

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 7

ISBE USE ONLY

- ARRA
 Regular

DUE DATE

FY 2012 ARRA

**School Improvement Grant - Section 1003(g) – Tier I and Tier II
 Applicant Cover Page for Individual School**

APPLICANT INFORMATION

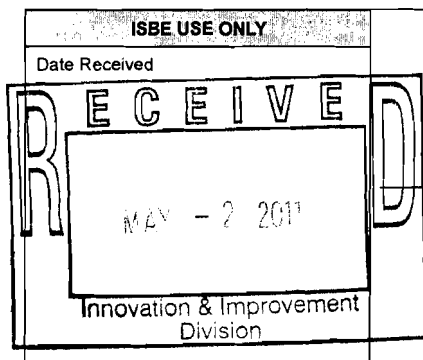
| | | | |
|--|--|--|---|
| DISTRICT NAME AND NUMBER Waukegan C. U. District No. 60 | | REGION, COUNTY, DISTRICT, TYPE CODE 34-049-0600-26 | |
| NAME OF SCHOOL PRINCIPAL Steven Hamlin, Ph.D. | | SCHOOL NAME Waukegan High School | |
| ADDRESS (Street, City, State, 9 Digit Zip Code) 2325 Brookside Ave and 1011 Washington St. Waukegan, IL 60085-0022 | | TELEPHONE (Include Area Code) 847-360-5621 | FAX (Include Area Code) 847-360-5399 |
| | | E-MAIL SCHOOL PRINCIPAL shamlin@wps60.org | |
| SIG 1003(g) PRIMARY CONTACT Judith M. Green | | TITLE OF SIG 1003(g) PRIMARY CONTACT Director of School Improvement | |
| ADDRESS (Street, City, State, 9 Digit Zip Code) 1201 N. Sheridan Rd. Waukegan, IL 6085-0021 | | TELEPHONE (Include Area Code) 847-263-4729 | FAX (Include Area Code) 847-360-5628 |
| | | E-MAIL SIG 1003(g) PRIMARY CONTACT jgreen@wps60.org | |

INDIVIDUAL SCHOOL INFORMATION

| | |
|--|--|
| SCHOOL: FEDERAL ACADEMIC STATUS n/a | SCHOOL: STATE ACADEMIC STATUS Academic Watch Year 7 |
| Selected Intervention Model <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure | |

INDIVIDUAL SCHOOL LEAD PARTNER

| | | |
|---|--|-------------------------|
| NAME OF LEAD PARTNER TBD | <input type="checkbox"/> ISBE APPROVED LEAD PARTNER <input type="checkbox"/> NOT APPROVED BY ISBE | |
| PRIMARY CONTACT | TITLE | |
| ADDRESS (Street, City, State, 9 Digit Zip Code) | TELEPHONE (Include Area Code) | FAX (Include Area Code) |
| | E-MAIL | |



Date _____

Original Signature of ISBE Division Administrator, Innovation and Improvement

| | | | |
|--|---|----------------------------|-----------------------------|
| DISTRICT NAME AND NUMBER Waukegan C. U. District No. 60 | REGION, COUNTY, DISTRICT, TYPE CODE 34-049-0600-26 | DISTRICT NCES # 1741250 | SOURCE OF FUNDS CODE -12 |
|--|---|----------------------------|-----------------------------|

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

| | | |
|-------------------------------------|-------------------------------|---|
| SCHOOL NAME Waukegan High School | SCHOOL NCES # 174125004141 | <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II |
|-------------------------------------|-------------------------------|---|

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

| | |
|---|--|
| LEA Goal # Goal #1 Increase All students in meets / exceeds category to reading / language arts. | LEA Objective # 1.1, 1.2 and 1.3 (aligned below) |
|---|--|

| Individual School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|---|--|--|--|
| Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • August 2011 • November 2011 | <ul style="list-style-type: none"> • Instructional Coaches • Principal |
| Strategy # <u>1.2a</u> Curriculum Mapping will be utilized to align and emphasize course content with formative and summative assessments | Each Curriculum Map directly correlated to "tagged" assessments that can be utilized both formatively and summatively to monitor student progress with respect to student map | May 2012 | Executive Director of Secondary Education Principal/Lead Partner Reading Coaches |
| Strategy # <u>1.2b</u> Continuous teacher observations followed by reflection conference with constructive feedback in a timely manner | Demonstrated improvement of performance level on a minimum of five elements within Charlotte Danielson Framework (CDF) by Reading/Language Arts teachers. | June 2012 | Executive Director of Secondary Education Principal/ Lead Partner Reading Coaches |
| Strategy # <u>1.2c</u> Job embedded, after school and summer professional development for all teachers, grades 9-12, focused on the newly adopted English curriculum. | Classroom observations utilizing Teacher Effectiveness Tool will reflect improved instructional methods and higher levels of student engagement in all classrooms. | June 2012 | Executive Director of Secondary Education Principal/ Lead Partner Reading Coaches |
| Strategy # <u>1.3a</u> All students identified for reading interventions will be continuously monitored through appropriate progress monitoring and bench marking systems. Furthermore, in | Increased student achievement on short-term, formative assessments to guide decision-making. | June 2012 | Executive Director of Secondary Education Principal/ Lead Partner Reading Coaches |
| Strategy # <u>1.1a</u> Development of a Literacy Leadership Team, to focus on the continuous improvement of school-wide literacy actions across all content-areas. | Increased student achievement as measured by PSAE and EPAS growth in the areas of ELA/Reading - 35.0% in FY 2012, and 44.1% in FY 13, and 54.1 % FY 14. | June 2012 | Executive Director of Secondary Education Principal/ Lead Partner Reading Coaches |
| Strategy # <u>1.3c</u> Improved student achievement in Reading, Literacy and Writing through Scholastic's System 44, Read 180, and Expert 21 (E21). | Increased student achievement as measured by PSAE and EPAS growth in the areas of ELA/Reading - 35.0% in FY 2012, and 44.1% in FY 13, and 54.1 % FY 14. | September 2012 | Executive Director of Secondary Education Principal/ Lead Partner Reading Coaches |

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

| | | |
|-------------------------------------|-------------------------------|---|
| SCHOOL NAME Waukegan High School | SCHOOL NCES # 174125004141 | <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II |
|-------------------------------------|-------------------------------|---|

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

| | |
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| LEA Goal # #2 Increase students in All category for Meets / Exceeds in Mathematics. | LEA Objective # 2.1, 2.1 and 2.3 (aligned below) |
|--|--|

