

School Improvement Plan Cover Sheet

School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: 34-049-0950-26-1003
2. DISTRICT NAME / NUMBER: LAKE ZURICH COMMUNITY UNIT DISTRICT 95
3. SCHOOL NAME: LAKE ZURICH MIDDLE SCHOOL SOUTH CAMPUS
4. SCHOOL ADDRESS: 435 WEST CUBA ROAD
CITY: LAKE ZURICH
STATE: ILLINOIS
ZIP: 60047
5. GRADE LEVELS OF THE SCHOOL: 6, 7, 8
6. YEARS COVERED BY THE PLAN: 2002-2006
7. CONTACT PERSON: MR. DAVID R. GARDNER
8. PHONE NUMBER: 847-540-7070
9. EMAIL ADDRESS: DAVID.GARDNER@LZ95.ORG
10. Title I Non-Title I
11. COMPREHENSIVE SCHOOL REFORM: No Yes Model
 CSR Implementation: Year 1 Year 2 Year 3

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

Year	Non-Title		Title I	
1	<input type="checkbox"/>	Academic Early Warning	<input type="checkbox"/>	Choice
2	<input type="checkbox"/>	Academic Early Warning	<input type="checkbox"/>	Choice/Supplemental Educational Services
3	<input type="checkbox"/>	Academic Watch	<input type="checkbox"/>	Corrective Action
4	<input type="checkbox"/>	Restructuring Plan	<input type="checkbox"/>	Restructuring
5	<input type="checkbox"/>	Restructuring Implementation	<input type="checkbox"/>	

1.0 Performance Targets

1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	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		40.0			40.0			88.0		65.0	
All	98.6	Yes	98.6	Yes	86.5		Yes	83.5		Yes	96.6	Yes		
White	98.0	Yes	98.0	Yes	88.6		Yes	85.7		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

- At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
- At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
- At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2.0 School Information

2.1 Basic Information	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004
Attendance rate (%)	96.3	96.0	96.0	96.6
Truancy rate (%)	0.0	0.0	0.0	0.0
Mobility rate (%)	3.4	2.2	2.8	6.4
Expulsion rate (%)	0.0	0.0	0.0	0.0
Retention rate, if applicable (%)	0.0	0.0	0.0	0.1
HS graduation rate, if applicable (%)	96.9	95.9	84.3	98.5
HS dropout rate, if applicable (%)	0.6	0.1	0.0	0.1
Teachers working out-of-field (#)*	0.0	0.0	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	0.0	0.0
School Population (#)	659	751	873	890
Economically disadvantaged (%)	1.7	2.9	3.4	3.6
Limited English proficient (LEP) (%)	0.5	0.4	0.3	0.4
Students with disabilities (%)	-	-	-	11.0
White, non-Hispanic (%)	92.4	91.7	92.1	91.8
Black, non-Hispanic (%)	1.1	0.9	0.9	0.9
Hispanic (%)	2.4	3.5	2.7	2.9
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0
Asian/Pacific Islander (%)	4.1	3.9	4.2	4.4

* "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

Lake Zurich Middle School South serves the communities of Lake Zurich, Barrington, Deer Park and Kildeer. The area is populated primarily by middle to upper-middle class families. Parents of students who attend Lake Zurich Middle School South are generally well-educated and actively participate in school activities with their children.

As a school of just under 900 students, Lake Zurich Middle School South draws from a predominately White population. Ninety-two percent of the school population is White with .01% being Black, .03% being Hispanic and .04% being Asian. In character with the surrounding community, the school maintains a low socio-economical population of only .04% and a high attendance rate of 94.5%.

Lake Zurich Middle School South is committed to the academic excellence of the students it serves. In each grade level, sixth through eighth, class sizes average 27 students per class. Students receive an average of 225 weekly instructional minutes in each of the five core academic areas as well as one forty-minute period of physical education/health, one forty-minute period of foreign language and one forty-minute period of a fine and applied art course.

