2005-2006 School Improvement Plan
Cover Sheet
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE:
2. DISTRICT NAME / NUMBER: COMMUNITY UNIT DISTRICT 95
3. SCHOOL NAME: LAKE ZURICH SENIOR HIGH SCHOOL
4. SCHOOL ADDRESS: 300 CHURCH STREET

   LAKE ZURICH, IL 60047

5. GRADE LEVELS OF THE SCHOOL: 9 - 12
6. YEARS COVERED BY THE PLAN: 2
7. CONTACT PERSON: MIKE EGAN
8. PHONE NUMBER: (847) 438 - 5155
9. EMAIL ADDRESS: MIKE.EGAN@LZ95.ORG
10. Title I _____ Non-Title I x
11. COMPREHENSIVE SCHOOL REFORM: X No __ Yes Model _____

    CSR Implementation: Year 1 _____ Year 2 _____ Year 3 _____

12. CURRENT SCHOOL STATUS: (Check one box.)

Year	Non-Title		Title I	
1		Academic Early Warning		Choice
2		Academic Early Warning		Choice/Supplemental Educational Services
3		Academic Watch		Corrective Action
4		Restructuring Plan		Restructuring
5		Restructuring Implementation		

1.0 Performance Targets

1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD

Insert a copy of the AYP information page from the most recent School Report Card. That page identifies, at a minimum, the performance targets the school must address in this plan. See an example for a high school in Appendix A.

2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2005-06 Federal Improvement Status	
2005-06 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	71.7		Yes	73.1		Yes			97.8	Yes
White	100.0	Yes	100.0	Yes	73.0		Yes	74.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged														

2.0 School Information

2.1 Basic Information	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.3	96.3	96.4	96.4
Truancy rate (%)	0.1	0.1	0.2	0.1
Mobility rate (%)	1.8	3.4	4.5	5.4
Expulsion rate (%)				--
Retention rate, if applicable (%)				
HS graduation rate, if applicable (%)	95.9	84.3	98.5	96.8
HS dropout rate, if applicable (%)	0.8	--	0.1	0.3
Teachers working out-of-field (#)*	0	0	0	0
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	0	0	0	0
School Population (#)	1,710	1,810	1,929	2,024
Economically disadvantaged (%)	2.3	1.7	2.6	2.3
Limited English proficient (LEP) (%)	--	1.0	0.5	0.5
Students with disabilities (%)			11.5	10.4
White, non-Hispanic (%)	93.1	92.8	92.3	92.3
Black, non-Hispanic (%)	0.8	0.7	0.8	0.9
Hispanic (%)	3.2	3.8	4.2	3.8
Native American or Alaskan Native (%)	0.1	0.1	0.1	0.1
Asian/Pacific Islander (%)	2.9	2.7	2.6	2.9

* "Out-of-field" means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

2.2 SCHOOL CHARACTERISTICS

Include extensive information and data on the attributes and challenges of the school that affect student learning, e.g., demographic trends, physical plant, staff size, class size, staffing trends, special students' needs. Describe in narrative form; do not merely list or bullet the attributes and challenges.

Lake Zurich Senior High School is located 38 miles northwest of Chicago. The Lake Zurich Community Unit District 95 comprises an area of 19.4 square miles that includes the communities of Lake Zurich, Kildeer, Barrington, Deer Park, and Hawthorn Woods. Community Unit District 95 consists of one high school, two middle schools, and six elementary schools. The district's enrollment is 6,489, of which the high school has a student population of 2,024. The school population has begun to level off in growth, after several years of steady increases in enrollment.

Class sizes in Lake Zurich have continued to grow over the years. In 1999, the average class size was 14.2. For school year 2004-2005, the average was 16.5. Currently there are 212 students with Individual Education Plans (IEP's) at Lake Zurich High School.

School year 2004-2005 was the first in three years that there was no construction occurring on campus. The high school completed a three-year construction project that saw the addition of classrooms, offices, and a performing arts center. During the construction, teachers were challenged with inadequate facilities, sharing classrooms, and the general upheaval that construction causes. This past year, the teachers settled in to their new facilities and became accustomed to the building.

2.3 COMMUNITY CHARACTERISTICS

Include extensive information and data on the attributes and challenges of the community that affect student learning, e.g., employment rates, census data, social economic status, immigration patterns, business trends, tax base, crime rate, support organizations. Describe in narrative form; do not merely list or bullet attributes and challenges.

Our district serves five communities. The schools comply with OSHA and have emergency safety plans and a crisis intervention team. The crime rate of Lake Zurich is very low which is due to the 24 hour patrol of 36 police officers in the town. The town of Lake Zurich has been growing quickly. New townhouse developments, single family homes and a new town center filled with businesses have been recently added to the community. Lake Zurich is now home to local, regional, and national commercial and retail establishments, located along Route 12. Lake Zurich has a broad-based commercial and industrial complex that provides employment for local residents and helps keep a moderate tax climate. 22.9% of the households earn from $100,000 - $149,000 per year. The median household income is $84,125 and the average household income is $96,269. Of Lake Zurich's population, 3.9% do not have a high school diploma, 19% have graduated high school, 23.8% have some college experience, 37.7% have a college degree, and 13.4% have a graduate or professional degree. A major challenge for Lake Zurich has been keeping the small town feel amidst the expansion. The expansion has also created changes in the boundaries of the school district. There is great expectation from the local tax payers that our schools deliver a high level of education. The tax payers also demand that the schools communicate regularly and openly regarding ideas, plans, and directions.

3.0 Data Collection and Information

3.1 STATE ASSESSMENT DATA: PSAE

Show three or more consecutive years of state assessment results (PSAE, IMAGE, and IAA, as appropriate, and for LEP students, from IPT, LAS, LPTS or MAC II) in reading and mathematics for those groups that have AYP performance targets identified in Component 1.0. The validity and reliability (3.7) of these test data are assumed to be adequate.

State Assessment Data for Prairie State Achievement Exam (PSAE)

	READING MEETS/EXCEEDS				MATHEMATICS MEETS/EXCEEDS			
Groups	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**
Total	70	73.1	74.5	71.6	71	70.7	70.2	73.4
Economically disadvantaged	11.1	53.9			11.1	28.5		
LEP	--	--	--	--	--	--	--	--
Students w/disabilities	26.4	25.6	33.4	28	23.5	15	24	23.2
White, Non-Hispanic	72.8	74.1	76.3	73	72.1	72.6	71.6	74.5
Black, Non-Hispanic	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	57.3	--	--	--	52.2	--	--	--
Asian or Pacific Islander	66.7	99	--	88.2	83.3	77	--	94.1
Hispanic	21	41.2	25	41.7	36.9	29.4	30.8	45.8

3.2 LOCAL ASSESSMENT DATA

Insert local assessment data from multiple levels, e.g., district, school, grade or classroom data. Use charts, tables, narrative or other format. Show or discuss trend data, as appropriate. The validity and reliability (3.7) of standardized test data are assumed to be adequate.

Grade Reports for School Years 2003 - 2005

The chart shows the percentage of each grade achieved by an individual class.

2003 Semester 1 Final Grades			
Grade	Class	Raw #	% of Total
A	9	1256	25.9
	10	1326	27.3
	11	1117	23
	12	1150	23.7
B	9	1429	27.9
	10	1526	29.8
	11	1191	23.2
	12	978	19.1
C	9	773	30.9
	10	712	28.5
	11	554	22.1
	12	463	18.5
D	9	226	29.3
	10	193	25
	11	182	23.6
	12	170	22.1
F	9	51	20.4
	10	73	29.2
	11	80	32
	12	46	18.4

2004 Semester 2 Final Grades			
Grade	Class	Raw #	% of Total
A	9	1264	25.8
	10	1320	26.9
	11	1092	22.3
	12	1224	25
B	9	1391	30.4
	10	1423	31.1
	11	1103	24.1
	12	656	14.3
C	9	713	30
	10	731	30.6
	11	550	23
	12	391	16.4
D	9	255	28.7
	10	245	27.6
	11	214	24.1
	12	174	19.6
F	9	107	33.8
	10	81	25.5
	11	78	24.6
	12	51	16.1

The chart shows the percentage of an individual grade achieved by each class.