| Individual School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|--|--|--|--|
| Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework. | <ul style="list-style-type: none"> Full implementation of five-part lesson plans. All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. | <ul style="list-style-type: none"> August 2011 November 2011 | <ul style="list-style-type: none"> Instructional Coaches Principal |
| Strategy # <u>2.1a</u> The math curriculum review and redesign process will include deliverables to streamline Math Academy to support Algebra, as well as support to all math courses. | Aligned curriculum maps with the standards of the ACT College Readiness Standards, the State Standards and ultimately the National Core Standards. | June 2013 | Executive Director of Secondary Education Principal/ Lead Partner Math Coaches |
| Strategy # <u>2.1b</u> Students for Algebra 1 with Math Academy will be identified through the use of multiple measures including: NWEA/MAP data, EPAS-EXPLORE Data, 8th graders. | Increased student achievement as measured by PSAE and EPAS growth in the areas of Math - 35.0% in FY 12, 45.0 % in FY 13 (greater gains would begin FY 13), and 55% FY 14. | June 2013 | Executive Director of Secondary Education Principal/Lead Partner Math Coaches |
| Strategy # <u>2.2a</u> Common Curriculum Maps aligned to the CRS Standards and correlated to the Common Core Standards and College Readiness Standards | Revised Curriculum is rigorous, robust and accelerated to promote a culture of high achievement for all students. | June 2013 | Executive Director of Secondary Education Principal/ Lead Partner Math Coaches |
| Strategy # <u>2.1c</u> Utilizing Research Driven Instructional Strategies, such as Marzano's Academic Vocabulary and Project CRISS to guide instruction. | Improved instructional methods and higher levels of student engagement as reflected by Classroom observations utilizing Teacher Effectiveness Tool in all participating Mathematics classrooms. | June 2013 | Executive Director of Secondary Education Principal/Lead Partner Math Coaches |
| Strategy # <u>2.2b</u> All Stakeholders will be trained to utilize formal assessment system available in the EXPLORE/PLAN/ACT Testing System and other assessment data. | Increased student achievement for students receiving double dose intervention in Math - 35.0% in FY 12, 45.0 % in FY 13 (greater gains would begin FY 13), and 55% FY 14. | June 2013 | Executive Director of Secondary Education Principal/ Lead Partner Department Heads |
| Strategy # <u>2.1d</u> Development of a Math Leadership Team, to focus on the continuous improvement of school-wide literacy actions across all content-areas. | Increased student achievement as measured by PSAE and EPAS growth in the areas of Math - 35.0% in FY 12, 45.0 % in FY 13 (greater gains would begin FY 13), and 55% FY 14. | June 2013 | Executive Director of Secondary Education Principal/Lead Partner MathCoaches |

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

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|-------------------------------------|-------------------------------|---|
| SCHOOL NAME Waukegan High School | SCHOOL NCES # 174125004141 | <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II |
|-------------------------------------|-------------------------------|---|

Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

| | |
|---|-------------------------------------|
| LEA Goal # #3 Increase students in ALL category in Meets/ Exceeds category in Science. | LEA Objective # 3.1, 3.2 and 3.3 |
|---|-------------------------------------|

| Individual School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|--|--|--|--|
| Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • August 2011 • November 2011 | <ul style="list-style-type: none"> • Instructional Coaches • Principal |
| Strategy # <u>3.2a</u> Implement Professional Learning Community meetings will be held regularly to discuss needed improvement and evidence of change in students. Instructional teams will | Increased student achievement as measured by PSAE and EPAS growth in the areas of Science - 31.0% in FY 12, 41.0 % in FY 13 (greater gains would begin FY 13), and 51% FY 14. | June 2014 | Executive Director of Secondary Education Principal/ Lead Partner Science Coaches |
| Strategy # <u>3.1a</u> Utilize Assessment banks directly correlated to CRS, State and National Standards, which will provide teachers with solid assessment items to really gauge | Increased student achievement as measured by PSAE and EPAS growth in the areas of Science - 31.0% in FY 12, 41.0 % in FY 13 (greater gains would begin FY 13), and 51% FY 14. | June 2014 | Executive Director of Secondary Education Principal/ Lead Partner Science Coaches |
| Strategy # <u>3.2b</u> Establish Science leadership team analyzing Student Data and Curriculum Management Systems (SDCMS) that provides: Student Data Management and Reporting | Documented agendas and minutes of meetings will capture steps and dialogues in transforming school culture to data-driven decision making as implemented, encouraged and guided modifications, enhancements an | June 2014 | Executive Director of Secondary Education Principal/ Lead Partner Science Coaches |
| Strategy # <u>3.3a</u> All students identified for science interventions will be continuously monitored through appropriate progress monitoring and bench marking systems. | Increased student achievement as measured by PSAE and EPAS growth in the areas of Science - 31.0% in FY 12, 41.0 % in FY 13 (greater gains would begin FY 13), and 51% FY 14. | June 2014 | Executive Director of Secondary Education Principal/ Lead Partner Science Coaches |
| Strategy # _____ | | | |
| Strategy # _____ | | | |

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

| | | |
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| SCHOOL NAME Waukegan High School | SCHOOL NCES # 174125004141 | <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II |
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Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

| | |
|------------|-----------------|
| LEA Goal # | LEA Objective # |
|------------|-----------------|

| Individual School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|--|--|--|--|
| Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. | <ul style="list-style-type: none"> • August 2011 • November 2011 | <ul style="list-style-type: none"> • Instructional Coaches • Principal |
| Strategy # _____ | | | |
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Waukegan Community Unit School District 60

Waukegan High School – School Improvement Grant 1003 (g) Proposal Abstract

Overarching Needs of Waukegan High School

In small and large communities alike, the engagement and involvement of all stakeholders in a school is critical to the success of the learners and the long-term success of the community. An underperforming school such as ours requires more than an improvement plan and small-scale reform efforts; it demands the boldness, financial support and guidance that a School Improvement Grant provides. Our community is incredibly under-resourced and in need of the rigor and oversight that a School Improvement Grant and its corresponding supports offers.

Over the course of the last two months, we have conducted a comprehensive needs assessment by an external agency of all aspects of our instructional and organization structure. One critical aspect of this needs assessment included a comprehensive review of pervasive beliefs in the school. This aspect was conducted by the Efficacy Institute on March 17th and 18th in order to thoroughly understand and analyze Waukegan High School's current status relative to the current mindset, operations, strengths and areas of need. Through an analysis of multiple student and staff interviews it was found that there is a general perception among students (and some staff members) that only the students involved in the College Studies Program (CSP) are able to complete rigorous learning and be prepared for college. Students see the hierarchy of student assignments into houses and believe placement denotes importance/value of the student and the learning experience. They report a difference in teacher response to them based on their perceptions of student capacity as well.

We come to this work with a singular vision, to prepare every student that attends Waukegan High School with the skills and knowledge needed to enter and thrive in top colleges and university and a competitive workforce. To that end, the School Improvement Grant (SIG) priorities and measurable outcomes are as follows: 1) to substantially redesign the high school to meet the common core and college readiness standards and prepare students for the next level of schooling and the workforce; 2) to improve student proficiency and meet Annually Yearly Progress (AYP); 3) to use data to inform decisions and create a system of continuous feedback and improvement; 4) to sustain redesign and

Waukegan Community Unit School District 60

subsequent improvement without assistance from state or private dollars; 5) to create a rigorous curriculum and instruction experience for all students; and 6) to create an administrative and teaching structure that is student-centered.

Our Current High School Structure

Waukegan High School has adopted the Small Learning Community (SLC) model. The SLC structure at WHS consists of nine houses located on two separate campuses, Brookside (five houses) and Washington (four houses). Four of the houses are specialty houses that students along with their parents may choose. In the remaining five general houses students are randomly assigned. The design of the SLC structure allows students to remain in the same house for all four years of high school education. Students may request a change of house to a specialty house or from a specialty house to a general house, or teachers may recommend that a student move to a different situation. These cases are formally reviewed and no student is moved without this review and input from the student and parents or guardians. A comment should be made here regarding the SLC philosophy of student choice and the WHS model of random assignment to the general houses. For students and parents who chose one of the specialty houses, there was choice. However, for those students who chose to enter a general house, the model is to randomly assign students to house and campus. The proposal herein projected a more involved model of our SLC structure with an eye towards student achievement and school improvement.

Demographics

Waukegan High School is a four-year Tier II school that has been persistently low performing for more than eight years. Waukegan High School is the lone high school as part of Waukegan Community Unit School District 60. We have approximately 4,283 students. The demographic of our students is as follows: approximately 71% (3,057) are Hispanic/Latino; 6.5% (260) are white; and 19% (802) are Black/African American; the remainder is part of a combined race or American Indian or Alaska Native. District-wide, there are 4,603 English Language Learners students; of that number 800 are found at the high school and only at the Brookside Campus. Correspondingly, there are 850 Special Education students located on both campuses. More than 93% of our student population is minority, 62% of

Waukegan Community Unit School District 60

students are classified as low-income and there is an annual 31% mobility rate. While we recognize our strength is in our diversity, these statistics are a representation of our challenge and inform our reform strategy.