Parental contact and communication are maintained through a variety of methods distributed and dispersed throughout the school year. Each fall the staff directly contacts parents by phone to welcome them to the school year and communicate essential information of events in the eminent future. In addition, the school publishes a professional newsletter that is distributed monthly along with "inserts" that are targeted for smaller, team oriented items. As always, the school offers annual parent conferences as well as open appointments for conferences throughout the entirety of the calendar year. Nevertheless, communication between school and home has been identified as an area of improvement in the action plan contained herein with focus on multiple methods of delivery and dispersement including electronic mailings, postal mailings, redundancy in communication across all methods and improved direct access to school information after business hours.

Staff members at Lake Zurich Middle School South meet all current standards for the designation of "highly-qualified" as determined by the State of Illinois. The staff to student ratio among middle level schools in the district is 24 students to 1 faculty member. The school employs 74.5 staff members with an average of 10.0 years of teaching experience. Sixty-one percent of the staff of Lake Zurich Middle School South hold advanced degrees and as a staff as a whole maintain a 97.0% attendance rate.

From a physical standpoint, Lake Zurich Middle School South has grown tremendously in its eleven year existence. Such rapid growth has put a strain on meeting the needs of the students. The action plan contained herein addresses several strategies based primarily on the need to develop sound policies and procedures and adapt current policies and procedures to reflect a school that has grown 30% in population in only four years. The sheer enormity of managing, communicating and addressing the individual student needs in a school of approximately 900 students is a major undertaking in and of itself. However, the action plan outlays steps and strategies to restructure Lake Zurich Middle School South into a stronger and more unified building.

2.3 COMMUNITY CHARACTERISTICS

The Lake Zurich Area is a combination of six communities with the Village of Lake Zurich at its center. The other communities are Deer Park, Hawthorn Woods, Kildeer, Long Grove and North Barrington. The Area encompasses 32.3 square miles and has seen steady growth in the last ten years. The population in 1990 was 27,004 and, according to the 2000 census, it grew to 40,321.

The breakdown of the population is 50.1% male and 49.9% female. The population of the Area is relatively young with a median age of 40.4 years.

The Area is prosperous. The aggregate Household Income is \$1,558,331,955. The median Household Income is \$91,748. The average Household Income is \$150,201. The per capita is \$46,402.

The Area has an exceptionally high level of home ownership. The number of households, again according to the 2000 census, is 11,196 and 95% of these are owner occupied. The average number of persons per household is 3.15. The median home value in the Area is estimated to be \$176,105.

As to the resale value of property, the median Home Sale price in 1994 was \$132,100. The median Home Sale price in 1999 was \$163,900, an increase of more than 24%. As with most other areas in the county, owning a home in Lake County is a great investment.

The education needs of the Area are served by the Community Unit School District #95. The enrollment in the system for the 2001-2002 school year is 6,429. The average expenditure per student is estimated to be \$7,820. The average class size is 24.4 students in the elementary schools and 23.8 in the middle schools and the high school. There are also three parochial schools in the Area: a Catholic school (K-8), a Lutheran school (K-8) and a Baptist Bible school (K-12).

The Lake Zurich Area has 23 public parks, two beaches, nine public tennis courts and 276 sports teams. The Lake Zurich Area is served by 20 Protestant churches, three Catholic churches and two Synagogues.

(from the LZ Chamber of Commerce)

3.0 Data Collection and Information

3.1 STATE ASSESSMENT DATA: ISAT

Show three or more consecutive years of state assessment results (ISAT, 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.