2004 Semester 1 Final Grades				
Class		Grade	Raw #	% of Total
	9	A	1256	33.62784471
		B	1429	38.25970549
		C	773	20.6961178
		D	226	6.050870147
		F	51	1.365461847

2004 Semester 2 Final Grades				
Class		Grade	Raw #	% of Total
	9	A	1264	33.88739946
		B	1391	37.2922252
		C	713	19.1152815
		D	255	6.836461126
		F	107	2.868632708

10	A	1326	34.62140992	10	A	1320	34.73684211
	B	1526	39.84334204		B	1423	37.44736842
	C	712	18.59007833		C	731	19.23684211
	D	193	5.039164491		D	245	6.447368421
	F	73	1.906005222		F	81	2.131578947
11	A	1117	35.75544174	11	A	1092	35.95653606
	B	1191	38.12419974		B	1103	36.31873559
	C	554	17.73367478		C	550	18.10997695
	D	182	5.825864277		D	214	7.046427395
	F	80	2.560819462		F	78	2.568324004
12	A	1150	40.96900606	12	A	1224	49.03846154
	B	978	34.84146776		B	656	26.28205128
	C	463	16.49447809		C	391	15.6650641
	D	170	6.056287852		D	174	6.971153846
	F	46	1.638760242		F	51	2.043269231

School Year 2003 - 2004 Quarter Grades by Class

Quarter 1

Class	Grade	Raw #	% of Total
9	A	1412	38.51609384
	B	1416	38.62520458
	C	624	17.0212766
	D	163	4.446262957
	F	51	1.391162029
10	A	1545	42.36358651
	B	1376	37.7296408
	C	539	14.77927063
	D	132	3.619413216
	F	55	1.50808884
11	A	1224	40.4494382
	B	1136	37.54130866
	C	438	14.47455387
	D	160	5.287508262
	F	68	2.247191011
12	A	1187	42.65181459
	B	991	35.60905498

Quarter 2

Class	Grade	Raw #	% of Total
9	A	1349	36.38079827
	B	1281	34.54692557
	C	732	19.74110032
	D	228	6.148867314
	F	118	3.182308522
10	A	1462	39.98905908
	B	1270	34.73741794
	C	606	16.57549234
	D	215	5.880743982
	F	103	2.817286652
11	A	1143	37.83515392
	B	1087	35.98146309
	C	492	16.28599801
	D	179	5.925190334
	F	120	3.972194638
12	A	1196	43.44351616
	B	919	33.38176535

	C	412	14.80416816
	D	123	4.419690981
	F	70	2.51527129

	C	398	14.45695605
	D	153	5.557573556
	F	87	3.160188885

Quarter 3

Class	Grade	Raw #	% of Total
9	A	1399	36.69027013
	B	1376	36.08707055
	C	698	18.30579596
	D	245	6.425386835
	F	95	2.491476528
10	A	1383	37.21743811
	B	1319	35.49515608
	C	679	18.27233584
	D	225	6.05489774
	F	110	2.960172228
11	A	1230	38.93637227
	B	1125	35.61253561
	C	519	16.42924976
	D	189	5.982905983
	F	96	3.038936372
12	A	1126	44.38312968
	B	838	33.03113914
	C	355	13.99290501
	D	137	5.400078833
	F	81	3.192747339

Quarter 4

Class	Grade	Raw #	% of Total
9	A	1533	40.7063197
	B	1282	34.04142326
	C	612	16.25066383
	D	223	5.921402018
	F	116	3.080191184
10	A	1568	43.18369595
	B	1198	32.99366566
	C	563	15.50537042
	D	196	5.397961994
	F	106	2.919305976
11	A	1254	41.25
	B	1016	33.42105263
	C	497	16.34868421
	D	183	6.019736842
	F	90	2.960526316
12	A	1185	47.956293
	B	700	28.3286119
	C	355	14.36665318
	D	152	6.151355726
	F	79	3.1970862

The charts show the percentage of an individual grade achieved by each class for Semester 1.

All Grades: Sem. 1 2004 - 2005

		%
A+	842	5.945908
A	2234	15.77572
A-	2056	14.51875
B+	1605	11.33395
B	2260	15.95932
B-	1406	9.928677
C+	975	6.885107

Freshmen Grades: Sem. 1 2004 - 2005

		%
A+	177	4.307
A	606	14.74
A-	631	15.35
B+	517	12.58
B	692	16.84
B-	398	9.684
C+	297	7.226

C	1116	7.880799
C-	643	4.54064
D+	307	2.167926
D	314	2.217358
D-	159	1.122802
F	244	1.723042

C	306	7.445
C-	191	4.647
D+	95	2.311
D	96	2.336
D-	44	1.071
F	60	1.46

Soph. Grades: Sem. 1 2004-2005

		%
A+	206	5.39267
A	531	13.90052
A-	522	13.66492
B+	415	10.86387
B	636	16.64921
B-	409	10.70681
C+	269	7.041885
C	312	8.167539
C-	211	5.52356
D+	84	2.198953
D	93	2.434555
D-	52	1.361257
F	80	2.094241

Junior Grades: Sem. 1 2004 - 2005

		%
A+	256	7.262
A	569	16.14
A-	490	13.9
B+	369	10.47
B	550	15.6
B-	363	10.3
C+	256	7.262
C	300	8.511
C-	133	3.773
D+	78	2.213
D	66	1.872
D-	35	0.993
F	60	1.702

Senior Grades: Sem. 1 2004 - 2005

		%
A+	203	7.501848
A	528	19.5122
A-	413	15.26238
B+	304	11.23429
B	382	14.11678
B-	236	8.72136
C+	153	5.654102
C	198	7.317073
C-	108	3.991131
D+	50	1.847746
D	59	2.18034

D-	28	1.034738
F	44	1.626016

The charts show the percentage of an individual grade achieved by each class for Semester 2.

All Grades: Sem. 2 2004 - 2005		
		%
A+	929	6.730909
A	2408	17.44675
A-	1935	14.01971
B+	1322	9.578322
B	2051	14.86017
B-	1391	10.07825
C+	892	6.462831
C	1067	7.730764
C-	622	4.506593
D+	348	2.521374
D	343	2.485147
D-	210	1.521519
F	284	2.057673

Freshmen Grades: Sem. 2 2004 - 2005		
		%
A+	260	6.313745
A	689	16.73142
A-	550	13.356
B+	458	11.1219
B	619	15.03157
B-	439	10.66051
C+	264	6.410879
C	319	7.746479
C-	183	4.443905
D+	101	2.452647
D	112	2.719767
D-	62	1.505585
F	62	1.505585

Soph. Grades: Sem. 2 2004-2005

		%
A+	260	6.829525
A	562	14.76228
A-	466	12.24061
B+	398	10.45443
B	619	16.25952
B-	418	10.97977
C+	264	6.934594
C	299	7.853953
C-	167	4.386656
D+	111	2.915682
D	105	2.758077

Junior Grades: Sem. 2 2004 - 2005

		%
A+	240	6.808511
A	615	17.44681
A-	488	13.84397
B+	345	9.787234
B	507	14.38298
B-	355	10.07092
C+	222	6.297872
C	272	7.716312
C-	167	4.737589
D+	87	2.468085
D	82	2.326241

D-	55	1.444707
F	83	2.180194

D-	56	1.588652
F	89	2.524823

Senior Grades: Sem. 2 2004 - 2005

		%
A+	169	7.185374
A	542	23.04422
A-	431	18.32483
B+	121	5.144558
B	306	13.0102
B-	179	7.610544
C+	142	6.037415
C	177	7.52551
C-	105	4.464286
D+	49	2.083333
D	44	1.870748
D-	37	1.573129
F	50	2.12585

NOTE: Criteria 3.3, 3.4, and 3.5 should include valid and reliable data (3.7) which may be based on data triangulation (i.e., use of three measurements with different instruments) and preferably different methods of data collection (e.g., observations, tests, and interviews).

