

Lake Zurich Community Unit District 95

**M I D D L E S C H O O L N O R T H**

School Improvement Plan  
2003 – 2004



## A Statistical Description of Lake Zurich Middle School North Population

The data for this demographic profile is based on the 2000-2001 school year figures that show a population of 729 students. Enrollment projections indicate no significant change in the number of students through the 2001-2002 school year.

Student attendance is drawn from the city of Lake Zurich, north of Route 22, the village of Hawthorn Woods and North Barrington.

Special services offered at Lake Zurich Middle School North include speech and language therapy, health services, social work, and those provided by the school counselor and district psychologist.

Instructional support includes special education services, gifted education, ESL/bilingual education, library/media services, and a certified reading specialist.

Lake Zurich School Middle school ensures the continuity of instruction by supervising curriculum revisions and adoptions. A diverse curriculum is tailored to meet the unique needs of the student population while promoting innovative programs.

Middle School North utilizes a variety of assessment tools to gauge student learning. These include the following standardized test: Illinois Standards Achievement Test, Explore, Terra Nova, and STAR Reading. In addition, local assessments are also used. As departments develop curriculums according to the district's curriculum review cycle, the new curriculums are aligned with the Illinois State Standards.

Lake Zurich Middle School North's team structure, based on the middle school philosophy, allows for sharing of information to promote effective teaching and to enhance learning. The certified teachers, who deliver instruction at Lake Zurich Middle School North, maintain current skills and competencies by participating in professional growth opportunities provided by the district. In addition, teachers independently select course work at colleges and universities.

The following information is provided to offer a better insight into the statistical data that represents Middle School North.

### A. Students

Middle School North's student population of 729 students is culturally represented by 94.1 percent white, .4 percent African American, 3.4 percent Hispanic, 1.8 percent Asian Pacific Islander, and .3 percent Native American. Of the 729 students, 4 percent is classified as low-income. Middle School North has a 96 percent attendance rate with no chronic truants and a mobility rate of 8.6 percent.

B. Instructional Setting

Middle School North's average class size ranges from 25.1-25.3 in grades 6-8. Forty-Five minutes a day are devoted to the core areas of math, science, and social science. Ninety minutes a day are devoted to the teaching of English. Ninety-six percent of Middle school North's parents have been contacted by the school. The 59 full-time Middle School North Staff members have an average of 11.3 years of teaching experience with 56 percent having a master's degree or higher and reflect a 12.3:1 student to teacher ratio. North's 44 female and 15 male staff is 98.3 percent White and 1.7 percent Hispanic. The average teacher's salary is \$49,287. Middle School North's student to administrator ratio is 365:1 with the average administrator salary being \$63,650.

C. Academic Performance

Middle School North's 7<sup>th</sup> and 8<sup>th</sup> grade students participate in the Illinois Standards Achievement Test (ISAT) annually. In grade seven, 90 percent of students meet or exceed standards in science and 85 percent meet or exceed standards in social science. In grade eight, 84 percent meet or exceed standards in reading, 79 percent in math, and 88 percent in writing. Grade six is not administered the ISAT test. In 2001, 478 students took the ISAT. Of this number 57 had an IEP, 411 were non-IEP, and nine were non-English proficient.

**STRENGTHS AND AREAS OF PLANNED IMPROVEMENT FOR  
LAKE ZURICH MIDDLE SCHOOL – NORTH CAMPUS  
2001-02 School Year**

Areas not measured by the ISAT test, but that are part of the curriculum at Middle School North are detailed through the following Data Collection and Analysis and Gap Analysis Worksheets.

### **Mathematics**

#### Strategies for Improvement

1. The mathematics department will review the math vocabulary list provided by the state for the ISAT math exams. We will check our current curriculum objectives to see the grade level that each of the vocabulary words is introduced and discuss possible revisions in our math curriculum.
2. During our math department meetings, we will review some sample extended-response ISAT math problems provided by the state. We will discuss the state- grading rubric and analyze how the rubric was used at the state level to grade the sample problems. We will also be developing extended-response problems for each grade level of math. The same problems, rubric, solution process, and explanation will follow a similar format to that on the ISAT math exam.