With respect to staff, approximately 319 certified professional teachers call Waukegan High School home. Fifty-seven percent have a Master degree or higher. Five building administrators, six division heads, nine house principals, fifteen guidance counselors, six social workers, four psychologists, and five nurses support the instructional staff. Speech pathologists, paraprofessionals, and interpreters also support the current structure.

Current Performance Trends

There are clear indications that efforts over the last three years are having an impact on our school and our students' readiness to learn. Efforts such as our Small Learning Community and the Safe and Civil Schools Initiative "Start-on-Time" have yielded a significant change in our school culture. However, despite the successes that have been accomplished thus far, the data still shows a significant number of students are not reaching their academic potential. Simply put, our students are not meeting state standards in reading or math. All subgroups in the school are not making Adequately Yearly Progress in Reading and Math. We have been on the State's academic watch list for seven years.

We are not proud of our students' academic performance. Therefore, we believe that we have designed a serious, bold, and courageous intervention plan to raise student achievement and school performance. Less than a third of our students met or exceeded standards over the past three years. In the past nine years, we have averaged 34% of students meeting or exceeding standards. Our 2009 Adequate Yearly Information is: 31.2% Reading and 21.4% Math. The ACT data for the same year is 16.7% Reading and 17.5 % Math. Our graduation rate is 71.4%. The 2010 PSAE data are just as sobering. Twenty-four percent met or exceeded expectations in Reading and 23.3% in Math. The average ACT score was 17.1% Reading, 15.4% English and 17.1% Math. Because of the interventions efforts mentioned above, we anticipate the proposed academic progress for our students over the next four years to be as follows:

Waukegan Community Unit School District 60

| 2011 PSAE Data (Projected Based Upon Normative Growth Norms from PLAN 2010) | |
|--|------------------------------|
| Percent Meeting and Exceeding Expectations | Average ACT Score |
| 22% Reading | 16.8 Reading 15.7 English |
| 25% Math | 17.5 Math |

| 2012 First Year of SIG Grant (Projected Based Upon +3 Ave. Growth Norms from EXPLORE 2010 -> PLAN 2011 -> ACT/PSAE 2012) | |
|---|------------------------------|
| Percent Meeting and Exceeding Expectations | Average ACT Score |
| 30% Reading | 18.9 Reading 18.8 English |
| 35% Math | 20.0 Math |

| 2013 Second Year of SIG Grant | |
|--|------------------------------|
| Percent Meeting and Exceeding Expectations | Average ACT Score |
| 40% Reading | 20.0 Reading 20.0 English |
| 45% Math | 21.0 Math |

| 2014 Third Year of SIG Grant | |
|--|------------------------------|
| Percent Meeting and Exceeding Expectations | Average ACT Score |
| 50% Reading | 21.0 Reading 21.0 English |
| 55% Math | 22.0 Math |

Vision for Our Changed Leader

As encouraged by the State's SIG process that mandates big, bold and courageous out of the box thinking, we are proposing a dramatically different leadership structure for Waukegan High School. It is one that places students in the center and demands that we create a culture that is about high expectations and college readiness.

As part of the appendices, you will find our current administration structure and our proposed new structure. Currently we have a Principal, in place for the last three years, four Associate Principals, nine House Principals and six Division Heads. We are moving away from the current structure to an operational structure that supports effective teaching and learning and personalization through physical and operational changes. Building on the Small Learning Community structure, we are proposing the elimination of eleven positions, including the Principal, the four Associate Principals and six Division

Waukegan Community Unit School District 60

Heads. Moreover, we are creating nine empowered and autonomous houses within the high school each with a redesigned house principal role. One of the most dramatic changes proposed is a complete overhaul of our Master Schedule to address the intervention and enrichment needs of our students. We want to:

- Improve the academic performance of students
- Improve student engagement
- Help students connect school learning with their postsecondary education and career plans

We seek a new instructional and inspirational leader — a leader who is passionate, student-centered and a teacher-leader; an individual who accepts the responsibility for ensuring the academic and social success of all students. This proven leader will implement and maintain aggressive educational reform. This individual will maintain the vision of the transformation process and continually communicate this vision to administrators, teachers, community members, district officials and students. This individual will utilize their comprehensive experience and expertise in academic programs at the secondary level to ensure the complete implementation of academic and instructional reform at the high school. This individual will have direct access to the Superintendent and will report directly to the Chief Academic Officer. This individual will also have direct access to central office leaders to improve communication and support for improved service at the high school level.

Stakeholders Involvement in Our School

The needs assessment process and surveys administered in preparation for this application has reinforced the importance of involving all stakeholders in transforming the high school. In the past we have paid lip service to community involvement. The plan designed to reform our high school places our stakeholders as true partners in this effort. Parent liaisons for all houses are proposed and strategies to engage parents in their child's education are incorporated. As demonstrated by the tremendous outpouring of letters of support located in the appendices we are fully committed to involving our families, our community-based organizations and teachers and our students in transformation that goes beyond the high school and is felt throughout this entire community.

Illinois State Board of Education
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

FY 2012 School Improvement Grant – Section 1003(g)
NEEDS ASSESSMENT
Cover Page

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|--|---|---|---|
| DISTRICT NAME AND NUMBER Waukegan C. U. District 60 | | NAME OF SCHOOL Waukegan High School | |
| REGION, COUNTY, DISTRICT, TYPE CODE 34-049-0600 | | CHECK (✓) ONE ONLY <input type="checkbox"/> Tier I School <input checked="" type="checkbox"/> Tier II School | |
| SCHOOL 2010: FEDERAL ACADEMIC STATUS N/A | | SCHOOL 2010: STATE ACADEMIC STATUS Year 7 Academic Watch | |
| DISTRICT ADDRESS (Street, City, State, 9 Digit Zip Code) 1201 N. Sheridan Rd. | | SCHOOL ADDRESS (Street, City, State, 9 Digit Zip Code) 2325 Brookside Ave. Waukegan, IL 60085-002 | |
| NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Dr. Donaldo Batiste | | PRIMARY CONTACT Judith M. Green | |
| TELEPHONE (Include Area Code) 847-336-3100 | FAX (Include Area Code) 847-360-5634 | TELEPHONE (Include Area Code) 847-263-4729 | FAX (Include Area Code) 847-360-5628 |
| SUPERINTENDENT/AUTHORIZED OFFICIAL E-MAIL ADDRESS dbatiste@wps60.org | | PRIMARY CONTACT'S E-MAIL ADDRESS jgreen@wps60.org | |

Part I: Team and Process

Developing a District/School Improvement Team

The district/school improvement team is responsible for organizing and leading the Needs Assessment process. We recommend that the team is comprised of a cross section of district and school staff involved in district and school improvement, professional development, NCLB coordination, special education, student services, fiscal matters, union representation, testing and data analysis, curriculum and instruction, and the school board. Parents and other community stakeholders should also be represented on the team. Moreover, participation of the superintendent is essential.

The district/school improvement team should be large enough to get diverse perspectives on the district and the individual school's efforts, yet small enough to ensure the team can meet regularly to complete the analysis. Research and experience indicate that the *process* of choosing a school improvement model rivals the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school's success—in decisions about their own schools can help the district make better informed decisions and reduce resistance to dramatic changes. (see Appendix A: Tool 1 Roadmap)

District/School SIG 1003(g) Improvement Team Membership

| NAME | TITLE/POSITION | REPRESENTING |
|--|----------------|--------------|
| District Leadership Team (See Attached) | | |
| Education Transformation Committee (See Attached) | | |
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Record Keeping Requirement:

Each time the team engages in an activity related to the Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form as evidence of the session. Submit the signed completed forms in Part I of each school's FY 2012 SIG 1003(g) Individual School Application.