3.3 EDUCATOR DATA

Present educator qualification, professional growth, and other data, such as degrees, certificates, advanced certificates, attendance rate, longevity, awards, professional development, study groups, and information from local professional development council (LPDC) regarding individual professional development plans.

OPTIONAL TABLE FORMAT

NOTE: The following tables are options for presenting the educator data.

Educator Characteristics and Qualifications

Use data from the School Report Card and other sources to complete the following table.

	School	District	State
Total Full Time Employees (FTE)	154.2	524.68	
Average Teacher Experience (in years)	12.3	12.3	
Bachelor's Degree (%)	35.4	30%	
Master's degree or higher (%)	64.6	70%	
White, non-Hispanic Teachers (FTE)	150.2	515.68	
Black, non-Hispanic Teachers (FTE)	1	2	
American Indian / Alaskan Native Teachers (FTE)	0	0	
Asian or Pacific Islander Teachers (FTE)	1	3	
Hispanic Teachers (FTE)	2	4	
Male Teachers (FTE)	64.5	124.6	
Female Teachers (FTE)	89.7	400.08	

Complete the following data table if reporting longevity, attendance rate, or professional growth.

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
154.2	48.1	43.8	21.9	40.4

% attendance rate for teachers	# requesting workshop attendance	# pursuing advanced degrees
96	108	

Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options
8	2	1	5

Paraprofessional Qualifications *(Required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title 1 funds or any paraprofessional in a Title 1 school-wide program; paraprofessional personnel hired prior to January 8, 2002 must be certified by January 8, 2006.)*

3.4 PROFESSIONAL DEVELOPMENT DATA

Use charts, tables, narrative or other format. Examples of professional development data include the number of professional development offerings, content/topics, evaluation of the trainings, and feedback on use of new knowledge and skills (6.2, 6.8, and 6.9). A sample copy of a teacher survey showing the questions related to professional development may be included in an appendix and referenced here.

This year, the district has engaged in one professional development day so far. The teachers received training on ADHD and were provided with strategies to use with students. Also, the middle and high school teachers were able to meet and articulate the skills being taught at each grade level and course. The two other professional development days will focus on teaming, literacy and assessment. Workshop presenters will provide research-based, current information to the teaching staff of the high school.

Last year the focus of professional development was on Best Practice and Technology Integration. Three days of workshops were held and teachers chose which sessions to attend. The workshops offered focused on:

- Reading and Writing in Book Groups and Across the Curriculum
- Reading Strategies for the Content Area Teacher
- Differentiated Instruction – Strategies and Tips
- Questioning Skills for a Constructivist Classroom (PBL)
- Problem Based Learning Unit
- Technology Integration for the High School Teacher
- The Sheltered English Model of Instructional Strategies for English Language Learners (ELL)
- Interdisciplinary Teaching and Learning
- Critical Thinking: A Skill for All Content Areas
- Give Them ALL A's (Alternative Assessment That Is!)
- Blazing the Learning Trail with Authentic Assessment -- Traveling Without Maps
- Media in the Classroom

An example of the workshop offerings:

Reading and Writing to Learn in Book-Clubs (SESSIONS I and II)
Do students read in your classroom? One of the best structures to enhance students' understanding of nonfiction materials (from text books to magazines to trade books) is the nonfiction book club. In this challenging, peer-led discussion model, students read selected material, prepare careful notes using one of five alternative formats, and join in two-round meetings to share highlights, debate ideas, and connect across different settings. In this workshop, you will join in a demonstration of such a book club and talk about the materials and management techniques needed to make it work across the curriculum.

Harvey "Smokey" Daniels, a former city and suburban teacher, is a Professor of Education at National-Lewis University in Chicago. He is the author of 13 books on education, literacy, and school reform, including Subjects Matter: Every Teacher's Guide to Content Area Reading and Best Practice: Today's Standards for Teaching and Learning in America's Schools.

Reading Strategies for the Content Area Teacher (SESSIONS I and II)
How can you help students to better understand what they are reading? Reading strategies are an essential part of teaching non-fiction. This workshop focuses on how to teach students to interpret text effectively through vocabulary and comprehension instruction. Participants will receive handouts and reproducible sheets for use with all non-fiction text.

Renée Reinhold Burns has both a Bachelor's Degree in Elementary Education and a Master's Degree in Reading from NIU, DeKalb, IL. She taught 8th grade reading and English for seven years, and has been a K-12 Reading Specialist for four years. Currently she is working as a Reading Specialist for READ Inc. and as a Literacy Consultant K-12.

Differentiated Instruction – Strategies and Tips (SESSIONS I and II)
If your students are not all the same, then this is for you! As quoted from Carol Ann Tomlinson's book How to Differentiate Instruction in Mixed-Ability Classrooms, "In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs." (P. 7) In this workshop, strategies and teaching tips for meeting the needs of a diverse student population will be presented.

Jan Dahlstrom retired from Kenosha Unified School District No. 1, where she taught for 35 years at a variety of levels. Most of her career was spent teaching at the elementary level. The last 15 years were spent with the gifted and talented program and resource teacher/consultant. She used differentiated instructional strategies in her classroom of gifted and talented students. She also shared these strategies as she did consultant work with teachers in our district. She has presented differentiated instruction in college courses at Carthage College, Cardinal Stritch, and Carroll College.

Questioning Skills for a Constructivist Classroom (SESSIONS I and II)
Do you want to incorporate more real-world issues in your classes? Problem Based Learning (PBL) organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues. Guided by cognitive coaches, learners develop critical thinking, problem-solving, collaborative skills in addition to content knowledge as they identify problems, gather information from various sources, and select a solution that best fits the conditions of the problem. This session provides an introduction to the philosophy of PBL and will include a brief experience as learners in a PBL unit. This will be followed by an activity which will help you focus on questioning skills in your classroom as a first step toward implementing PBL.

As a Professional Development Leader in PBL at the Illinois Math and Science Academy, Deb Gerdes conducts workshops in PBL design and coaching for teachers throughout Illinois, consults with districts throughout the country, and mentors PBL practitioners internationally via email. Prior to her seven years in this role, Deb taught mathematics and English and was involved in IMSA's PBL work for three years.

As a Professional Development Specialist in PBL, Jane Seidel engages in all of the PBL work at IMSA but focuses on mentoring teachers in their classrooms as they implement PBL. She has been involved in IMSA's PBL summer institutes for the past eight years as a learner, a coach of students, and a mentor to new coaches. Her background as a media specialist and gifted education teacher and coordinator spans thirty years.

Introduction to and Design of a Problem Based Learning Unit (SESSIONS I and II)
Do you want to learn about and create your own PBL unit? Problem-based learning (PBL) is a curriculum model that uses an authentic problem as the impetus for learning. It begins as an ill-structured, open-problem or controversial issue. Problem-based learning engages students in intriguing, real, and relevant intellectual inquiry and allows them to learn from these life situations. Cooperative Learning (previously known as Cooperative Chaos) teaches students to work in groups to enhance learning, exercise collaborative thinking and work to develop better social skills through working in a team environment.