	READING 00 MEETS/EXCEEDS			READING 01 MEETS/EXCEEDS			READING 02 MEETS/EXCEEDS			READING 03 MEETS/EXCEEDS			READING 04 MEETS/EXCEEDS		
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total			--			--			85.9			84.2			82.7
Economically disadvantaged			--			--			62.5			--			--
LEP			--			--			--			--			--
Students w/disabilities			--			--			68.0			36.0			48.6
White, Non-Hispanic			--			--			86.1			86.6			82.7
Black, Non-Hispanic			--			--			--			--			--
American Indian or Alaskan Native			--			--			--			--			--
Asian or Pacific Islander			--			--			100.0			90.0			91.0
Hispanic			--			--			66.6			40.0			--

	MATHEMATICS 00 MEETS/EXCEEDS			MATHEMATICS 01 MEETS/EXCEEDS			MATHEMATICS 02 MEETS/EXCEEDS			MATHEMATICS 03 MEETS/EXCEEDS			MATHEMATICS 04 MEETS/EXCEEDS		
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total			--			--			64.8			80.5			79.0
Economically disadvantaged			--			--			62.5			--			--
LEP			--			--			--			--			--
Students w/disabilities			--			--			40.0			28.0			40.5
White, Non-Hispanic			--			--			75.0			83.0			79.4
Black, Non-Hispanic			--			--			--			--			--
American Indian or Alaskan Native			--			--			--			--			--
Asian or Pacific Islander			--			--			86.7			90.0			90.9
Hispanic			--			--			66.7			20.5			--

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.

See Appendix A

Local Assessment Trend Analysis:

Based on the data included in Appendix A as well as the ISAT data included above, Lake Zurich Middle School South fares well in meeting expectations for academic achievement. However, as a consistent theme, the school struggles with moving the "meets" population into the "exceeds" category. Based on this information the school has drafted strategies in the action plan to improve writing across the curriculum.

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)	74.5	480.5	
Average Teacher Experience (in years)	10.0	12.0	
Bachelor's Degree (%)	39.0	37.0	
Master's degree or higher (%)	61.0	63.0	
White, non-Hispanic Teachers (FTE)	73.5	476.5	
Black, non-Hispanic Teachers (FTE)	0	0	
American Indian / Alaskan Native Teachers (FTE)	0	0	
Asian or Pacific Islander Teachers (FTE)	0	1	
Hispanic Teachers (FTE)	1	3	
Male Teachers (FTE)	22.5	118	
Female Teachers (FTE)	52.0	362.5	

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
74.5	29.5	22.5	9	13.5
% attendance rate for teachers		# requesting workshop attendance	# pursuing advanced degrees	
97.0		45	--	
Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options	
6	0	4	0	

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.

Lake Zurich Middle School South offers a variety of professional development activities throughout the year. During the 2003-2004 school year the school will be moving to a block schedule format to facilitate needs identified within the school improvement plan. Naturally, a large portion of the professional development offerings will be related to teaching in the block.

Technology is another major focus for Lake Zurich Middle School South. As the school adopts a laptop program designed to increase instructional use of technology, professional development workshops and activities have been crafted to provide ample opportunity for staff to experience various technology uses as well as develop units utilizing technology. Support programs have been developed as a continuation of the professional development opportunities.

In addition to in-house professional development, Lake Zurich Middle School south has contracted with OMNI Youth Services to provide year-long training opportunities for students and staff on bullying. This alliance is a direct result of an initiative in the school improvement plan.

It is the regular practice of Lake Zurich Middle School South to solicit feedback after professional development events. Most events will be followed with an evaluation survey or narrative, occasionally open discussion feedback is gathered after events.

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.

In our transition to block schedule, Lake Zurich Middle School South began a pilot program within the 7th grade to assess the impact and effectiveness of such a schedule on the school, the community and the students. As an integral part of that pilot program, a survey was developed for both parents and students to gather conclusive evidence on the perceptions and realities felt by both parties. The survey and the results can be found in Appendix B.

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, faculty turn-over, or Summer Bridges data. Select those types of data that best inform the hypotheses in 4.3.

See Appendix C

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.

See Appendix C

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.

See Appendix D

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.

Lake Zurich Middle School South is a high-achieving school. According to the data reported in the 2003 School Report Card, the school passed all AYP performance targets. After analyzing the data, Lake Zurich Middle School South has identified a need to develop strategies to move more students from the "meets" category to the "exceeds" category. Additionally, the school needs to address and maintain the recent rise in performance among the students with disabilities sub-group.