District Leadership Team

Part 1 Team & Process

| Name | Title/Position | Representing |
|-----------------------|---------------------------------|-------------------------------------|
| Mr. Michael Rodriguez | School Board President | Waukegan School District #60 |
| Dr. Donald R. Batiste | Superintendent | Waukegan School District #60 |
| Dr. Mary Lamping | Chief Academic Officer | Waukegan School District #60 |
| Mrs. Judith M. Green | Director of School Improvement | Waukegan School District #60 |
| Mrs. Kathy Schwarz | Union President | Waukegan School District #60 |
| Mrs. Jacalyn Roche | Union Vice-President | Waukegan School District #60 |
| Dr. Steven Hamlin | High School Principal | Waukegan High School |
| Mr. David Bain | High School Associate Principal | Waukegan High School |
| Mr. Luis Correa | High School Associate Principal | Waukegan High School |
| Mr. Terry McHugh | High School Associate Principal | Waukegan High School |
| Mrs. Angela Fink | High School Associate Principal | Waukegan High School Administration |
| Ms. Carol Ricker | Teacher Leader | Teachers |
| Mr. Jeffrey Hernandez | President & CEO, NAEP | NAEP |
| Ms. Cecilia Gutierrez | Project Manager, NAEP | NAEP |
| Ms. Elena Medina | Instructional Manager, NAEP | NAEP |
| Mr. Nicholas Alajakis | Public Information Officer | Waukegan School District #60 |

**EDUCATIONAL TRANSFORMATION COMMITTEE
PART 1 TEAM & PROCESS**

| NAME | TITLE/POSITION | REPRESENTING |
|--------------------|---|-------------------------------|
| Angela Fink | Associate Principal | WHS Administration |
| Sarah Infusino | House 7 Principal | WHS Administration |
| Lori Massimo | Division Head | WHS Administration |
| Molly Schaefer | House 2 Principal | WHS Administration |
| Omar Rodriguez | House 1 Principal | WHS Administration |
| Karen Frank | Math & Science Division Head | WHS Administration |
| Mike Berrie | Social Studies/Communications Division Head | WHS Administration |
| Terry McHush | Associate Principal | WHS Administration |
| Laurie Lee | Coordinator | Central Office |
| Steve Hamlin | Principal | WHS |
| David Bain | Associate Principal | WHS Administration |
| Anna Panagakis | Literacy Specialist | Literacy |
| Karla Christopher | Math Specialist | Math |
| Luis Correa | Associate Principal | WHS |
| Tina Minnoch | Secretary | WHS |
| Mary Lamping | Chief Academic Officer | District 60 |
| Kathy Schwarz | Teachers Union President | Union |
| Susanne McMaster | School Psychologist | Related Services |
| Velvet Thomas | English Teacher | Teacher |
| DyAnnah Butler | Special Education Reading Teacher | Special Education |
| Robert Holton | Assessment Coordinator | WHS |
| Robert Coy | Teacher | WHS Brookside Campus |
| Rebecca Villalobos | Bilingual Social Service | WHS Brookside Campus |
| Noemi Rancak | Teacher | WHS Brookside Campus |
| Laura Emmerling | Guidance Counselor | WHS Washington Campus |
| Cristin Maione | Teacher | WHS Washington Campus Science |
| Alli Calleron | Student | WHS Students |
| Kaila Lynch | Student | WHS Students |
| Kyle Naughton | Teacher | WHS Brookside Campus |

EDUCATIONAL TRANSFORMATION COMMITTEE

PART 1 TEAM & PROCESS

| | | |
|--------------------|-----------------------------------|----------------------|
| Judy Green | Director of School Improvement | District 60 |
| Goldie Hauser | Science Teacher | WHS Brookside Campus |
| Imelda Mendoza | Science Teacher | WHS Brookside Campus |
| Elizabeth Varghese | Math Teacher | WHS Brookside Campus |
| Anthony Mers | Teacher, Bilingual Social Service | WHS Brookside Campus |

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| DISTRICT NAME AND NUMBER Waukegan C. U. District 60 | REGION, COUNTY, DISTRICT, TYPE CODE 34-049-0600 | NAME OF SCHOOL Waukegan High School |
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Part II. School Performance - Data and Analysis

| Context | | | |
|---|-----------|-----------|-----------|
| | 2008-2009 | 2009-2010 | 2010-2011 |
| 1. Grade levels currently served (e.g., 9-12) | 9-12 | 9-12 | 9-12 |
| 2. Total enrollment | 4278 | 4232 | 4263 |
| 3. % Free/Reduced Lunch Students | 61 | 60.1 | 69.8 |
| 4. % Special Education Students | 17.2 | 13.8 | 12.2 |
| 5. % English Language Learners | 8.9 | 8.0 | 9.3 |

6. Home Languages of English Language Learners (list up to 3 most frequently represented).

- Spanish

- Tagalog

-

7. Briefly describe the neighborhoods and communities served by the school. *(Limit comments to space provided.)*

Waukegan High School's attendance area consists of the City of Waukegan, parts of Beach Park and Park City. The community is a large urban, blue collar community of approximately 90,000 people located between Chicago and Milwaukee. Out community is nestled along Lake Michigan lakefront with hopes of future development. It is located on the commuter train system to both Wisconsin and Chicago. commuters. The community is rich in ethnic diversity with many cultural opportunities. It has a hospital, community college and is the county seat.

The district and high school have a Hispanic population of 72.3 %, 17.3 % Black, 11.3 % white, multi racial and other, as well as, 70.9 % low income. The community has lost manufacturing businesses over the past decade and unemployment is at 12.1%.

District 60 is a community unit district serving over 16, 000 students PreK-12. There is only one high school serving over 4,263 students with 5 middle schools, 15 elementary schools and 2 Pre-K school locations. The High school does span over three campuses with Brookside and Washington each serving 9-12 students and the Alternative Opportunities Education Center serving students in grades 6-12. The high school has a rich fine arts program, athletic program and JROTC program.

The local revenues are strained with devaluation of residential properties and vacant manufacturing plants and empty store fronts with the recent downward turn of the economy. The district and school depend heavily on state revenues for daily operating expenses.

8. Briefly describe any recent changes (within the last three years) in the community and school that have had a positive and/or negative impact on the enrollment, climate, and culture of the school. *(Limit comments to space provided.)*

The city has attempted multiple times to bring a casino to the community with hopes of bringing revenue and jobs. There has also been an ongoing effort to rejuvenate the down town area and lake front, but finances have been dwindling and the plans have been put on hold. Efforts to bring business and industry back to Waukegan continue.

Like many other communities there have been cuts to public services such as fire department and police reductions and downsizing at City Hall. A second hospital closed which took more jobs. The issue for Waukegan is not so much what has happened as what has not happened. The economic recovery has not begun for this community.

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| DISTRICT NAME AND NUMBER Waukegan C. U. District 60 | REGION, COUNTY, DISTRICT, TYPE CODE 34-049-0600 | NAME OF SCHOOL Waukegan High School |
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Part II. School Performance - Data and Analysis (continued)

School Improvement Efforts – Previous and Current

9. Briefly summarize previous and current school reform and improvement efforts that occurred within the last five (5) years, and identify which elements were **not successful**. (If applicable), also identify any specific elements of the effort that were successful.