Mary Beth Crum has been an educator for over twenty-five years. She taught reading, writing, literature, grammar and social studies in a cooperative learning environment unique to her classroom at the middle school level. In the year 2000, she became a Nationally Board Certified Teacher in Early Adolescence English. She currently teaches for the following universities: Skylight/Saint Xavier University, teaching Masters of Teacher Leadership; Walden University, teaching Master's of Literacy and Masters of Middle School Education; and at Roosevelt University where she teaches in the Masters of Teacher Leadership program.

The Sheltered English Model of Instructional Strategies for English Language Learners (ELL) (SESSIONS I and II)
Are you looking for a way to improve the performance of students whose first language is not English? This workshop will introduce the SIOP Model (Sheltered Instruction Observation Protocol) of differentiating instruction for English language learners. High school content teachers will be able to develop effective instructional strategies for their language minority students.

Caroline Bohlander has been a bilingual educator for over twenty-five years. Before working at the Illinois Resource Center, she taught English as a foreign language in Mexico City, served as a coordinator of the high school bilingual education program for District 218 in Oak Lawn, and taught bilingual science. She has a double M.A. in TESOL and Intercultural Education from the Universidad de las Americas in Mexico and a C.A.S. in Educational Administration and Supervision from National Lewis University.

Technology Integration for the High School Teacher (SESSIONS I and II)
What does the role of the teacher look like in a technology-rich classroom? This session will explore the many possibilities when technology is incorporated into the classroom. As a facilitator and a guide, teaching and learning can be more exciting than ever. Take a look at how technology can help improve student achievement and help align curriculum to state and local standards. With student access to laptops, lessons may need to be designed or delivered in new ways. This workshop provides you with practical ways to maximize the technology investment by actively engaging your
students in new and exciting projects.

Christine Tomasino is an Instructional Technology Planning and Training Consultant. Her educational experience is reflected in her practical strategies to enhance teaching and learning. She has presented over 500 sessions in differentiated instruction, digital literacy, reading and writing across the curriculum, assessment, standards-alignment, and technology planning. Christine's passion energizes teachers to make a difference for students.

Interdisciplinary Teaching and Learning (SESSION I ONLY)
Do you like working with others? Do you want to create a unit with other teachers from other departments? This workshop will present an overview of interdisciplinary instruction and the types of curriculum integration involved. It will also present an introduction to conceptual teaching, lesson plan design using conceptual design, and the development of a common theme or concept, and the designing of the lesson.

*Dr. Lois Stanciak earned a BA and MA from St. Xavier University; MA from University of Chicago; CAS from National Louis University; and an Ed. D. from Vanderbilt University. Currently she serves on the Illinois ASCD Board of Directors and is an Associate Professor at College of DuPage. She is a graduate of the National Staff Development Council Academy and has presented at many National Conferences and Workshops. In addition, she has authored two books. She has successfully implemented Interdisciplinary Programs at the High School level and facilitated the ASCD Interdisciplinary
Network for the past 6 years.*

Critical Thinking: A Skill for All Content Areas (SESSION I ONLY)
Should your students think at a deeper level? This mini-workshop will include an overview of critical thinking connections to all subjects, the development of instruction that incorporates the disciplined approach of critical thinking into the foundation of your curriculum, and strategies you can use to improve student critical thinking. The goal of the mini-workshop is to help teachers develop a set of skills for thinking, which they can both use and teach students to apply to subject content.

Phil Stanko brings 30 years of high school science teaching experience with him; most taught here at Lake Zurich High School. Mr. Stanko has taught all the sciences except Physics and is certified in all sciences except Physics. The recipient of the 2003 Meritorious Service Award, Mr. Stanko used the award to attend the International Conference on Critical Thinking held last July in Palo Alto, California. Mr. Stanko has incorporated some of the critical thinking strategies with other educational practices and philosophies to develop some useful techniques and tools that can be applied across all curriculum areas to improve the quality of teacher instruction and student performance.

Give Them ALL A's (Alternative Assessment That Is!) (SESSION I ONLY)
Are you tired of the traditional types of assessment? Want to try something new? This hands-on session will focus on various alternative forms of assessment to enable teachers to reflect upon and choose the best ways to assess students in the classroom. In addition, teachers will develop assessments that support standards learning and technology. Samples of assessments and chocolate will be provided.

Glenda Bequette is a Principal Education Consultant for the division of Curriculum & Instruction at the Illinois State Board of Education. She previously taught Third Grade and Junior High Social Studies in both the private and public school systems in the state of Illinois. During that time period, she received numerous awards and grants for the outstanding use of creative and innovative teaching strategies in her classroom. She received her undergraduate degree at Eastern Illinois University and is currently pursuing a master's degree from the University of Illinois. Recently, she was the recipient of the "Making It Happen Award".

Blazing the Learning Trail -- Traveling Without Maps (SESSION II ONLY)
Are you looking for project ideas for any curriculum? Leave this fast-paced session with many innovative and kid-focused projects to take back and use tomorrow. This presentation will include a variety of activities that can be integrated into any curriculum. Projects can be completed in a classroom or lab setting. Tech it Out!

Glenda Bequette is a Principal Education Consultant for the division of Curriculum & Instruction at the Illinois State Board of Education. She previously taught Third Grade and Junior High Social Studies in both the private and public school systems in the state of Illinois. During that time period, she received numerous awards and grants for the outstanding use of creative and innovative teaching strategies in her classroom. She received her undergraduate degree at Eastern Illinois University and is currently pursuing a master's degree from the University of Illinois. Recently, she was the recipient of the "Making It Happen Award".

Media in the Classroom (SESSION II ONLY)
How can you incorporate current events into your classroom? This hand-on session will deal with incorporating media into all subject areas. After beginning with an overview of current media literacy theory, participants will have the opportunity to develop mini-lessons based on current events. These lessons will be shared with the group. Participants will need their laptop computers and a desire to help their students understand how media affects their lives. Participants will also learn the basics of journalistic writing and how to design a newspaper. As a final project, participants will try their hands at creating their own newspaper; the project can be adapted for classroom use.

Carolyn Wagner is a journalism instructor and former collegiate journalist. She has attended many workshops and graduate programs aimed at increasing awareness of media importance, including two summer institutes at Harvard University. Wagner has been teaching at LZHS for five years and the Bear Facts publication has won several awards under her direction.

3.5 PARENT/FAMILY INVOLVEMENT DATA

Use charts, tables, narrative or other format. Examples of parent/family data include the number of parent participants in events that relate to learning (8.5), number of parents surveyed and survey results, and number of parent contacts for non-disciplinary purposes. A sample copy of a parent survey may be included in an appendix and referenced here.

100% of the contact made with parents is done by means of Open House, phone calls, Parent/Teacher Conferences, progress reports, grade reporting, e-mail, and telephone contacts. Approximately 75% of the parents attended Open House this year and a similar percentage participates in Parent/Teacher conferences. In order to facilitate greater participation at the Parent/Teacher Conferences, the school has reduced the length to ten minutes per conference. To further understand the concerns and perceptions of the parents, we will ask them to complete several surveys. The district conducts a yearly questionnaire. However, the high school will solicit parent input in a school-specific survey. The most recent survey of the parents is focused on the implementation of a small learning community. The questions are intended to gauge the parents' perception of the needs of their children and to determine if there is support for a small learning community initiative.

Further, the principal is also holding "Open Office Hours". During this time, parents and family members can meet with the principal in a one-on-one or group setting to discuss the school. These discussions are open to all of the stakeholders and members of the community.

