



Lake Zurich Community Unit District 95
School Improvement Plan for Lake Zurich High School

Lake Zurich Community Unit District 95

LAKE ZURICH HIGH SCHOOL

School Improvement Plan
2003 – 2004



Lake Zurich Community Unit District 95
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- I. School/Community Profile- Lake Zurich High School is located 38 miles northwest of Chicago. It has a student population of 1,710. 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. The following information is based upon the 2001 Illinois School Report Card for lake Zurich High School.
 - A. Students
 - a. Racial/Ethnic Background
93.1% White, 0.8% Black, 3.2% Hispanic, 2.9 Asian/Pacific Islander, 0.1 % Indian
 - b. Total Enrollment
1,710
 - c. Socio-economic
2.3 % Low Income
 - d. Attendance, Mobility, Chronic Truancy
96.3% 1.8% 0.1%
 - B. Instructional Setting
 - a. Average Class Size by Grade Levels
17.5
 - b. Time Devoted to Teaching of Core Subjects
The typical student at Lake Zurich High School takes 4 yrs. of English, 3 years of math, 3 years of science, and 3 years of social studies. This equates to 2,860 minutes per week of teaching the core subjects.
 - c. Minutes Per Day
396
 - d. Contact with Parents
100% by means of Open House, phone calls, Parent/Teacher Conferences, progress reports, and grade reporting.
 - e. Teachers by Racial/Ethnic Background and Gender
98.8 White, 0.2 Black, 0.5 Hispanic, 0.5 Asian/Pacific Islander
 - f. District by Type and Enrollment
Unit 6,156
 - g. Teacher/Administrator Characteristics
Average Experience-11.6 yrs.
 - h. FTE
111.4
Bachelor Degrees-100%; Masters Degrees-62%; Doctorate-2%
 - i. Degrees
Bachelors-129; Masters-80; Doctorate-3
 - j. Experience
The combined years experience of the entire staff is 1,240 years.
 - k. Pupil/Teacher Ratios
16.9 to
 - l. Pupil/Administrator Ratio
342 to 1 student/administrator ratio
 - m. Teacher/Administrative Salaries
Average teacher salary-\$49,287; average administrator salary-\$84,314



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C. Academic Performance

a. ACT composite average for the high school, as reported on the 2001 School Report Card, is 23.7.

B. 75% of the of grade 11 students meet or exceed the standard in reading; 73% meet or exceed the standard in math; 73% meet or exceed the standard in writing; 65% meet or exceed the standard in science; and 76% meet or exceed the standard in social science.

D. Illinois Standard Achievement Tests

a. Total Enrollment

Grade 9 (8), Grade 10 (4), Grade 11 (428)

b. IEP Students

26

c. NON-IEP Students

402

d. Non-English Proficient

15



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II. Data Collection, Analysis, and Gap Analysis

A. Data Collection, Analysis, and Gap Analysis Worksheet

School Name: Lake Zurich High School

Date: 3/8/02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Chris Bennett	Amy Karstens
Joanne Biondi	Carl Krause
Michael Egan	Sue Moenning
Wayne Erck	Gerry Sansone
Candi Glicken	
Tom Hansen	

Check all the areas to which these data and gap analyses apply.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Academic Achievement
<input checked="" type="checkbox"/> Teaching/Learning Strategies
<input type="checkbox"/> Resource/Technology Deployment
<input type="checkbox"/> Family/Community Involvement | <input checked="" type="checkbox"/> Student Non-Academic Achievement
<input checked="" type="checkbox"/> Professional Development
<input type="checkbox"/> Partnerships
<input type="checkbox"/> Other |
|--|---|

II-A-1: Data Collection <i>What data do we have to inform us?</i>	II-A-2: Source of Data <i>Where did we find these data?</i>	II-B: Findings/Analysis <i>What are these data telling us?</i>	II-C: Gap Analysis <i>What are the areas for improvement?</i>
ACT	School Report Card	Composite scores are 2 points above the state average. The Mathematics (24.4) and Reading (23.5) were the strongest sub scores.	The scores for English (23.1) and Science Reasoning (23.1) are the lower of the four sub scores. Improved scores in these two areas would help raise overall composite scores. Departments need to examine instructional best practices to assist students maximize their learning. Course placement rubrics will enhance students' opportunities to experience success in the core subject areas.
PSAE	School Report Card	75% of the of grade 11 students meet or exceed the standard in reading; 73% meet or exceed the standard in math; 73% meet or exceed the standard in writing; 65% meet or exceed the standard in science; and 76% meet or exceed the standard in social science.	Core subject areas need to continue to align curriculum objectives with state objectives. Best practices in teaching and learning need to be employed to assist all students to meet and/or exceed state standards. Course placement rubrics will enhance students' opportunities to experience success in the core subject areas.