For example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting the school twice per quarter.
- Adopted a block schedule for math and reading but inadequate professional development funds limited ability of teachers to change instructional approach and fully utilize longer instructional blocks.

| Year (s) | Reform/School Improvement Effort | Not Successful and Reason | Successful and Reason |
|-----------|---|--|--|
| 2006-2008 | A federal grant award allowed for the planning and preparation for transformation to the smaller learning community model at the high school. New principal was hired and allowed to hire his administrative team for 2008. Training for staff took place, community town meetings and high school leadership worked tirelessly to prepare for full implementation. | Enormous time and energy in getting approval for the physical changes short changed the focus on the academic focus of this initiative. | The physical re-organization did take place. A new principal was hired and given flexibility to build his administrative structure to oversee the physical move to 9 houses each with grades 9-12. |
| 2009-2010 | Model was fully implemented, students were re-organized into 9-12 grade houses at both Brookside and Washington Campus. Training on Project CRISS - reading across content areas begun, participation in ARRA title one math pilot occurred, training for RTI - academic and behavior (PBIS) began. Behavior / Discipline issues were targeted and improvement made. | Still focus was targeted at regaining control and behavior was the primary focus with each house principal acting more as a behavior dean than instructional leader. | All nine houses were started and scheduling issues addressed to improve the year two start up of this change. Behavior was big focus and improvements were made and better reporting structures were put in place. |
| 2010-2011 | Attendance / tardies continued to be an issue so Start On Time was launched with full support of house principals and staff members. Alignment to College Readiness and Common Core Standard began for targeted courses with work on common assessments for those curriculum projects. Proposal for reading and assessment developed for FY 12. Articulation with middle school principals began with regular meeting schedule. | | The full team effort made this a big success year one. All house principals, associate principals, and teachers bought into the new system and improvement with students in the classroom ready for learning is the norm. The hallways are empty once the bell has rung. |

| | | |
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Part II. School Performance - Data and Analysis (continued)

STUDENT ACADEMIC PERFORMANCE

NOTE: Use the school trend data that is posted at the Interactive Illinois Report Card (<http://iirc.niu.edu/>) in the **2010 School Improvement Plan – Section I-A Data & Analysis – Report Card Data**. The school administration has the password to retrieve this data on behalf of the district/school improvement team.

STUDENT ACADEMIC PERFORMANCE

10. Based on the grades served by the school, enter the percentage of all students who tested as proficient or better on the state assessment test for reading and mathematics.

| PSAE | | 2007 | 2008 | 2009 | 2010 |
|----------|-------------|------|------|------|------|
| Grade 11 | Reading | 29 | 25 | 31 | 24 |
| Grade 11 | Mathematics | 26 | 28 | 20 | 22 |

11. Using the **2010 state assessment data**, what is the percentage of students in each subgroup who tested proficient or better on the state assessment test (PSAE) for reading and mathematics?

PSAE – Grade 11

| Subject | White, Non-Hispanic | Black, Non-Hispanic | Hispanic | Asian, Pacific Island | Native American | English Language Learners | Special Education |
|-------------|---------------------|---------------------|----------|-----------------------|-----------------|---------------------------|-------------------|
| Reading | 55 | 17 | 21 | 69 | - | 0 | 4 |
| Mathematics | 50 | 14 | 20 | 63 | - | 6 | 3 |

12. Using the **2010 state assessment data**, what is the student participation rate on the state assessment in reading and mathematics by student subgroup?

PSAE – Grade 11- Participation Rate

| Subject | White, Non-Hispanic | Black, Non-Hispanic | Hispanic | Asian, Pacific Island | Native American | English Language Learners | Special Education |
|-------------|---------------------|---------------------|----------|-----------------------|-----------------|---------------------------|-------------------|
| Reading | 100 | 95.5 | 98.1 | - | - | 98.3 | 95.8 |
| Mathematics | 100 | 95.5 | 98.1 | - | - | 98.3 | 95.8 |

2010 GRADUATION RATE (HIGH SCHOOLS ONLY)

| All Students | White, Non-Hispanic | Black, Non-Hispanic | Hispanic | Asian, Pacific Island | Native American | English Language Learners | Special Education |
|--------------|---------------------|---------------------|----------|-----------------------|-----------------|---------------------------|-------------------|
| 73.5 | 83.3 | 72.8 | 71.0 | - | - | - | 67.4 |

ENGLISH LANGUAGE PROFICIENCY

| | | | |
|--|------|------|------|
| Enter the percentage of limited English proficient students who attained English language proficiency. | 2008 | 2009 | 2010 |
| | 10 | 10 | 6 |

| | | |
|----------------------------|-------------------------------------|----------------------|
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Part II. School Performance - Data and Analysis (continued)

| SCHOOL INFORMATION | | | |
|--|-------|-------|-------|
| | 2008 | 2009 | 2010 |
| Number of minutes within the school year | 59334 | 59334 | 59334 |
| Student attendance rate (%) | 83.2 | 86.0 | 87.2 |
| Student mobility rate (%) | 32.0 | 30.7 | 26.7 |
| Discipline Incidents | n/a | 1342 | 1872 |
| Truancy rate (%) | 17.5 | 11.6 | 3.3 |
| High School Dropout rate (%) | 6.4 | 7.6 | 5.2 |
| High School Graduation rate (%) | 66.8 | 71.4 | 73.5 |

Note: Responses for the following items will need to be provided by the district and/or school. It is possible that some of the requested data are not available. In this case, insert NA for "not available."

| | | | |
|---|-----|-----|-----|
| Number and percentage of students completing advanced placement (AP) coursework | n/a | n/a | 134 |
| Number and percentage of students who completed the International Baccalaureate (IB) classes | 0 | 0 | 0 |
| Number and percentage of students who completed advance mathematics | n/a | n/a | 38 |
| Number of high school students who completed both advanced coursework and dual enrollment classes | n/a | 0 | 0 |
| College enrollment rate (%) | n/a | n/a | n/a |
| Teacher attendance rate (%) | n/a | n/a | n/a |
| Distribution of teachers by performance level on LEA's teacher evaluation system. | n/a | n/a | n/a |

| | | |
|----------------------------|-------------------------------------|----------------------|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE | NAME OF SCHOOL |
| Waukegan C. U. District 60 | 34-049-0600 | Waukegan High School |

Part II. School Performance - Data and Analysis (continued)

Please respond to the following questions based on the analysis of the above school performance data. *(Limit comments to space provided.)*

13. Which students are meeting or exceeding the district's achievement expectations and which are not?
- We have a group of students in the college studies program located in one house at each campus. While not all of these students are meeting standards a percentage of these students do meet standards and are being accepted into ivy league colleges and universities. There are also students who are attending high school who complete a year earning little or no credits due to failure or being dropped before the end of the course. These students not only are not meeting standards, they are not graduating high high school and are not on track for graduation as juniors taking the Prairie State Achievement Exam.
- While we have a few students performing well on the ACT , many students who are preparing for college are not scoring well enough to enter the university of their choice. Our ACT average is well below entrance requirements for many colleges/ universities.
-
14. What patterns of achievement are evident over time?
- There has been no real growth in Reading, Mathematics or Science over the past five years in the all category. There is a large discrepancy with students with disabilities performance and all other sub groups. The LEP population is too small to be included on the AYP page, but does continue to be another sub group failing to meet standards. While we have a large Hispanic Population and English as a Second Language may well have negative impact, the student who are not second language learners are not meeting standards and the problems appear to be more systemic than the language factor.
-
15. In which subjects are students experiencing the lowest achievement?
- Algebra 1 is a required course that has a very high percentage of repeaters due to failure the first time the course is taken. There is much conversation around the low reading abilities of our students entering high school by all content staff contributing to high failure rates in many freshman level courses and beyond.
- The transition between middle school and high school is an issue of concern. The growing gap in performance from freshman to junior testing years is also a grave concern.
-
16. What characteristics of the student demographics should be taken into account in selecting an intervention model and Lead Partner?
- The majority of our student population have English as a second language support by parents and/or extended family. A large portion of our students are performing well below levels of peers through out the state and nationwide in reading and mathematics A high low income population with at-risk tendencies associated with poverty is also a factor impacting student performance. The low expectation of the student themselves, families, teachers and community members was evident in the efficacy interviews/survey completed.
-
17. What characteristics of the district's and school's past experience with reform and school improvement efforts should be taken into account in selecting an intervention model and Lead Partner?
- Brief encounters with professional development do not bring desired results in student achievement gains. There must be ongoing-daily job embedded support to move the change needed at the classroom level.