3.6 ADDITIONAL TYPES OF DATA

Present three or more additional types of data, e.g., student survey, ILS implementation (7.0), internal review, program monitoring (10.0), student behavior, or faculty turn-over data. Select those types of data that best inform the hypotheses in 4.3.

Internally, the principal is soliciting feedback from the students through a Student Leadership Team. This group has representation from all sectors of our student body and meets monthly to provide feedback to the principal on policies and practices. Further, the principal continually engages in informal conversations with students. The participation rate of the stakeholders is typically very high. The students will be surveyed about a small learning community initiative, the school song, summer school options, the Applied Arts department course offerings, and the student perception of the school. The surveys will be sent to every student and every family, thereby increasing the sample size to the current enrollment numbers.

The results of ACT tests show that students taking core classes outscore their counterparts by 1.8 points on the ACT composite. The data is valid and the sample size is large, with 100% of the junior class taking the ACT test, through the Prairie State Achievement Exam. This indicated a need to analyze graduation requirements and the types of classes that students are taking. The Graduation Requirements committee conducted research throughout last school year and recommended an increase in the requirements for graduation, specifically in English and Math. This year, the Principal made the proposal to the School Board. The Board has approved the recommendation to increase the graduation requirements in English and Math, beginning with the class of 2009.

SUBJECT	*Graduating Classes of 2005 through 2008*	*Graduating Class of 2009*	*Graduating Class of 2010 and beyond*
Language Arts	*3 Credits*	*3 Credits*	*4 Credits*
Intensive Writing [a]			*2 Credits*
Mathematics	*2 Credits*	3 Credits	3 Credits
Science	*2 Credits*	2 Credits	3 Credits [b]
Social Studies [c]	*2.5 Credits*	2.5 Credits	2.5 Credits
Consumer Education [d]	*.5 Credit*	*.5 Credit*	*.5 Credit*
Drivers Education	*Classroom (Sophomore year)*	*Classroom (Sophomore year)*	*Classroom (Sophomore year)*
Physical Education [e, f]	*Each semester*	*Each semester*	*Each semester*
Health	*.5 Credit*	*.5 Credit*	*.5 Credit*
Humanities [g]	*1 Credit*	*1 Credit*	*1 Credit*
Total Credits	*22*	*22*	*24*

a. *One year of intensive writing must be in an English course and one year may be provided in a course other than English.*
b. *One year must be Life Science, 1 year Physical Science.*
c. *One credit must be World History, 1 credit U.S. History, ½ credit must be government*
d. *A student may pass a Consumer Education Proficiency Test to be excused from this requirement.*
e. *A student may be exempt from P.E. his/her junior and senior year under special circumstances.*
f. *All students must register for at least ~~5 1/2~~ 6 credits per year, one of which must be physical education.*
g. *The humanities requirement for graduation may be fulfilled by taking courses in Art, Music, Vocational Education, and/or Foreign Language.*

Further, the recommendation was presented and approved to determine class status by credits earned and semesters of school completed rather than years in school only. Students who have earned 6 credits or less and have attended less than 2 semesters of school will be considered Freshmen. Students who have earned 12 credits and have attended 4 semesters will be considered Sophomores. Students who have earned 18 credits and have attended 6 semesters will be considered Juniors, and those who have earned 18 or more credits and have attended for at least 6 semesters will have Senior status.

In analyzing the ACT data, the Building Leadership Team (Principal, Assistant Principals, Department Chairs) concluded that the middle level student needed further support to increase academic performance. The Small Learning Communities committee was formed and began to research the possibility of implementing a small learning community. This committee continues to meet this school year. The committee will visit other schools that have implemented this strategy. Further, the committee continues its research to develop a program specific to Lake Zurich High School. Recently, the committee has developed a survey to solicit both student and parent input. The data will be disaggregated and the results will be presented to the committee. These results will also be shared with the high school staff, by the Principal. Using the results, the committee will develop a recommendation if the small learning community should be pursued. If it is determined that the results indicate it should, the committee will develop a pilot program.

Each department that enters the curriculum review cycle engages in an internal review of the courses it offers. To further engage in the process of internal review, the high school teachers meet with the middle school teachers annually. The purpose of these meetings is to ensure that placement recommendations for incoming freshman are correct, to internally evaluate the skills learned and to articulate the curricular goals for grades 6 - 12. All teachers participate in this process. (Please see appendix for copy of Curriculum Review Cycle)

3.7 DATA QUALITY

Indicate the validity and reliability of the non-standardized types of data presented in criteria 3.3, 3.4, 3.5, and 3.6. Discuss the representativeness, response rates, and sample sizes of the surveys, interviews, and observational methods used. A separate description is not needed here if data quality is included in each criterion above.

Data quality information is included above.

4.0 Data Analysis

Appendix B illustrates the steps, reasoning, logic, and analyses used to select a strategy. Criteria 4.1 and 4.2 may best be presented in a narrative. Two format options are offered for criteria 4.3 through 4.6.

4.1 SUMMARIES OF DATA FOR DEPENDENT VARIABLES (3.1/3.2)

Summarize and organize data for dependent variables (e.g., reading, mathematics, test participation rate, and attendance or graduation rate) into gaps, comparisons, and trends.

The graduation rate at Lake Zurich High School has continued to remain high. After a three-year reduction in the graduation rate, last year experienced an increase in the rate to 98.5%. The percentage of students taking the PSAE continues to be at 100%, on a yearly basis.

For ACT testing, there is no downward trend in composite scores. The ACT scores have remained the same for the past two years. Lake Zurich continues to have a high number of students take the test and outperform the state and nation. Core students continue to significantly outscore their counterparts by 1.8 points on the ACT.

For the PSAE testing, the reading scores on the April 2005 test decreased by 2.9 percentage points. The decrease was seen in both males (-1.5%) and females (-3.8%). The scores of white students decreased by 2.7%, however Hispanic students saw an increase of 16.7% in their reading scores. In the past, the math scores had decreased. However, this year the math scores increased by 3.2%. This increase stopped a four-year downward trend in scores. The math scores increase was experienced by every sub-group, except those students with an IEP. The scores in science continue to remain high. However, the scores this year decreased by 3.6%. However, increases were seen in male scores (+6.1%) and in the scores of students with IEP's (+5.3)

4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)

Diagnose and refine the AYP performance targets. Explain your reasons. Be sure that the refined performance targets represent all of the unmet AYP targets from 1.0. The number of refined targets will likely be much fewer than the raw number of "No" items in the AYP Information page. For example, if justified by the analysis of the reading data, two or more AYP targets may be combined into one refined target: "Reading scores at all grades and for all groups." The target in the second example in Appendix C illustrates this refinement. List the refined performance targets.

The greatest gaps occur between males and females in reading and science. Females outperform males by 7% in the area of reading. However, males outperform females by 15.1% on the science test.

Hispanic students in the school traditionally score lower on the PSAE than other Lake Zurich High School students. This year, the Hispanic student scores increased in reading and math. However, in science the scores continue to remain low. An analysis of the data shows that the scores are within the average of the past three years. Even though the number of Hispanic students has increased, the scores have remained relatively stable.

Students with IEP's continue to perform at a low level. The overall scores have remained stable over the past three years. However, the science test scores increased 5.3%.

NOTE: Criteria 4.3 through 4.6 address each target listed in 4.2. For 4.3 through 4.6, use a narrative under the headings below, the optional format on the following page, or both.

4.3 HYPOTHESES TO EXPLAIN DEPENDENT VARIABLES (4.2)

Brainstorm a variety of possible logical explanations (hypotheses) as to why each refined performance target (4.2) was not met. Explain your logic.