### **Social Studies**

#### Strategies for Improvement

1. The goal of the social studies department is to facilitate the full adoption and implementation of a new scope and sequence and its corresponding curriculum to reflect clear alignment with the state standards for social studies. We feel that clear alignment with the state goals will help our department enable students that are performing below standards to meet state standards. Clear alignment with the state's expectations will also enable students that are currently meeting state standards begin to exceed the standards.

2. Our department will also continue to focus on enhancing in our students an appreciation for the uniqueness of people in our community and an understanding of the variety of ways of living and thinking throughout the world. This appreciation is vital to our task of creating responsible citizens in Lake Zurich.

## Science

### Strategies for Improvement

1. The science department will work to improve reading skills through the use of various techniques to assist reading comprehension in the following ways:
  - Consulting with schools' reading specialist
  - Science article summaries
  - Anticipation reading guides
  - Vocabulary development
  - Graphic organizers
  - Information organization strategies (outlining, SQ3R, KWL, T chars, concept mapping)
  - Peer reading
  - Current science magazines
2. The science department will continue to incorporate a narrative laboratory reporting format as an adjunct to current laboratory reporting techniques.
3. The science department will continue to place emphasis on problem solving through such activities as:
  - Web quests
  - Teacher created lab activities
  - Student designed experiments to test their own hypothesis
  - Student presentation of their ideas, techniques, and results of their investigations
  - Problem of the month

## Language Arts/Reading

### Strategies for Improvement-Reading/Language Arts

1. The department will place greater emphasis on teaching reading strategies in general and will identify and agree upon specific reading strategies that will be taught at each specific grade level. Additionally, reading/literature teachers will, upon request, share reading strategies with content area teachers and provide

support to them in their attempts with reading strategy implementation in their classrooms. Text sets will be analyzed for use at all grade levels.

2. The department will place greater emphasis on improving spelling with implementing, at all grade levels, a new spelling series.

The department will place greater emphasis on writing and editing with focus on persuasive writing. The department will also place greater emphasis on improving support in developing writing.

The department will also identify key writing strategies used to improve focus, organization, integration and support, and will develop rubrics to be used in these areas within each specific grade level.

It will also place greater emphasis on writing and editing with focus on: emphasizing support in writing by use of varied brainstorm activities and grade appropriate rubric use. Emphasize editing through continued use of peer conferencing, peer and teacher editing and revision conferences.

## Music

### Strategies for Improvement

1. Tempo – opportunities to use the computer to write their own music and decide on an appropriate tempo
2. Music History – more time spent in seventh grade – listening and comparing styles
3. Students create a Venn diagram for each period to help organize

## Art

### Strategies for Improvement

1. New ways to review for the review test
2. New instructional strategies for learning: contrast and compare, critiquing techniques, written evaluations, and group study. Also, using technology to explore artists' renderings

## Drama

### Strategies for Improvement

1. Reviewing curriculum to include all time periods of Theatre History
2. Revising assessment/portfolio strategies to reflect performance based curriculum
3. Involving students in their community arts network
4. Demonstrating real life drama applications



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North

Date: 5/1/02

Curriculum Area for Analysis: Physical Education

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Barb Wielgus	Kevin Elliott
Troy Meyers	

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student Academic Achievement<br><input checked="" type="checkbox"/> Teaching/Learning Strategies<br><input checked="" type="checkbox"/> Resource/Technology Deployment<br><input type="checkbox"/> Family/Community Involvement | <input type="checkbox"/> Student Non-Academic Achievement<br><input type="checkbox"/> Professional Development<br><input type="checkbox"/> Partnerships<br><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>
Weekly Fitness Days	Fitness Gram	Students meet Curriculum Goals	Space and Time
Different training principles	Fitness Gram- monitored intensity levels via Polar computer program.	Students meet Curriculum Goals	Space and Time
Student Fitness Plans	Fitness gram-logs, journals, watches.	Students meet Curriculum Goals	Space and Time