Note: Before moving on to Part III, please make sure that the team has completed Parts I & II for each school the district seeks to fund.

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Section I: Overview and Rationale (30 Points)

The proposal includes a thorough explanation of the need in the school. A detailed description of the needs assessment process is included. There is a comprehensive analysis of the school's performance and what will need to be in place to support the efforts of the selected model. Clear evidence of support for the selected school improvement efforts is provided.

As we approached the daunting task of making the second attempt for a SIG 1003(g) grant to support reform efforts at our high school, District 60 made the decision to follow our motto for this school year and do "whatever it takes" for our students to receive a rigorous education that will properly prepare them for the future. With this mindset, we invested in a deep comprehensive needs assessment lead by a group that has successfully moved and transformed low-performing high schools like Waukegan High School from failure to success. This took not only an investment of funds, but precious time from all stakeholders, but we held firm in our resolve to look deeply and honestly at our past trends and current situation and forge a reform plan that would move us forward increasing our student academic performance at an accelerated rate. The goal of this reform effort is to eliminate patterns of underachievement and low expectation, while moving towards universal high achievement for all students. Such a goal requires aggressive targets, measurable outcomes, and qualitative and quantitative evaluation designs that make it possible to determine that demonstrable and significant growth has occurred for students performing in the lowest levels.

Accelerating student and school performance requires laser focus on students languishing at the lowest academic performance levels. It requires carefully designed platforms that radically replace existing practices with cutting edge innovations that respond to students and teachers' need with unrelenting urgency and will. Such has not been the case for Waukegan High School. The comprehensive needs assessment provided data regarding student perceptions and attitudes about their school and learning as well as academic performance using the CORE K12 assessment. The majority of our students believe that only some of the students are enrolled in rigorous course work preparing them for college, while other are in courses that are lacking. A very small percentage of our students in grade 9, 10, 11 and

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12 are performing at academic levels predicting ACT scores in Reading, Math, Science and Language Arts that are in the range of college ready.

For the past three years, our high school has been in a state of transition – laying a foundation for the next step in this journey toward excellence. The foundation has readied the high school community for ~~make~~ the bold and courageous decisions required to end a pattern of persistent low academic performance. To understand that statement, we must take you back three years.

After an extensive search in 2008, the Superintendent and Board of Education identified and selected a leader committed to implementing the smaller learning communities model raising student achievement. Our Principal has led the school with passion, determination and a focus on addressing and resolving attendance and discipline issues. He entered a school challenged by a leadership turnover exacerbating the problem — four Principals in five years. The recent successes experienced by Waukegan High School, particularly around student discipline, recruitment and retention of highly qualified staff, and implementation of the small learning communities can be attributed to the current leadership at the school. While our efforts should be recognized and applauded, they were not dramatic enough to impact student achievement. Frankly put, our students are failing — and they are doing so at such dramatically low levels that it takes our breath away.

It was with a new commitment to raise student achievement that Waukegan Community Unit School District #60 retained an external partner with specific secondary education experience in transforming low-performing schools to conduct an intense and comprehensive needs assessment of Waukegan High School. Every stakeholder, including District and High School administrators, Union leadership, Teachers, Guidance Counselors, non-instructional staff, Parents, Students, community members and non-profit organizations was engaged. Moreover, every performance and non-academic data was tediously reviewed and discussed by everyone involved in the process.

From the onset we wanted to understand what was working, where the opportunities for improvement existed and what barriers, at the district and high school, stand in the way of reform. One

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critical aspect of this needs assessment included a comprehensive review of pervasive beliefs in the school, classroom observations and diagnostic assessment in Math and ELA nationally normed and administered by CORE K12 an internationally renowned assessment company.

As part of the process, two collaborative entities were formed, the District Leadership Team (DLT) and the Educational Transformation Committee (ETC). Based on the guidelines provided by the School Improvement Grant, the 36 member Committee was formed which included: the Principal, four Associate Principals, four House Principals and four Division Heads (selected by their peers), Assessment Coordinator, Curriculum Specialists, representatives from the teachers union (selected by Union Leadership), representatives from non-instructional staff, (secretary, security) representatives from counseling staff, and representatives from the District, including the Chief Academic Officer, RtI Coordinator and Director for School Improvement.

The ETC was formed to specifically develop recommendations for inclusion in the School Improvement Grant 1003(g). In order to ensure that we successfully met the demanding timeline to complete the SIG 1003(g) application, meetings were held three times a week for two to three hours at a time. In total, the ETC met approximately ten times. At the first orientation meeting, the large group was divided into four sub-committees: 1) Data Driven Instruction, 2) Curriculum and Assessment, 3) Leader Effectiveness, and 4) Teacher Effectiveness. A Chair and Secretary were appointed for each Sub-Committee.

The members of the sub-committees worked tirelessly to challenge each other and speak the truth. The work was extensive, exhausting and exhilarating. Even with the encouragement and guidance of our external partner, members initially felt constrained and timid. By the third meeting that behavior had changed and big ideas began to emerge and are reflected in our reform vision.

The process for identifying the model was authentic, transparent, passionate and collaborative. Indeed, it was only after five weeks of meetings and presentations and ensuring every decision maker had a foundational knowledge and understanding of the four intervention models, that one was selected. As

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part of the process, student performance data was reviewed and the results of the diagnostic assessment and classroom observations were discussed prior to determining the model. The model selection meeting involved all key stakeholders, including Union leadership, Superintendent and senior administrators and high school leadership staff, including the Principal, House Principals and Division Heads. It was an open and candid dialogue, led by external facilitators that encouraged all participants to be courageous and fearless when offering their candid thoughts, ideas and recommendations. Using the pre-application needs assessment guiding the process and questions; the external partner facilitated a robust, intense and passionate discussion on each and every question. After three and a half hours of persuasive discussions, challenges, and consensus building a model was selected. The District Leadership Team selected the **Transformation Model** for the 2011-2012 school year of Waukegan High School.

To understand the role of the Lead Partner, we must first explain the reform vision for year one.

The School Improvement Grant (SIG) priorities and measurable outcomes are as follows:

- To redesign our school day;
- To substantially redesign the high school to meet the common core and college readiness standards and prepare students for the next level of schooling and the workforce;
- To improve student proficiency and meet Annually Yearly Progress (AYP);
- To use data to inform decisions and create a system of continuous feedback and improvement;
- To sustain redesign and subsequent improvement without assistance from state or private dollars;
- To create a rigorous curriculum and instruction experience for all students;
- To promote the school as the center for our community; and
- To create an administrative and teaching structure that is student-centered.

Academic interventions, enrichments and acceleration efforts will occur at both the Washington and Brookside Campuses. The latter, Brookside, will be the campus site where all strategies will be implemented in year one; below is an overview, by campus, of the major bold reform efforts for year one.

Washington Campus:

Our reform of Waukegan High School includes significant governance restructuring, critical overhaul and enhancement of our curriculum, substantial increase in core academic instruction and

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student-centered changes to our leadership and teacher accountability structures. In addition, data management and professional development will be enhanced across both campuses. The current Small Learning Communities (SLC) design will evolve to become autonomous, empowered and student-centered houses, each with its own Principal. An Executive Director of Secondary Education will lead and execute the instructional transformation vision for our high school. This individual reports directly to the Superintendent and the Chief Academic Officer.

Principals will lead each of their respective houses, which will be home to approximately 500 students each. Students are assigned to one of nine houses at one of two campuses with multiple tiers of support. Grade-level teams, Content Area Experts, RtI Coaches, Academic Coaches and Teacher Team Leaders support each House. In combination, the House Leadership Team supports all aspects of student learning. The delivery of a rigorous curriculum and instruction will be the responsibility of every faculty member. The curriculum will incorporate multiple research-based instructional strategies, including double dosing. In addition, all students will have access to virtual online learning experiences tailored to learning needs.