- The Lake Zurich gender patterns are consistent with national patterns.
- An emphasis has not been placed on reading across the curriculum and the school has also not required four years of English to graduate. Therefore, the reading scores have decreased.
- The curriculum is in the midst of being aligned to Illinois Learning Standards and articulated K – 12, through the district's curriculum review cycle.
- 48.1% of teachers have less than five years of teaching experience. The lack of a formal mentoring program does not facilitate teachers achieving their full potential professionally. Without formal guidance from experienced teachers, many professionals adapt to situations on their own or with little guidance.
- The number of Hispanic and IEP students has increased and influenced the testing results. If the number had remained stable, the scores would have increased, due to those students receiving more instruction.

4.4 SUMMARIES OF DATA FOR INDEPENDENT VARIABLES (4.3)

Summarize and organize the data that support or refute the hypotheses (4.3) into comparisons and trends, e.g. diversity of instruction, teacher absenteeism, class size, time-on-task, classroom behavior, family support, student mobility, student motivation, native language, teacher expertise. Some of these data were presented in 3.3 through 3.6.

- The science department has begun reading a novel in each class. There has been an emphasis placed on Best Practice instructional techniques. One technique that has been emphasized is reading across the curriculum. Also, the average Lake Zurich High School student takes more classes than are required to graduate. This pattern is true in the English department, as well. The students taking core classes score significantly higher than their counterparts on the ACT. This data confirms that the students taking challenging courses perform better on the test. Core students continue significantly outscore their counterparts by 1.8 points on the ACT.

- 51.9% of the teachers have six years or more of teaching experience. The average experience of all of the teachers in the building is twelve years. A formal mentoring program has been implemented.

- The number of Hispanic and IEP students has increased at the freshman level, thereby increasing the numbers. Also, the reading and math scores of Hispanic scores have increased from last year. The science scores for the IEP students have also increased.

4.5 IDENTIFICATION OF PRIMARY CAUSAL FACTORS BASED ON DATA ANALYSIS (4.4)

Identify the primary factors that cause low performance as supported by informed professional judgment (4.3) and data (4.4). List the factors. Explain the reasons, as appropriate.

- Students were not required to take four years of English and three years of math. An increase in these requirements will increase student performance.
- Last year, students were not required to have 300 minutes of instruction. Therefore, senior students would take fewer and less challenging courses.
- The lack of K – 12 articulation of curriculum does not provide students with the knowledge needed to fully succeed on the PSAE.
- The curriculum in every department are being aligned to include ACT standards and Illinois Learning Standards. This will increase student performance.
- Assessments and curriculum have not been consistent from one class to another. The school has not engaged in item analysis of its assessments.
- The lack of a formal mentoring program for inexperienced teachers caused teacher turnover and did not further develop expertise in the profession.

- Teachers do not have common planning time to meet and discuss the curriculum and courses taught. By providing this the teachers will be able to align their courses and increase student performance.

4.6 SELECTION OF STRATEGIES (4.5)

Select only one causal factor for each refined target. Make sure this factor is within the school's capacity to change or control. Repeat 4.3 through 4.6 for each target listed in 4.2.

- Implement best practices approach to instruction.
- Provide staff development targeted at reading and writing across the curriculum.
- Establish a formal mentoring program for non-tenured teachers.
- Align the curriculum through the curriculum review cycle.
- Align the curriculum with the Illinois Learning Standards and the ACT standards.
- Increase graduation requirements.
- Research and possibly pilot a small learning community.
- Introduce new course options for students.
- Provide time for teachers to meet during the school day.

5.0 Action Plan for School Name: School Years:

STRATEGY (5.1)

Implementing the below strategies

will adequately improve performance in

TARGET (4.2)

student achievement.

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity #1 Implement Best Practices for instruction	3 years	Principal, Assistant Principal of Curriculum and Instruction, Department Chairs	Observations, surveys, interviews	Time for staff development, money for presenters
Activity #2 Implement ACT standards into curriculum and increase the ACT composite score from 22.4 to 24.1	*5 years*	Principal, Assistant Principal of Curriculum and Instruction, Department Chairs, teachers	ACT scores	ACT preparation materials, staff members

Activity #3 Develop common final exams covering core curriculum	2 years	Department chairs, teachers	Observations, surveys, interviews	Time and teachers
Activity #4 Increase percentage of students meeting and exceeding expectations on PSAE to 100%	5 years	Principal, Assistant Principal of Curriculum and Instruction, Department Chairs, teachers	Analysis of school report card, PSAE results	PSAE test preparation materials, staff members
Activity #5 Meet in curricular teams	5 years	Principal, Assistant Principal of Curriculum and Instruction, Department Chairs, teachers, teachers	Observations, surveys, discussions with teachers, improvement in student performance on local assessments	Time and teachers, time for staff development on teaming and communication skills

NOTE: Copy and paste the above format for each strategy in the SIP.

Sources of Revenue – (5.9)

Note: Use this Budget Summary Table or other format to show sources of revenue. Modify/Delete/Add rows and columns to the table as needed depending on the funding sources of the district and number of activities in the SIP.

Activity	Title I	Title II	Title IV	Title VI	Tech	CTE	Reading First	CSR	21st CCLC	REAP	Gen Rev	Sum Brdgs	Other	Other
District Title I Funds	X													
Staff Development Workshops, conferences and seminars		X												
Safe and Drug Free Schools conferences, workshops, seminars, Red Ribbon Week				X										
Laptop Training workshops and technology training seminars					X									

TOTAL														

6.0 Professional Development

6.1 DATA USE

Describe how professional development data (3.4) are used to inform needs and requirements.

Last year, the focus for staff development was "Best Practices Across the Curricula" and the implementation of the practices in the teaching of Lake Zurich students. The teachers were first surveyed to discover what types of classes they would prefer. During institute days, the teachers provided feedback on what types of staff development they would like.

This year, the two middle schools and the high school will meet to discuss the K-12 curriculum and receive ADHD training. The teachers are surveyed after every staff development day for feedback. Professional development is tailored to meet teacher needs, SIP strategies, and to improve student performance.

6.2 QUALIFIED AND EFFECTIVE EDUCATORS

Describe systemic, extensive professional development activities that ensure educational personnel become qualified and effective in their learning area(s) and teaching assignment(s). Refer to the Illinois definition of a highly qualified educator and the Illinois Professional Teaching Standards. www.isbe.net/profprep

Teachers receive continuing professional development that ensures their teaching abilities are continuously expanded. Last year the teachers received extensive staff development on incorporating best instructional practices. Some examples of the workshops are reading across the curriculum, integrating ELL students in mainstream classes, writing across the curriculum, authentic assessment, and cooperative learning. Teachers are also encouraged to attend professional development workshops that improve their content expertise and keeps pace with the creation of new knowledge in their field. Membership in professional organizations and attendance at conferences is also encouraged by the school. Finally, the school encourages continual learning of its teachers and staff through post-graduate, masters and doctoral studies.

6.3 RELATION TO STRATEGIES

Relate professional development to the strategies in the action plan (5.0). Use the table below, a narrative, or other format.

Strategy	Professional Development
Implement best instructional strategies	Professionals from within Lake Zurich and outside of the school will make presentations to the staff on best practices and their incorporation in the classroom. New teachers are engaged in a book discussion group covering the book, Book Practices.
Implement ACT standards into curriculum and increase ACT scores from 22.4 to 24.1	Strategies to analyze assessment. Item analysis. Strategies to employ reading and writing across the curriculum. Math instruction techniques.
Raise the percentage of students meeting and exceeding on the PSAE test to 100%	Strategies to employ reading and writing across the curriculum. Math instruction techniques. ACT standards integration into the curriculum.
Develop common final exams	Each department has divided the teachers into curricular, learning teams. The teams meet regularly to discuss and research topics related to the courses being taught and the skills being learned by students.
Meet in curricular teams	Each department will have time to meet in curricular, learning teams. The staff

	needs staff development on leading meetings, team building, meeting structures, and communication styles.