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.

Education is very important to the population served by Lake Zurich Middle School South. Students enter the school with a wealth of knowledge and experiences. Therefore students find it easier to meet the expectations of standardized tests. It is possible that students do not see the relevance to the test and therefore do not strive to exceed. It is also possible that the school is not preparing students to "exceed" on the test, but only to meet the requirements.

A new reading program was designed and implemented by the Special Education department. This program has not yet been evaluated for effectiveness and impact in terms of ISAT achievement for the students with disabilities sub-group.

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.

Class size and the lack of an aligned curriculum would be contributing evidence to support the latter assumption made in 4.3. The same circumstances exist for the students with disabilities sub-group.

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.

Poor coordination between grade levels regarding curriculum and articulation is a potential primary causal factor.

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.

The district has developed a comprehensive curriculum review cycle. The cycle aligns each subject area across all grade levels and is a continuous 5-year cycle.

STRATEGY (5.1)

TARGET (4.2)

Communication

will adequately improve

from Administration to Staff

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Administration discusses and clarifies the handbook at the beginning and middle of the year <hr/> Scientific research base (5.6)--if teaching/learning	2002-2003	Administration, Honesty & Respect Committee, Staff	Honesty and Respect Yearly Survey	
Activity # Minutes from each staff meeting are emailed to the staff after meetings <hr/> Scientific research base (5.6)--if teaching/learning	2002-2003	Administration, Honesty & Respect Committee, Staff	Honesty and Respect Yearly Survey	
Activity # Administration will attend each team meeting once a month <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Honesty & Respect Committee, Staff	Honesty and Respect Yearly Survey	

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

STRATEGY (5.1)

Communication

will adequately improve

TARGET (4.2)

within the Staff

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Staff will use the online calendar to communicate major events, projects and tests <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Honesty and Respect Committee, Staff	Honesty and Respect Yearly Survey	1 training session per year @ \$200.00 per trainer
Activity # Team leaders email general team notes to other team leaders once a month <hr/> Scientific research base (5.6)--if teaching/learning	2002-2003	Administration, Honesty and Respect Committee, Staff, Team Leaders	Honesty and Respect Yearly Survey	
Activity # Institute days include small team building activities <hr/> Scientific research base (5.6)--if teaching/learning	2002-2003	Administration, Honesty and Respect Committee, Staff, Team Leaders	Honesty and Respect Yearly Survey	Miscellaneous petty costs for supplies or manipulatives

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

STRATEGY (5.1)

TARGET (4.2)

Communication

will adequately improve

from Staff to Administration

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Administration will access the online grade calendars <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Honesty and Respect Committee, Staff, Team Leaders	Honesty and Respect Yearly Survey	
Activity # Team leaders will submit detailed team notes once a month <hr/> Scientific research base (5.6)--if teaching/learning	2002-2003	Administration, Honesty and Respect Committee, Staff, Team Leaders	Honesty and Respect Yearly Survey	
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Education

will adequately improve

Staff knowledge relative to bullying

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Staff will continue to participate in dialogue about bullying <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	Omni Youth Services \$2000.00 per year
Activity # New staff members will participate in training/clinic on bullying <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	
Activity # Staff will improve the monitoring of the hallway <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	
Activity # Staff will improve bus duty diligence <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	

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

STRATEGY (5.1)

TARGET (4.2)

Education

will adequately improve

Student's knowledge relative to bullying

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # A character counts program will be implemented within Transitions Class <hr/> Scientific research base (5.6)--if teaching/learning	2004-2005	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	
Activity # Student Council members will have leadership training <hr/> Scientific research base (5.6)--if teaching/learning	2004-2005	Administration, Staff, Honesty and Respect Committee, Student Council, Students	Student Honesty and Respect Yearly Survey	
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Education

will adequately improve

Student's knowledge relative to cheating

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Staff will provide an explanation of cheating to students every year <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	
Activity # The committee will research changing the handbook <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	
Activity # Staff will provide consistent consequences for cheating <hr/> Scientific research base (5.6)--if teaching/learning	2003-2004	Administration, Staff, Honesty and Respect Committee	Honesty and Respect Yearly Survey	