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North

Date: 5/1/02

Curriculum Area for Analysis: Computer Technology

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting

Beth Schwartz

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

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

II-A-1: Data Collection What data do we have to inform us?	II-A-2: Source of Data Where did we find these data?	II-B: Findings/Analysis What are these data telling us?	II-C: Gap Analysis What are the areas for improvement?
Keyboard Quizzes	Program Tests/rubrics	Students meet curriculum goals	More practice time
Applications	Project Rubric	Students meet curriculum goals	More review time
Student Final Project	Project Rubric	Students meet curriculum goals	More time to develop projects



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North

Date: 5/1/02

Curriculum Area for Analysis: Home Economics

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Pamela Grimm	

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

- Student Academic Achievement
- Teaching/Learning Strategies
- Resource/Technology Deployment
- Family/Community Involvement

- Student Non-Academic Achievement
- Professional Development
- Partnerships
- 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>
Foods Quizzes	Local Assessment	70% of students meet or exceed expectations	More review time. reevaluate quizzes
Foods Labs	Local Assessment	90% of students meet or exceed expectations	Improve skills in following directions
Student sewing Project	Project Rubric	90% of students meet or exceed expectations	More practice time



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North

Date: 5/1/02

Curriculum Area for Analysis: Industrial Technology

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Gary Simon	

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Academic Achievement<br><input checked="" type="checkbox"/> Teaching/Learning Strategies<br><input checked="" type="checkbox"/> Resource/Technology Deployment<br><input checked="" type="checkbox"/> Family/Community Involvement | <input checked="" type="checkbox"/> Student Non-Academic Achievement<br><input type="checkbox"/> Professional Development<br><input checked="" type="checkbox"/> Partnerships<br><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>
Video Project	Rubric based presentation	Presentations lacks in areas of equipment use	Increase in space and equipment
Audio Project	Rubric based presentation	Students excel in all areas except those identified in improvement area	Hook-up procedures and mixer operation need improvement



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North

Date: 5/1/02

Curriculum Area for Analysis: BOC

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Diane Aumann	Megan Patterson
Steve Stenzel	

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

- Student Academic Achievement
- Teaching/Learning Strategies
- Resource/Technology Deployment
- Family/Community Involvement

- Student Non-Academic Achievement
- Professional Development
- Partnerships
- 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>
Local Performances	Evaluation feedback	Students excel in competition	Balance, infonation, rhythm
Contest Auditions	Evaluation Feedback	Students excel	
Student self-evaluation	Local Assessment	Students have high perceptions of their ability	
Student-peer evaluation	Local Assessment	Students have high perceptions of peers ability	



Lake Zurich Community Unit District 95  
 Middle School North School Improvement Plan  
 2001-2002  
 Data Collection, Analysis, and Gap Analysis

School Name: Middle School North  
 Curriculum Area for Analysis: Health

Date: 5/1/02

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Kathy Bates	Mike Podraza
Liz Rathgeber	

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

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

II-A-1: Data Collection What data do we have to inform us?	II-A-2: Source of Data Where did we find these data?	II-B: Findings/Analysis What are these data telling us?	II-C: Gap Analysis What are the areas for improvement?
Written Tests	Local Assessment	85% of students meet or exceed expectations	Reproduction, functions of endocrine, drug classifications More hands-on time
Practical Exams	Local Assessment	85% of students meet or exceed expectations	
Projects	Local Assessment	85% of students meet or exceed expectations	Require more service hours to be completed

**Lake Zurich Community Unit School District 95  
School Improvement Plan**

**Correlate:** Student Non-Academic Achievement      **Data Sources:** School survey, discipline reports, and site visits.      **School and Date:** Middle School North-5/1/03

**School Goal:** The student responsibility committee will work to enhance and develop student responsibility within Middle School North.

**District Strategic Plan Strategy:** Strategic Objective - By the year 2006, all students will regularly perform acts of service of their choosing which will benefit others. Core Value - People are responsible and accountable for their actions. Strategy - Create and maintain an environment of trust among all members of our community.