NOTE: Use a narrative, a calendar, or the optional table on the next page for criteria 6.4 through 6.6.

6.4 SCHEDULING

Outline professional development activities in an extensive, detailed schedule. If scheduled activities are shown in the action plan (5.0), please reference them here. A fully implemented professional development schedule spans both years of the plan and specifies dates and content.

November 2, 2004 – Best Practices

8:30 – 11 Teacher selected sessions on best practices

- Authentic assessment
- Collaborative and cooperative learning
- Reading and writing across the curriculum
- Integrating technology into the classroom

12:30 – 3 Teacher selected sessions on best practices

- Authentic assessment
- Collaborative and cooperative learning
- Reading and writing across the curriculum
- Integrating technology into the classroom

March 4, 2005 – Best Practices

8:30 – 10:30 Teacher selected sessions

- New Physical Education trends
- Foreign Language Lab use
- Authentic assessment
- Collaborative and cooperative learning
- Reading and writing across the curriculum
- Integrating technology into the classroom

10:30 – 12:30 Teacher selected sessions

- New Physical Education trends
- Foreign Language Lab use
- Authentic assessment
- Collaborative and cooperative learning
- Reading and writing across the curriculum
- Integrating technology into the classroom

April 5, 2005 – Best Practices and Charlotte Danielson

8:30 – 10 Presentation by Charlotte Danielson to the entire district staff
10:15 – 11:45 Charlotte Danielson presenting on evaluation for enhancing professional practice
10:15 – 11:45 Teacher selected sessions on best practices
1:15 – 2:45 Teacher selected sessions on enhancing professional practices

In school year 2004 – 2005, the theme of staff development will be Teaming and Assessment.

November 8, 2005
8:30 – 11 ADHD Training

12: 30 – 3 Middle School/High School Teacher articulation

April 17, 2006
8:30 – 3 Teacher selected sessions

- Communication Styles
- Team Building
- Leading Effective Meetings
- Authentic Assessment
- Alternative Assessment
- Using Assessment Data to Improve Student Achievement
- Common Departmental Exams
- Integrating ACT Standards to Improve ACT Scores
- Integrating Illinois Learning Standards to Improve PSAE Scores

May 18, 2006
8:30 – 3 Teacher selected sessions

- Communication Styles
- Team Building
- Leading Effective Meetings
- Review of PSAE scores
- ACT Preparation Course
- Authentic Assessment
- Alternative Assessment
- Using Assessment Data to Improve Student Achievement
- Common Departmental Exams
- Integrating ACT Standards to Improve ACT Scores
- Integrating Illinois Learning Standards to Improve PSAE Scores

6.5 RESOURCES

Indicate the specific resources (time, people, money) that support professional development. Resources may also be shown in the action plan (5.0).

The district has provided the schools with staff development days and early release days. These days are used for the improvement of the practice of teaching and for articulation and alignment of curricula. The five staff development days are August 22, November 8, January 20, April 17, and May 18. The six early release days are

September 16, October 19, November 22, February 2, February 28, and May 5. The people that serve as resources are the Associate Superintendent of Teaching and Learning, Curriculum Coordinators, Assistant Principal of Curriculum and Instruction, Department Chairs, teachers, money.

The school has also provided the teachers with time, during the early release days, to meet in curricular, learning teams.

6.6 SCIENTIFICALLY BASED RESEARCH (SBR)

Indicate the scientific research base of the professional development. Provide SBR here or make a cross-reference to it in the action plan (5.0). The National Staff Development Council (NSDC) is one source for research-based professional development. www.nsdc.org

The scientific research sources of the professional development programs are the National Staff Development Council, ERIC Educational Database, the Illinois School Report Card, the Association for Supervision and Curriculum Development, Breaking Ranks, Breaking Ranks II, Professional Learning Communities at Work, Schools that Learn, Supervision: A Redefinition, Honoring Diverse Teaching Styles

6.7 INTEGRATION OF TECHNOLOGY

Describe how staff integrates technology into instructional practices and student learning. Please reference here any activities on integration of technology that are included in the action plan (5.0).

Every staff member is equipped with a laptop computer. Every department has accessibility to computer projectors and to two laptop carts for their class. Computer labs are available for all classes. All classrooms are equipped with an LCD projector. The projector allows teachers to lecture using the Power Point program, to show a brief video segment, and to require students to complete projects using the Power Point program. Each teacher has received training in incorporating technology into the classroom. Every teacher is expected to create a website for each of their classes and to post grades on-line. Further, during one evaluation per year, the teachers are expected to show the integration of technology into their teaching.

6.8 EVALUATION / CONTINUOUS IMPROVEMENT

Describe the evaluation process that determines a participant's initial satisfaction with professional development experiences, learning of new knowledge and skills, use of new knowledge and skills, and their impacts on student achievement. If appropriate, include sample(s) of evaluation instruments in an appendix, e.g., surveys, observation tools, pre- and post-questions for peer coaching.

Teachers select which professional development activities they will attend. Also, teachers are surveyed after every professional development session. This feedback provides the administration with a direction for future staff development days. The courses offered to the teachers are ones that they recommend and pertain to topics recommended when teachers provide feedback.

The teachers are also given time to meet with their departments to discuss the impact of what they have learned on their instruction. They are asked to present information that others can use in their teaching, during this time. The professional development activities are all focused on facilitating student learning and achievement.

6.9 MENTORING

Describe the formal mentoring program provided for new teachers that includes frequent, ongoing support and periodic program evaluation and improvements of the program. Indicate whether the program has written procedures.

The mentoring process includes new teacher orientation. During these monthly meetings with the Assistant Principal of Curriculum and Instruction, new teachers learn about the building, upcoming events, processes, and culture. The new teachers are also engaged in a book discussion using Best Practices. Teachers volunteer to present to each other on the topics presented in their readings. The new teachers are included in the staff development and school improvement process. In these small sessions with experienced teachers, they share knowledge. Departmentally, the new teachers meet weekly with the department chairs to discuss issues pertinent to being new in a building or to a profession. The department chairs act as mentors to these teachers.

The school has begun a formal mentoring program. Each new teacher was paired with an experienced teacher. The goals of the mentoring program are: to orient new teachers to Lake Zurich Community Unit District 95, Lake Zurich High School, its community, and its curriculum; to model professional behaviors and attitudes that will enable beginning teachers to meet the expectations held for the professional educator today; and to promote continual learning and helping new teachers become contributing members of our learning community. Ideally, the experienced teacher will have some (if not all) of the same preps as the new teacher. If there are not enough volunteer, mentor teachers within their department, they will be paired with an experienced teacher from a similar department (i.e. Math and Science).

7.0 Illinois Learning Standards (ILS) Implementation

7.1 ALIGNMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

Describe the process used to complete the alignment of curriculum, instruction, and assessment for at least three learning areas and all grades.

The departments are undergoing a comprehensive, five year curriculum review cycle and curriculum audits. The district is aligning curriculum from kindergarten to twelfth grade. The department chair and teachers from the high school departments, middle school departments, and elementary schools meet to discuss alignment. During the first phase, the department chair and teachers evaluate and study the current curriculum and recommend changes. The department chair facilitates this process during meetings with the department. The department reviews the current course offerings and recommends changes and additions. The second phase is for the department chair and teachers to evaluate materials, pilot programs, and adopt materials at the high school level. During this process, several teachers will pilot materials for three to four weeks. As a department, the teachers will discuss the effectiveness of the materials. When the decision has been made to adopt new materials, the department chair orders the materials and begins to implement them, in-services the new materials, and evaluates the materials to see which would be most effective to facilitate student learning. During the fourth phase, the department chair and teachers monitor their progress and refine articulation with the other levels in the district. The fifth phase is to assess progress as a department and to constantly adapt the materials to the needs of the high school students.