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

STRATEGY (5.1)

TARGET (4.2)

Spelling

will adequately improve

in the writing program to insure school-wide consistency

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Create a sub-committee to develop a progressive grade level spelling list <hr/> Scientific research base (5.6)--if teaching/learning	May 2002 Grade level spelling lists created Summer 2002 Classroom "No Excuse Word" poster printed	SIP Committee and sub-committee	Evaluation forms for educational workshop, administrative observations, school-wide staff evaluation forms to assess impact of the program	Printing cost for posters \$300.00
Activity # Educate all staff and parents on the implementation process and value of maintaining spelling expectations <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2002 Spelling workshop for teachers	SIP Committee and sub-committee	Evaluation forms for educational workshop, administrative observations, school-wide staff evaluation forms to assess impact of the program	
Activity # Post a "No Excuse" word list in every classroom <hr/> Scientific research base (5.6)--if teaching/learning		SIP Committee and sub-committee	Evaluation forms for educational workshop, administrative observations, school-wide staff evaluation forms to assess impact of the program	
Activity # Create a committee to make an evaluation assessment tool <hr/> Scientific research base (5.6)--if teaching/learning		SIP Committee and sub-committee	Evaluation forms for educational workshop, administrative observations, school-wide staff evaluation forms to assess impact of the program	

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

STRATEGY (5.1)

TARGET (4.2)

Curriculum integration

will adequately improve

among staff

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Visits to other area middle schools <hr/> Scientific research base (5.6)--if teaching/learning	September-December 2002	SIP Committee and sub-committees, District Assistant Superintendent		Release time for teachers
Activity # Staff educational workshops on curriculum integration/thematic teaching <hr/> Scientific research base (5.6)--if teaching/learning	November 2002 3-hour workshop December 2002 2-hour workshop February 2003 3-hour workshop	SIP Committee and sub-committees, District Assistant Superintendent	Evaluation forms for each educational workshop	Institute and Early Release Days
Activity # Grade level team presentations/displays at staff meetings <hr/> Scientific research base (5.6)--if teaching/learning	May 2003 team presentations at faculty meeting May 2003 staff evaluation of initiative 2003-2004 Further development and evaluation	SIP Committee and sub-committees, District Assistant Superintendent	Administrative observations School-wide staff evaluation forms for curriculum integration initiative	Staff Meetings

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

STRATEGY (5.1)

TARGET (4.2)

Coordination of existing spelling and the writing program

will adequately improve

students' writing as a whole across the curriculum

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Language Arts teachers have students write an essay to be used as baseline data <hr/> Scientific research base (5.6)--if teaching/learning	September 2003	SIP sub-committees, Administration	ISAT and Terra Nova scores	Administration, Early Release Days, Staff Facilitators
Activity # Language Arts teachers coordinate a uniform assessment tool for baseline essay. Score essay. <hr/> Scientific research base (5.6)--if teaching/learning	Aug/Sept 2003	SIP sub-committees, Administration		
Activity # Middle School South staff in-serviced on basics of writing and review grammar expectations <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2003	SIP sub-committees, Administration		

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

STRATEGY (5.1)

TARGET (4.2)

Coordination of existing spelling and the writing program

will adequately improve

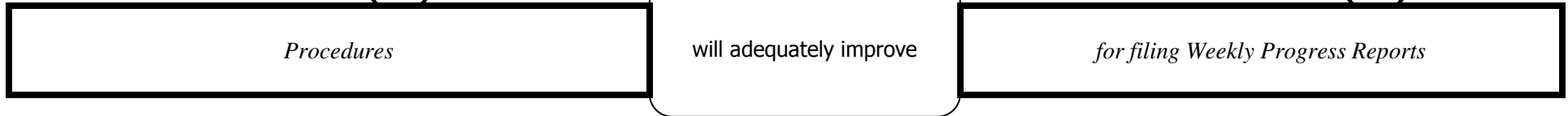
students' writing as a whole across the curriculum