Brookside Campus

In addition to the above, the Brookside campus will implement a newly designed master schedule, which includes three distinct schedules based on the level of intervention needed for each student. The master schedule for the school will change to provide greater instructional time for all students. This includes an increase in the number of minutes for core content instructions — going from 176 minutes to 259 minutes for all students and the school day starting at 8:00 a.m. and ending at 2:55 p.m.

Subsequent Years

Year two will bring the Washington Campus onboard with the reform efforts. Growing pains and lessons learned from year one implementation will be documented and mid-course adjustments will be made prior to implementation on both campuses in year two. Year three will allow us to continue to

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reflect on more lessons learned and will take us into cross campus activities and initiatives designed to enhance communication, collaboration and institutionalization of the desired structural, behavioral, and academic changes. These changes will realize our vision of educator success with students excelling and maximizing gains toward their academic goals.

Lead Partner Role and Responsibilities

Because we understand that change is difficult and even harder to implement, particularly a large-scale reform effort such as the one proposed, the selected Lead Partner will have the responsibility of helping us implement the vision with fidelity. The Lead Partner will ensure teachers and administrators are actively engaged in a teaching and learning collaborative that supports and informs their work in the most challenging educational settings.

The Lead Partner will assign a team of subject area experts to work at both the Brookside Campus and Washington Campus. Specifically, the Lead Partner will address the high school's weaknesses with its two main sub-population — English Language Learners (ELL) and Special Education (SPED). Moreover, an experienced literacy Director will be assigned to strengthen the expertise and capacity of teachers at the High School.

The Transformation Team provided by the Lead Partner will work with the faculty and staff at the Brookside Campus at Waukegan High School, on-site, for five days a week. A calendar of services will schedule each subject area expert on-site, three to four days per week. The weekly schedule will be staggered, so that there is always at least one Lead Team member, on-site at the Brookside Campus, each day. The Lead Partner will provide sustained, site-based technical assistance and job-embedded professional development by trained, experienced Directors.

Through this partnership the Lead Partner will collaboratively work with content coaches, intervention specialists and data coordinators, as well as district/school based administrators such as the Executive Director of Secondary Education and each principal to name a few. This level of support will strengthen the ability of all administrators to serve as change agents during the process, to build the

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capacity of the school's leadership team, and to increase the effectiveness of the instructional staff at Waukegan High School. The team will serve as mentors/coaches by working directly with the leadership team and coaches to ensure compliance with transformation federal guidelines and fidelity of implementation of the transformation plan submitted to the State of Illinois, as outlined by the United States Department of Education.

Professional development in Project Management will be required for administrators to ensure successful implementation of the reform efforts. A clear, concise and detailed plan will be crafted to build capacity within the school building to increase student achievement. This will be implemented and monitored by said Lead Partner. The Lead Partner chosen to fulfill a number of responsibilities, which will be divided into, specific task are as follows:

- Oversee and evaluate the fidelity of the grant all three years.
- Provide three content area directors in year one (ELL, SPED and Literacy – which may change for year two and three)
- Intensive teacher training and mentoring
- External evaluation of program
- Training and support for content area coaches
- On site teacher and coach support
- Principal coaching support and mentoring
- Progress checks
- Project management

Traditional structures are often a culprit in low performance; the use and organization of time, the deployment of human resources, the organization of a school building, existing rules and regulations, district feeder patterns, administrative alignments, the politics of governance, and poor constituent relations often inhibit efforts to transform urban schools.

We have designed a dramatically new governance structure for Waukegan High School. Building on the Small Learning Community (SLC) structure, we are proposing the elimination of 11 positions, including the Principal, the four Associate Principals and six Division Heads. The highest paid positions within our school. Moreover, we are creating nine empowered and autonomous houses within the high

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school each with an instructional focused principal. One of the most dramatic changes proposed is a complete overhaul of our Master Schedule to address the intervention and enrichment needs of our students. We want to:

- Improve the academic performance of students
- Improve student engagement
- Help students connect school learning with their postsecondary education and career plans

A reduction in administrative staffing, in lieu of greater support for our teachers and students to include College Counselors or Graduation Coach, Instructional Coaches in the Core Subject areas, and Interventionists, as well as Response to Intervention (RtI) Facilitators and Parent Liaisons. The invaluable support and input from key community stakeholders and partners will also be part of the ongoing conversations that helps drive adjustments to the transformation plan through our school advisory council.

| Name | Titles | Supervisor | FTE | Percentage of Time |
|---|---|---|-----|--------------------|
| TBD based on newly designed job description with a focused on operations, discipline and culture of high expectations | Two Directors of Campus Operations. One for each Campus | Executive Director of Secondary Education | FTE | 100 percent |
| TBD based on newly designed job description with a focused on curriculum and instruction | Nine Principals will now lead nine autonomous and empowered houses. Five at the Brookside Campus and four at the Washington Campus | Executive Director of Secondary Education | FTE | 100 percent |
| TBD based on newly designed job description with a focused on students | Nine Dean of Students , one assigned to each house will support and address student discipline issues | Principal | FTE | 100 percent |
| TBD based on newly designed job description and needs of the houses | Nine 9th/10 th Counselors. One per house | Principal | FTE | 100 percent |
| TBD based on newly designed job description and needs of the houses | Five College Counselors. Three at Brookside and Two at the Washington Campus | Principal | FTE | 100 percent |
| TBD based on newly designed job | Nine Social Workers. One per house | Principal | FTE | 100 percent |

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| | | | | |
|--|---|---|---------------------------------------|-------------|
| description and needs of the houses | | | | |
| Newly created position to support and align counseling and guidance services | One Student Services Coordinator | Executive Director of Secondary Education | FTE | 100 percent |
| Newly created positions to support parent and community engagement | Nine Parent Liaisons. One per house. | Student Services Coordinator | Stipend Personnel. 15 hours a week | 100 percent |
| Newly created positions to support data driven decision making | Two Technology Integration Specialists. One per house | Executive Director of Secondary Education | FTE | 100 percent |

The Design's intent is on achieving accelerated student performance predicated on aggregated and disaggregated data and individualized student profile data. Alignment of clinical services to prevent the festering of preventable conditions is fundamental to advancing achievement among the most vulnerable students. Correspondingly, the objectives for education turnaround must be responsive to all of the conditions that contribute to the under achievement of students and schools. Identifying individualized learning needs and intervening are key to the reduction over representation in Special Education, crafting prescriptions that empower students, teachers and families to overcome barriers to teaching and learning that promotes student development that focuses on prevention instead of treatment.

Section II: Proposed Activities (70 Points)

In a community, such as ours that has struggled with persistent low performance at the high school, it is important to touch upon the current culture in our community and our school. The culture shift that must occur cannot be exclusively about the High School. To accomplish our vision of graduating all students' college ready, the District must go beyond creating a single school culture of high expectations to a single district culture of achievement for all students.

In Waukegan, Illinois 8th grade graduation is a big deal. Indeed, huge family gatherings are organized around this momentous occasion. Limos are ordered, brand new outfits are purchased and an air of celebration fills the community, because of this celebration of success, many students enter

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Waukegan High School feeling as if their best years are behind them. The critical high school years become non-consequential. That perception is reinforced over and over again by parents, by teachers, by the administration, by counselors and students themselves. We will work to change this misperception.

Furthermore, students' misunderstanding of the high school years is bolstered by the separation of the haves and have-nots. Approximately 18% of the overall student population enters the high school with an elite designation - College Studies Program (CSP). The CSP program has become a "sacred cow" in the community. And while it benefits some students, the harm to the rest of the student population emerged throughout the needs assessment process.