See appendix for a copy of the Curriculum Review Cycle.

Each department has divided the teachers into curricular, learning teams. The teams meet regularly to discuss and research topics related to the courses being taught and the skills being learned by students.

7.2 STANDARDS-ALIGNED CLASSROOMS

Describe the school-wide implementation of standards-aligned classrooms in which teachers and students understand and use the ILS daily in the teaching and learning process consistent with ISBE assessment frameworks and performance indicators. Examples of practices may include ILS posted in classrooms, ILS used in lesson plans, ILS communicated to students and parents, ILS reflected in rubrics, and ILS referenced in report cards.

The ILS are reflected in lesson plans that are submitted by all teachers. The ILS have been given to every teacher in the building. The ILS will be posted in each office and classroom. The school is in the process of creating ILS posters for every classroom. Staff development activities pertain to topics that help teachers meet the ILS. Parents are made aware of the ILS by the school.

Through the Curriculum Review Cycle, the departments are aligning their curriculum with the Illinois State Learning Standards. The teachers are developing local objectives based on the state goals and objectives. Further, each department is analyzing ways to incorporate ACT standards into their curriculum.

7.3 ILS PRACTICES AND PROCEDURES

Describe ILS practices and procedures, e.g., professional development offerings, staff hiring practices and assignments, scheduling, and allocation of resources.

Resources are allocated to provide the most up-to-date facilities and equipment for the staff of Lake Zurich High School. These resources include time, money, facilities, and support.

The staff development presentations are designed to incorporate the knowledge and skills that will help teachers enable students to be successful. The staff development includes authentic assessment, which helps teachers provide opportunities to integrate the academic and workplace knowledge and skills into the classroom. When hiring new staff, the school uses the Ventures for Excellence program of interviewing. This program trains the department chairs and administration to acquire the specific skills in screening teacher prospects. It also trains administrators on in-depth assessment and development of teachers.

The schedule has been established to provide full-day staff development training and early release days. Teachers' are provided with time and substitute teachers to permit attendance at conferences, new teacher orientation meetings, and department staff development meetings.

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

Outline the systematic review and revision of practices and procedures related to ILS implementation.

The school is constantly evaluating its curriculum and instruction to ensure they are aligned with ILS. Currently, the curriculum review cycle consists of ensuring ILS alignment and implementation. Weekly lesson plans are submitted by every teacher to their department chair. The department chair reviews the lesson plans to ensure ILS connection and implementation in the classroom.

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8.0 Family and Community Involvement

8.1 DATA USE

Describe how parent/family involvement and satisfaction data (3.5) are used to inform strategies and activities.

The parent/family data is used in the school improvement plan process. Their input is solicited through surveys, "Open Office Hours" held by the school principal, email, and through their participation on the school improvement plan committee. The school has a 100% rate of contact with parents and family members. Their input is solicited, valued, and used to improve student performance.

8.2 STAKEHOLDER INVOLVEMENT IN SIP PROCESS

Indicate that a broad range of community stakeholders contribute to the development, implementation, and review of the SIP.

Surveys, committee participation, Open House, Open Office Hours, and informal conversations are ways that parents, students, administrators, teachers, and community members contribute to the school improvement plan. Students contribute to the school improvement plan through the Student Leadership Team. Community members, teachers, administrators, students, and parents are also members of the district's strategic planning committee and curriculum review committee.

8.3 COMMUNICATION OF SIP PROGRESS

Describe the frequent, extensive progress reports sent to parents/families from the school and classroom teachers related to performance targets, strategies, and activities in the SIP. A sample report, newsletter, or web page address may be included in an appendix, if appropriate.

Communication of the SIP progress occurs through postings on the school and district website, the mailing home of a principal's newsletter, through the holding of "Open Office Hours", Open House, through e-mail contact, and through informal discussions. The SIP progress is also presented to the Board of Education for dissemination to the board members' constituents. Through involvement on the School Improvement Committee, parents and community members will also disseminate information to their peers and constituents.

8.4 ROLE OF FAMILY/COMMUNITY IN THE ACTION PLAN (5.0)

Provide evidence that family/community have specific roles in activities described in the action plan (5.0).

Parents, students, and community members are members of the SIP committee, the Strategic Planning Committee, and the Curriculum Council. The community members and the chamber of commerce sponsor a series of mock interviews for our students. Further, they are involved in a partnership that has formed between the school, community members, and the business owners, called the Career Advisory Council.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

Provide evidence that family/community have specific roles in supporting learning.

Family and community members are involved in supporting learning through attending Open House, participation on the Strategic Planning Committee, participation on the Curriculum Council, participation on the SIP committee, and parent/teacher conferences. They are also involved in supporting learning by maintaining open lines of communication with teachers through e-mail and phone contacts.

8.6 PROCEDURES/PRACTICES/COMPACTS

Provide evidence that parents/families have extensive roles in the development and review of school parental procedures, practices, and compacts.

The parents and families are involved in the Handbook Review Committee and in participation in various committees (Strategic Planning, Curriculum Council, Career Advisory Council)

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

Explain how specific district services and resources support the strategies/activities.

The district provides time for teachers to meet, money to pay for substitutes when the meetings occur during the school day, institute and staff development days, early release days to work on school improvement.

9.2 EXTERNAL SUPPORT

Explain in detail specific external services and resources that support implementation of strategies/activities.

External presenters during staff development, NCA, community membership on committees all support the implementation of strategies and activities. Community business owners have supported activities and strategies through committee participation and resource allocation, through the Career Advisory Council.

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

Describe the district peer review and approval process.

Teachers are encouraged to meet with one another to discuss performance and lessons. The formal mentoring program pairs new teachers with experienced teachers to provide a peer and mentor relationship. The professionalism of the staff provides for open and honest discussions of strategies that improve student learning and performance.

During the curricular, team time, the teachers discuss the curriculum, content covered, lessons, and projects used in their teaching. During this time, teachers can receive feedback and suggestions from fellow professionals.

As part of the mentoring program, the experienced teacher is encouraged to observe and provide feedback for the new teacher. The mentor and mentee are also encouraged to observe another teacher at the same time and then discuss their observations. The intent is to have the teachers become reflective on their teaching and to receive feedback that will improve their performance.

10.2 MONITORING PROGRESS OF THE PLAN

Describe how and when school personnel and leaders will collect data to monitor the effectiveness of strategies.

School leaders collect data after every staff development day and after every school improvement day. The school will also be sending out regular surveys to all stakeholders to receive their feedback on the effectiveness of the strategies. As the data is received, the SIP Steering Committee disaggregates and analyzes the data for strengths and weaknesses.

The school has recently formed a Data Team. This team will gather and disaggregate the data from the PLAN, ACT, and PSAE tests. The team will also analyze data from the grades received by LZHS students.

10.3 REVISION OF THE PLAN

Describe the systematic revision and implementation of the plan based on information from the monitoring process (10.2).

Throughout the course of this year, the SIP steering committee will constantly review the document and information received from surveys. At the beginning of next year the committee will meet to discuss, analyze, and reflect upon the work done and its effectiveness. The school is engaging the Continuous Progress Model of implementation and revision.

APPENDIX

- Curriculum Review Cycle
- Principal's Newsletter