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Assessment tool for teachers developed. Put into bulleted document for classroom teachers to use while grading papers to hold students accountable in every class <hr/> Scientific research base (5.6)--if teaching/learning	Oct/Nov 2003	SIP sub-committees, Administration	Staff evaluation to assess impact of program	
Activity # Annual Spring essay assigned and assessed for progress <hr/> Scientific research base (5.6)--if teaching/learning	May 2004	SIP sub-committees, Administration	Annual gap analyses	
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)



ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Establish a process for filing weekly progress reports <hr/> Scientific research base (5.6)--if teaching/learning	Immediately	Case Managers & Individuals Teachers	Evaluation Ongoing	
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Uniform grade level policies

will adequately improve

academic issues

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Grade level meetings to brainstorm/compare current policies <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2002	Grade Levels	Minutes	
Activity # Grade level meeting to finalize policies <hr/> Scientific research base (5.6)--if teaching/learning	Early Fall 2003	Grade Levels	Minutes	
Activity # Create pamphlets, prepare newsletter feature, create website <hr/> Scientific research base (5.6)--if teaching/learning	Summer 2003 - Fall 2003	SIP Committee		Copy Expenses

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

STRATEGY (5.1)

TARGET (4.2)

Uniform grade level policies

will adequately improve

academic issues

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Distribute information <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2003	Grade Levels		
Activity # Fourth quarter each grade level will begin to introduce the next grade level's policies <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2004	Grade Levels	Observation	
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Integrating accountability strategies into current curriculum

will adequately improve

student accountability

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Meet and discuss possible methods for including accountability/responsibility skill training into the daily classroom <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2003-Fall 2004	Individual Teachers	Feedback from teachers	None
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Intensive focus on current Assignment Notebook program

will adequately improve

student accountability

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Articulate goals and objectives of the Assignment Notebook program <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2003	Grade Levels	Minutes	
Activity # Establish a graduated program with intensive focus in 6 th grade and more independency in grade 7 and 8 <hr/> Scientific research base (5.6)--if teaching/learning	Early Fall 2004	Grade Levels	Feedback from Staff, Parents and Students	Possible training session from notebook vendor
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

TARGET (4.2)

Revision of the current school newsletter

will adequately improve

communication between school and home

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Reformat and restructure the current newsletter <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2002	Newsletter Editors (VanNoord & Marston)	Community feedback	Possible Stipend Copy & Supply expenses
Activity # Develop article submission procedure <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2002	Newsletter Editors		
Activity # Develop long term monthly feature for the entire school year <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2003	Newsletter Editors		

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

STRATEGY (5.1)

TARGET (4.2)

Creating a Middle School Issues Fact Pamphlet

will adequately improve

communication between school and home regarding middle school issues

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Collect data on issues such as frequency of late work and absenteeism <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2003	SIP Committee & Staff	Community feedback from 5 th and/or 6 th grade parent night Faculty survey	Institute time for a faculty survey Copy expenses
Activity # Develop an easy to read pamphlet that profiles a typical middle school child and shows statistics of issues that are prevalent at Middle School South <hr/> Scientific research base (5.6)--if teaching/learning	Spring 2004	SIP Committee & Staff		
Activity # Distribute to incoming 6th grade parents <hr/> Scientific research base (5.6)--if teaching/learning	5 th Grade Parent Night 2004	SIP Committee & Staff		

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

STRATEGY (5.1)

TARGET (4.2)

Offering a mid-year assembly

will adequately improve

motivation for students to achieve academically

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Offer a mid-year assembly on academic importance <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2004	PTO & Staff	Teacher observation Reduction of number of students on 3 rd quarter D & F list	PTO grant funds
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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