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
We will identify current and past practices in student responsibility and character development.	We will meet with teams to discuss and identify programs, students impacted by it, and methods of reward.	December 2001 - June 2003	None	Key, Schultz, Lingon, Paradys	Minutes and Staff Meetings	A list will be compiled identifying programs and summarizing the components of them.
We will investigate programs currently being used in other districts.	Teams of teachers will visit other schools exhibiting successful programs in character education.	December 2001 - June 2003	Substitute teachers - \$1000.00-\$1100.00	Bates, Dunat, Fisher, Herlocker, Patterson, Platt, Rathgeber, Starr	Minutes and Staff Meetings	Information will be presented to the Student Responsibility Committee.
We will identify needs within our school.	We will survey students and teachers to generate a list of needs.	December 2001 - June 2003	None	Bautista, Grimm, Jaffe, Kivisto, Krause, Myers, Podraza, Schwartz	Minutes and Staff Meetings	Information will be presented to the Student Responsibility Committee.

Lake Zurich Community Unit School District 95  
School Improvement Plan

<b>Correlate:</b> Teaching and learning strategies	<b>Data Sources:</b> ISAT	<b>School and Date:</b> Middle School North-5/1/02
<p><b>School Goal:</b> To improve the reading performance of students in the sixth, seventh, and eighth grades so that 90% of the students in grade 8 meet or exceed state standards on the ISAT by 2005.</p>		
<p><b>District Strategic Plan Strategy:</b> Strategic Plan: Strategy: Align and curriculum and instructional practices that integrate subject areas.</p> <p><b>Core Value:</b> Successful communities are the result of people working in partnership toward common goals.</p>		

General Strategies	Specific Action Steps	Timeline	Estimated Resources	People Responsible	Methods of Communication	Evaluation Methods
Teachers will participate in staff development opportunities which address the best practices for teaching reading strategies across the curriculum.	<ol style="list-style-type: none"> <li>1. Provide a series of inservice opportunities utilizing professional presenters.</li> <li>2. Provide a variety of resource materials to the teachers.</li> </ol>	2002-2004	<ol style="list-style-type: none"> <li>1. Professional presenters</li> <li>2. Print or multi-media resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional presenters and Administration</li> <li>2. Administration</li> </ol>	<ol style="list-style-type: none"> <li>Minutes and Staff Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of inservice.</li> <li>2. Receipt of resource materials.</li> </ol>

## REFLECTIONS

Middle School North's School Improvement Teams (SITS) meet throughout the school year to review the plan, develop initiatives that will promote the plan, and make corrections as needed. Currently, time is being spent to coordinate staff development for teachers in the areas of reading and student responsibility. Also, steps are being taken to identify ways that partnerships can be developed with parents/families, businesses, and community organizations to help facilitate the evaluation and implementation of our school improvement plan.

**Lake Zurich Community Unit School District 95  
School Improvement Plan**

<p>Teachers will implement reading strategies to emphasize vocabulary, determining importance, and inferencing/ drawing conclusions.</p>	<p>Utilize district and building resources to create a forum to share, model, and provide examples of best practices for teaching reading strategies across the curriculum.</p>	<p>2002-2005</p>	<p>Stipend paid staff and/or community members</p>	<p>District staff, teachers, and administration.</p>	<p>Minutes and Staff Meetings</p>	<p>Surveys and questionnaires.</p>
<p>All staff and students will participate in the schoolwide implementation of SSR or DEAR at a designated time.</p>	<p>Administratively led schoolwide implementation of 20 minutes of uninterrupted reading time no less than two times per month.</p>	<p>2002-2003</p>	<p>Administrative support</p>	<p>All staff, administration, and students.</p>	<p>Minutes and Staff Meetings</p>	<p>Observation and surveys.</p>

## Reflection

Middle School North's School Improvement Teams (SITS) meet throughout the school year to review the plan, develop initiatives that will promote the plan, and make corrections as needed. Currently, time is being spent to coordinate staff development for teachers in the areas of reading and student responsibility. Also, steps are being taken to identify ways that partnerships can be developed with parents/families, businesses, and community organizations to help facilitate the evaluation and implementation of our school improvement plan.