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Drop Out Rate	School Report Card	The high school drop out rate is less than 1% (0.8%).	The entire staff needs to utilize the Student Assistance Program to identify at-risk students. The Student Assistance Team needs to employ early intervention strategies to assist the identified at-risk students so they will stay in school. Student Assistance Team needs to assist the classroom teacher with strategies to help the at-risk student be successful in the classroom. Course placement rubrics will enhance students' opportunities to experience success in the core subject areas. A positive school climate will enhance students' ability to be successful and increase their desire to stay in school.
Graduation Rate	School Report Card	The high school graduates 95.9% of its seniors.	The entire staff needs to utilize the Student Assistance Program to identify at-risk students. The Student Assistance Team needs to employ early intervention strategies to assist the identified at-risk students so they will stay in school. Student Assistance Team needs to assist the classroom teacher with strategies to help the at-risk student be successful in the classroom. Course placement rubrics will enhance students' opportunities to experience success in the core subject areas. A positive school climate will enhance students' ability to be successful and increase their desire to graduate.



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III. Correlates

A. List of Possible Correlates

- a. Student Academic Achievement (Over the Next 4 years)
 - Increase ACT composite, sub scores, core and non-core scores
 - Increase number/percentage of students meeting and exceeding expectations on PSAE
 - Develop classroom/departmental performance criteria
 - Graduation Portfolio
- b. Student Non-Academic Achievement
Improve student goal setting, school culture, and individual character values
- c. Professional Development

B. Strengths of Each School Identified for Each Correlate

C. Priority Areas for Improvement

- a. Improve Student Achievement
 - i. Standardized test Scores
 - ii. Classroom/Departmental Performance Criteria
 - iii. Thinking Skills
- b. Improve Student Goal Setting, School Culture, and Individual Character Values



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IV. Action Chart

<p>Correlate: Student Academic Achievement</p>	<p>Data Sources: PSAE, ACT, Graduation Rate, Drop Out Rate</p>	<p>School and Date: Lake Zurich Senior High School 5/1/02</p>
<p>School Goal: Improve Student Achievement</p>		
<p>District Strategic Plan Strategy: Expand learning opportunities for all students beyond our current limitations of time space, and personnel.</p>		

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
<p>Increase ACT composite, sub scores, core and non-core scores.</p> <p>Increase number/percentage of students meeting and exceeding expectations on PSAE.</p>	<p>ACT preparation classes for all students (Target non-core students).</p> <p>All curricular areas develop support goals for reading, math, writing and science standards.</p> <p>Internal preparation for ACT/PSAE testing.</p> <p>Teaching ACT standards into core course curricula.</p>	<p>2002/2003 to 2005/2006 school years</p>	<p>Time for departments to develop strategies, align curriculum, develop departmental placement rubrics, and to investigate and implement best instructional practices.</p>	<p>Classroom teachers, department/division chairs, Guidance Department, administration</p>	<p>Web Site, Newsletters, Parent Meetings, Advisory Groups, Department Meetings, One -on-One with Guidance Counselor, Principal's Hotline, Get-to-Know Your High School Sessions</p>	<p>Increase school composite ACT from 23.7 to 24.1 over next 4 years.</p> <p>Decrease number/percentage of students not meeting standards by 10% each year over the next 4 years; Increase the number/percentage of students exceeding standards by 5% each year over the next 4 years.</p>