STRATEGY (5.1)

Open conferences consisting of Parents, Students & Teachers

will adequately improve

TARGET (4.2)

communication between all stakeholders

ACTIVITY (5.2)	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # Allow students to attend conferences <hr/> Scientific research base (5.6)--if teaching/learning	Fall 2004	Staff & Administration	Feedback form available at the end of conferences	None
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				
Activity # <hr/> Scientific research base (5.6)--if teaching/learning				

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	21 st CCLC	REAP	Gen Rev	Sum Brdgs	Other	Other
Online Calendar Training											200.00			
OMNI Youth Services											2000.00			
"No Excuse" Posters											300.00			
Newsletter Supplies											500.00			
Petty Expense for Team Building											100.00			
TOTAL											3100.00			

6.0 Professional Development

6.1 DATA USE

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

Lake Zurich Middle School South regularly solicits feedback from participants at the completion of each professional development event. The feedback forms are collected and assembled into data that is utilized at the next event to summarize the feelings and the outcomes of the previous event. Often, the information is used to determine whether a specific topic has been sufficiently covered or is in need of further opportunity. See Appendix E

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

Lake Zurich Middle School South provides stipends for each teacher to attend one professional conference or workshop related to their particular curricular area per year, a mentoring program for first and second year teachers and regular professional development activities related to the action plan. All activities are built around teaching and learning as a profession.

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
Intensive focus on current Assignment Notebook program	Training for all staff on effective and proper use of assignment notebooks
Coordinate spelling in writing program to insure school-wide consistency	Spelling workshop for all teachers
Determine readiness of staff for curriculum integration	School visitations, Curriculum integration workshops, Interdisciplinary unit workshops
Improve communication within the staff	Training session for online calendar use
Improve education of staff relative to bullying	Training/Clinic from Omni Youth Services on bullying

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.

Professional development activities relating to the action plan are referenced above in 6.3.

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 Principal and the Middle School Curriculum Coordinator establish the schedule of professional development activities. One school day per month is shortened to allow teachers a professional development opportunity. Funding for the activities is provided by the building budget with supplemental funds from curricular or technology grants. District-wide professional development is established and funded through the office of the Superintendent and the Assistant Superintendent for Curriculum and Instruction.

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.nsd.org

Staff development follows the model developed by Emily Calhoun. Her practical definition of action research for organization improvement is based upon, "Let's study what's happening at our school (through the collection and utilization of data) and decide how to make it a better place." She outlines a model for a quick start to action research. She then says that action research (1) uses student data to inform us about success, (2) must be focused on student learning as a collective mission, (3) can develop the school as a learning community, (4) can build organizational capacity to solve problems, and (5) can be a form of personal as well as professional development.

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).

Lake Zurich Middle School South is fortunate to have access to a wealth of technology. Recently, the school purchased several laptop carts for student use and began the process to mobilize technology by committing to a wireless school environment. By the fall of 2005, Lake Zurich Middle School South envisions being a complete mobile environment that allows students and faculty to seamlessly transition between work and home. Integration is a major focus district wide. The 2004 school year is dedicated to technology integration across all grade-levels and subject areas. During the development of the action plan the integration of technology was considered throughout. Several areas include technological components within the action steps.

Several support structures have been developed to assist teachers in integrating technology into daily lessons. The school has developed a team of "buddies" that are available as resources and support companions for teachers planning an integration project or presentation. These individuals are available from planning through execution to help the project or presentation run smoothly for the teacher. Lake Zurich Middle School South also offers teachers the opportunity to observe other teachers using technology in the classroom. Time is available for teachers to observe and conference with another teacher to discuss the process and technologies involved in planning a technology integration unit. The 2004 school year will offer a series of "brown bag" lunch courses as well as workshops during institute days.

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.

