Students					
% Meet and Exceed	0	0	0	0	0
% Exceed	0	0	0	0	0
Number of students tested	1	1	1	3	2
6. White					
% Meet and Exceed	91	91	92	88	88
% Exceed	23	17	17	12	21
Number of students tested	271	268	290	306	249
NOTES:					
Lane also has a sizeable Asian subgroup.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Meet and Exceed	90	84	85	85	86
% Exceed	7	9	6	8	6
Number of students tested	969	984	981	984	829
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meet and Exceed	91	84	86	84	85
% Exceed	6	7	5	8	5
Number of students tested	615	623	577	553	493
2. African American Students					
% Meet and Exceed	79	74	77	76	73
% Exceed	0	3	0	3	1
Number of students tested	79	141	107	116	114
3. Hispanic or Latino Students					
% Meet and Exceed	89	80	81	82	83
% Exceed	5	4	5	6	3
Number of students tested	472	401	385	407	333
4. Special Education Students					
% Meet and Exceed	70	37	41	39	0
% Exceed	10	3	2	0	0
Number of students tested	22	38	61	43	10
5. English Language Learner Students					
% Meet and Exceed	0	0	0	0	0
% Exceed	0	0	0	0	0
Number of students tested	1	1	1	3	2
6.					
% Meet and Exceed	93	87	87	90	92
% Exceed	12	14	8	10	8
Number of students tested	271	268	290	306	249
NOTES:					

12IL2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Meet and Exceed	88	84	87	84	85
% Exceed	15	11	13	10	12
Number of students tested	969	984	981	984	829
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meet and Exceed	88	86	87	83	83
% Exceed	12	11	12	9	8
Number of students tested	615	623	577	553	493
2. African American Students					
% Meet and Exceed	79	84	79	81	82
% Exceed	7	9	6	7	6
Number of students tested	79	141	107	116	114
3. Hispanic or Latino Students					
% Meet and Exceed	88	83	86	83	82
% Exceed	13	7	12	8	7
Number of students tested	472	401	385	407	333
4. Special Education Students					
% Meet and Exceed	50	49	53	51	0
% Exceed	0	14	8	7	0
Number of students tested	22	38	61	43	10
5. English Language Learner Students					
% Meet and Exceed	0	0	0	0	0
% Exceed	0	0	0	0	0
Number of students tested	1	1	1	3	2
6.					
% Meet and Exceed	91	91	92	88	88
% Exceed	23	17	17	12	21
Number of students tested	271	268	290	306	249
NOTES:					

12IL221