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<p>Develop classroom/departmental performance criteria.</p>	<p>Departmentally developed common final exams covering core course curriculums.</p> <p>School/department developed grading philosophies and rubrics, standards/expectations.</p> <p>Samples of student work representing levels of performance.</p> <p>Development of student centered curriculums and evaluation procedures.</p>	<p>2002/2003 to 2005/2006 school years</p>	<p>Time for departments to develop strategies, align curriculum, develop departmental placement rubrics, and to investigate and implement best instructional practices.</p>	<p>Classroom teachers, department/division chairs, Guidance Department, administration</p>	<p>Web Site, Newsletters, Parent Meetings, Advisory Groups, Department Meetings, One -on-One with Guidance Counselor, Principal's Hotline, Get-to-Know Your High School Sessions</p>	<p>Decrease course/departmental failure rate by .5% in each of the next 4 years.</p> <p>Increase number/percentage of A/B grades by 1.0% over each of the next 4 years.</p> <p>Increase graduation rate by .5% over each of the next 4 years.</p> <p>Decrease dropout rate by 2.5% over each of the next 4 years.</p>
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<p>Thinking Skills: Graduation Portfolio.</p> <p>Incorporate written criteria reference evaluation and oral presentation.</p> <p>Written papers based on research and critically determined conclusions.</p> <p>Student developed rubrics.</p> <p>Departmentally developed rubrics shared with students at beginning of project/unit.</p>	<p>Student designed extended learning experience including student choice in the following areas:</p> <p>area of concentration, methodologies, materials, thinking skills strategies, building block experiences with established benchmarks in each curricular area beginning sophomore year.</p>	<p>2002/2003 to 2005/2006 school years</p>	<p>Time for departments to develop strategies, align curriculum, develop departmental placement rubrics, and to investigate and implement best instructional practices.</p>	<p>Classroom teachers, department/division chairs, Guidance Department, administration</p>	<p>Web Site, Newsletters, Parent Meetings, Advisory Groups, Department Meetings, One -on-One with Guidance Counselor, Principal's Hotline, Get-to-Know Your High School Sessions</p>	<p>Assessment requires final written report and oral exam.</p> <p>District wide goals for basic knowledge level, common assessment procedures and learning methodologies aligned with assessment procedures.</p>
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Correlate: Student Non-Academic Achievement

Data Sources: Surveys of Teachers, Students, and Parents; Discipline Records; Feedback from Meetings with Faculty, Parent Advisory Team, and Selected Students

School and Date: Lake Zurich Senior High School 5/1/02

School Goal: Improve student goal setting, school, and individual character values.

District Strategic Plan Strategy: Create and maintain an environment of trust among all members of our community so that all students succeed.
Expand learning opportunities for all students beyond our current limitations of time, space, and personnel so that all students will achieve the strategic objectives.



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General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Restructure and rename the Bear Pride Program: -We keep our school neat and clean. -We treat each other with dignity and use respectful language. -We accept responsibility for our actions.	-Sponsor a hallway, sponsored recycling program, clean up detentions, "Caught You Doing Good" Passes, staff modeling desired behaviors. -Reinforce positive behavior using courtesy coupons, honor passes, Bear Pride Points. Faculty will stop and correct inappropriate behavior. -Consistency from teacher to administration.	2002/2003 school year	Time to train staff on strategies. Time to celebrate student successes.	Administration, Entire Staff, Student Body	Posters, Announcements, Assemblies, Newsletter, Principals Hotline, Student Newspaper	We will know we are successful when: -Teachers are modeling the desired behaviors. -The Bear Pride Strategies are goals that are emphasized in course syllabi. -Appropriate student behavior is rewarded. Climate surveys administered to students, teachers, and parents.



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<p>Advisory Program</p>	<p>The Advisory Program is thematically designed: Freshman Year- Transition & Character Development Sophomore Year- Identity & Personal Development Junior Year- Self-Reflection and Future Plans Senior Year- Community Service and Passages</p>	<p>Develop four year program during the 2002/2003 school year. Phase in program beginning with freshmen 2003/2004 school year.</p>	<p>Seven additional teaching staff, one additional guidance counselor, one program coordinator. Four Year implementation will involve approximately 115 staff members.</p>	<p>Administration, Guidance Department, Advisors</p>	<p>Web Site, Newsletters, Parent Meetings, Advisory Groups, Department Meetings, One -on-One with Guidance Counselor, Principal's Hotline, Get-to-Know Your High School Sessions, Focus Groups</p>	<p>Program evaluation instrument to be administered to students, teachers, advisors, and parents.</p> <p>Yearly examination of the following to identify positive/negative trends: -PSAE Scores -ACT Scores -Student GPA -Student Attendance Rate -Graduation Rate -Discipline Referrals -Co-Curricular Participation -Number of Students Declared Academically Ineligible for Co-Curricular Activities -Failure Rate</p>
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All students will regularly perform acts of service of their choosing which will benefit others.	One day a week in Advisory is devoted to Service Learning. Each grade level works on a specific service theme.	2003/2004 to 2005/2006 school years	Staff development time to develop service-learning strategies. Time for advisors to monitor student service learning activities.	Administration, Guidance Department, Advisors	Web Site, Newsletters, Parent Meetings, Advisory Groups, Department Meetings, One -on-One with Guidance Counselor, Principal's Hotline, Get-to-Know Your High School Sessions	Make participation in service learning a graduation requirement. Advisor tracks students' service learning participation. Survey of community organizations involved in service learning projects.
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Correlate: Professional Development **Data Sources:** PSAE, ACT, Graduation Rate, Drop Out Rate **School and Date:** 5/1/02

School Goal: Improve Student Achievement

District Strategic Plan Strategy: :
Expand learning opportunities for all students beyond our current limitations of time space, and personnel.