Lake Zurich Middle School South regularly solicits feedback from all workshops and professional development activities within the school. Participants are asked to complete a survey, form or provide minutes encapsulating the individuals feelings about the activity's effectiveness and relevance. Most feedback forms, depending on the content of the activity, assess the participants learning of new knowledge or skills and asks how the participant might use this knowledge in a classroom environment.

See Appendix F

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.

See Appendix G

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.

See Appendix H

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.

Local objectives are aligned with the Illinois Learner Standards and published online at <http://www.lz95.org/curriculum/DistrictLearnerObjectives.htm>.

See Appendix H

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.

See Appendix H

7.4 REVIEW OF ILS PRACTICES AND PROCEDURES

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

See Appendix H

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.

It is the general practice of Lake Zurich Middle School South to solicit feedback from parents and families whenever a major initiative is being considered. In the case of transitioning to block schedule, parent feedback from a survey was collected and considered in building the block schedule and developing processes and procedures related to the initiative. In the 2003-2004 school year, a series called "Coffee with the Principal" was established to create a direct and regular dialog between parents and the school. Monthly coffees are held and open to the public and have a semi-formal agenda consisting of discussion items and topics relevant from the community.

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.

Lake Zurich Middle School South does not have an established practice of formally involving parents in the development, implementation or review of the action plan. In general, the school solicits feedback from parent whenever a major initiative is being considered. This process is being reviewed for the 2005 re-writing of the action plan. However, extensive student involvement was used to develop the direction of several strategies, particularly those related to bullying.

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.

Lake Zurich Middle School South publishes the action plan on the internet annually and includes the action plan in the annual school report card. Specific strategies are communicated as indicated in the action plan but include websites, pamphlets, newsletters, open house, conferences and meetings.

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).

In general, the school solicits feedback from parent whenever a major initiative is being considered. This process is being reviewed for the 2005 re-writing of the action plan.

8.5 ROLE OF FAMILY/COMMUNITY IN SUPPORT OF STUDENT LEARNING

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

Parents support is elicited on a continuing basis through a student's academic team and the PTO.

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 District has completed a district level Parent Handbook that involved administration, staff and community members. The handbook can be view online at http://www.lz95.org/pubs/Parent_Handbook_2004_2005.pdf.

9.0 Support Systems

9.1 INTERNAL DISTRICT SUPPORT

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

District resources support, in a comprehensive way, learning and instruction at the building level. Resources include but are not limited to: Coordinators of Curriculum and Instruction provide resources, data analysis, mentoring program, etc.; the ASCI provides leadership in all curricular issues, facilitation of Curriculum Council; the Technology department supports the seamless integration of technology into all curriculum areas; Financial support is provided via building-based budgets, staff development funds, grants, etc.

9.2 EXTERNAL SUPPORT

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

Lake Zurich Middle School South regularly seeks outside experts to facilitate workshops or train staff members on topics relating to their expertise and to specific strategies contain within the action plan. OMNI Youth Service was contracted to provide counseling and training on bullying at the middle school level. Training is provided for both faculty and students. Classroom presentations for students are utilized throughout the year while an all-school assembly is scheduled during January. Faculty training occurs at the Principal's discretion during early release day or institute days.

10.0 Review, Monitoring, and Revision Processes

10.1 DISTRICT PEER REVIEW PROCESS

Describe the district peer review and approval process.

CUSD 95 does not currently have a peer review process but this will be implemented school year 2004 – 2005.

10.2 MONITORING PROGRESS OF THE PLAN

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

Each strategy in the action plan has a built-in evaluation method and timeline. Lake Zurich Middle School South annually evaluates the effectiveness of the action plan in May and re-aligns action steps for the following school year. This annual evaluation is held with the Principal and the facilitators of the various committees. Each committee facilitators presents the data collected from each strategy in the action plan and enters into a discussion regarding the future of each strategy.

10.3 REVISION OF THE PLAN

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

The action plan is updated each year as the committee facilitators collect data regarding the process and effectiveness of each strategy. This process results in minor adjustment to plan on a yearly basis. In January of 2005, the action plan will come to a close and the process will begin again.