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Develop and implement a mentoring program.	<ul style="list-style-type: none"> -Mentor teachers for their first 4 years -Peer coaching -Increase prep time for mentor/protégé -Department/building based orientation for new teachers 	Develop program 2002/2003 school year. Implement program 2003/2004 school year.	Staff development time. Release time for mentoring	Administration, Department Chairs	Faculty Meetings, Institute Days, Teacher Recruitment Brochure	Survey of teachers involved in the mentoring program. Feedback from mentors.



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<p>Designate collegial time.</p>	<ul style="list-style-type: none"> -Early release days Hire paraprofessionals for supervision -Develop more interdisciplinary courses -Faculty/department meetings -Institute days -Release time to observe other instruction in the building -Release time to investigate programs -Teacher attendance at professional conferences 	<p>Establish subcommittee 2002/2003 school year; ongoing through 2005/2006 school year</p>	<p>Staff development time</p>	<p>Administration, Department Chairs, Faculty</p>	<p>Faculty Meetings, Department meetings, Subcommittee meetings</p>	<p>Faculty surveys.</p>
<p>Develop curriculum and instructional methodologies /strategies.</p>	<ul style="list-style-type: none"> -Develop a continuum of district wide learning skills. -Share instructional strategies within and between departments. -Portfolio or other alternative method of teacher evaluation. -Develop curriculum guides for each department. 	<p>Establish subcommittee 2002/2003 school year; ongoing through 2005/2006 school year</p>	<p>Staff development time</p>	<p>Administration, Department Chairs, Faculty</p>	<p>Faculty Meetings, Department meetings, Subcommittee meetings</p>	<p>Faculty Surveys Student Achievement Results (PSAE, ACT, GPA, Honor Roll, Failure Rate, Graduation Rate)</p>



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Develop student-centered classrooms using best practices and educational research.	-Develop common course curricular exams. -Action research teams investigating new ideas in education and best practices	Establish subcommittee 2002/2003 school year; ongoing through 2005/2006 school year	Staff development time.	Administration, Department Chairs, Faculty	Faculty Meetings, Department meetings, Subcommittee meetings	Faculty Surveys Student Achievement Results (PSAE, ACT, GPA, Honor Roll, Failure Rate, Graduation Rate)
Data analysis of student assessment	-Analyze PLAN, PSAE, and ACT data. -Incorporate ACT questioning and strategies into current courses	Establish subcommittee 2002/2003 school year for yearly review	Staff development time.	Administration, Department Chairs, Faculty	Faculty Meetings, Department meetings, Subcommittee meetings	Student Achievement Results (PSAE, ACT, GPA, Honor Roll, Failure Rate, Graduation Rate)



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Link staff development with teacher retention.	Establish a social committee to enhance relationships. -Friday breakfast -Progressive lunch through departments -More choices within Professional Development days	Establish subcommittee 2002/2003 school year; ongoing through 2005/2006	Staff development time	Administration, Department Chairs, Faculty	Faculty Meetings, Department meetings, Subcommittee meetings	Number of years a teacher stays with the high school. Number of teachers leaving the high school.
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V. Reflections

A. Review of the SIP

The School Improvement Plan was distributed to all faculty members and discussed in department meetings on the District Dialogue Day, May 3, 2002.

B. Assessment of Progress

A yearly review will be conducted that will include an examination of PSAT scores, ACT scores, failure rates, drop out rate, graduation rate, and climate surveys.

C. Celebrations of Success

Announce achievement of goals on high school and district website; send out press releases to newspapers and on the Principal's Hotline; staff recognition at regularly scheduled faculty meetings, Free Snack Day for students and faculty.

D. Communication with the Learning Communities

Newsletters, faculty meetings, parent meetings, student assemblies, high school and district websites, Principal's Hotline.