Creating a culture of High Expectations is a critical support that underpins our system-wide vision to drive student achievement and school performance at Waukegan High School.

To address the challenges presented by this large-scale transformation, the Superintendent and his leadership team, including the Executive Director of Secondary Education, will dedicate significant capacity to this effort. The Executive Director of Secondary Education will serve to monitor and help institutionalize the culture change that is required to succeed, as well as provide consistent communication to internal and external stakeholders.

While this effort is focused on teachers and students at its core, it must be understood and reinforced by administrators, non-instructional staff, the Board, and the community to be fully effective and develop into a Single District Culture of High Expectations. Additionally, it will undergird all of the strategic initiatives within this proposal. Single District Culture will be implemented not just at the High School, but in our middle and elementary schools.

A culture of data-driven decision-making has started to take shape at Waukegan High School, yet the current infrastructure must continue to be enhanced. We want to continue to foster and build on teacher's interest and efforts to use data to guide decision-making. It is our goal to utilize data to drive the instruction to:

- Maximize the performance of all student learners

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- Maximize the performance and productivity of all adult learners
- Maximize the quality and delivery of support for student and adult learning

The importance of data to guide this reform effort is critical to our success. Data is currently available to all teachers, accessing the information is often slow, cumbersome and time-consuming. There is a need for more in-depth professional development in both accessing and using data to drive daily instruction. There is also a need to update computers that will support new and emerging technologies that streamline access to data and learning tools that will meet the needs identified when analysis is complete. To ensure a culture of data-driven decision the district will purchase and implement an open, content-neutral Student Data and Curriculum Management Systems (SDCMS) that provides:

- Student Data Management and Reporting
- Curriculum and Instructional Management
- Benchmark Assessment Management and Administration
- Communication and Collaboration

This solution will enable administrators, educators, and community members to analyze student data, assess performance, individualize instruction, align curriculum and manage communication and collaboration.

A group of teachers and administrations from Waukegan High School, in conjunction with a newly hired Technology Integration Specialists (one per building), will help to select the best product that meets the overall needs of the district. Teacher training is a huge part of this effort. A summer incentive-based training camps for the administrative team, teachers, team leaders and new staff will be developed and executed. Teachers will be professionally trained on accessing student data from system in a summer training session with salary incentive and reading the data. Professional development will be provided to support teachers to drive daily instruction and tailor lessons based on student needs. The goal is by year three to have Teacher trainer model on the use of data to guide instruction.

In addition to our infrastructure effort, Waukegan High School will form Professional Learning Communities. School change and educational leadership literature clearly recognizes the role and

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influence of the building-based administrator on whether change will occur within the school. Transforming a school organization into a learning community can be done only with the sanction of the leaders and the active nurturing of the entire staff's development as a community. Administrators, along with teachers, must be learners too, questioning, investigating, and seeking solutions for school improvement. The traditional pattern that teachers teach, students learn, and administrators manage is completely altered and there is no longer a hierarchy where someone knows more than someone else, but rather there is a need for everyone to contribute. Therefore, it is with this rationale and vision that Waukegan High School will begin implementing regularly scheduled Professional Learning Communities meetings.

With all the hard work associated with the complex task of ensuring that our students learn at high levels, it is legitimate to stop and ask ourselves some hard questions: Why are we doing this? What evidence will be available to support the professional learning community approach at Waukegan High School? These questions go to the very heart of what it means to be an educator. One of the core assumptions of any profession is that the behavior of professionals is based on the latest and best proven practices available at the time.

It is important to understand that the concept of schools functioning as professional learning communities is, at its core, an approach that consolidates "best practices" into a rational, logical approach to schooling. In this sense, professional learning communities are merely a way of thinking--a way of approaching the day-to-day work of education. It is Waukegan High School's effort to meet the needs of all of the students and teachers based on their analysis of the current state that the school is in; data that was retrieved from each stakeholder's respective survey.

Data occurs at the classroom level as teachers gather evidence of improvements in student learning to determine the effects of their professional learning and teaching. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff

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development is having desired effects in their classrooms. As improvements in student learning are a powerful motivator for teachers, evidence of such improvements resulting from staff development experiences helps sustain teacher momentum during the inevitable frustrations and setbacks that accompany complex change efforts. Another benefit of data analysis, particularly the examination of student work during professional learning communities, is that the study of such evidence is itself a potent means of staff development. Teachers who use one of several group processes available for the study of student work report that the ensuing discussions of the assignment, the link between the work and content standards, their expectations for student learning, and the use of scoring rubrics improve their teaching and student learning. All of which will be conducted during said professional learning communities meetings.

Moreover, in order for professional learning communities to be an avenue where student achievement is the main focus, and the data used during the meeting are to provide meaningful guidance in the process of continuous improvement, teachers, and administrators require professional development regarding data analysis, designing assessment instruments, implementing various forms of assessment, and understanding which assessment to use to provide the desired information. Because the preservice preparation of teachers, counselors, and administrators in assessment and data analysis has been weak or nonexistent, educators at Waukegan High School will be granted the generous opportunities to acquire knowledge and skills related to formative classroom assessment, data collection, data analysis, and data-driven planning and evaluation.

An instructional focus that remediates and enriches student skill and knowledge in foundational content areas makes up the core of transformation efforts. Often reading and mathematics are the foundational areas that require intervention. In the past, the opportunity for enrichment in reading and mathematics and other content areas has been neglected in low performing schools because remediation dominates the instructional core. In addition, emerging accountability measures require that

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learning communities provide a range of rigorous instructional content. Transformation designs must have teaching and learning at the core.

Waukegan High School is developing comprehensive structures to improve student achievement. In the spring of 2010, Waukegan High School instituted the EXPLORE/PLAN/ACT (EPAS) testing system to monitor student growth. By specifically targeting the College Readiness Skills (CRS) assess through this testing WHS has designed new systems in which our students meet and exceed the typical annual growth norms. Through a system that focuses on meeting and exceeding growth norms, there is a direct correlation to increased opportunities for our students in the form of admission to more selective schools, additional scholarships, financial aid, and a decrease in post-secondary enrollment in remedial (non-credit) courses in college.

All core (math, science, English, and social studies) courses are mapped to ACT College Readiness Standards, Illinois State Standards, and National Core Standards (where applicable). Each curriculum map is directly correlated to “tagged” assessments that can be utilized both as a formative and as a summative to monitor student progress with respect to the curriculum maps. Curriculum maps are utilized by all faculty teaching one of the core courses. Curriculum maps are continually reviewed and revised to better address the changing needs of the Waukegan Student Body. Curriculum maps are available in digital formats and are linked to exemplar lessons produced by WHS faculty.

Math and reading universal screener scores will be analyzed to inform instruction across the curriculum. Local Writing on Demand writing prompts based on the 6 Traits of Writing will be administered and scored six times throughout the year for all 9th and 10th grade students. Teachers will utilize the results to inform and guide instruction in writing. This will be monitored by the Curriculum Generalist, Lead Partner Directors and driven by English teachers. Additionally, will be analyzed and discussed during professional learning communities meetings.

Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Academic Coaches will collaborate with the Lead Partner and the district level

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Curriculum Generalist to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. The data will be collected by the Curriculum Generalist and Lead Turnaround Team. Professional development that addresses high yield instructional strategies will be offered to staff based on data analysis and classroom observations. Results will be monitored on a monthly basis by departmental chairs, Lead Partner, the Math Teacher Leader and the Curriculum Generalist and analyzed during professional learning communities.

A system of early warning signs will be implemented and applied to all students to ensure on-time credit attainment, consistent attendance and reduced referral rates. Social Workers, School Psychologists, Guidance Counselors, College Counselors, and Lead Partner will lead and monitor the early warning system data on a six-week basis. Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework.

The Lead Partner on-site facilitator collaboratively with principals as well as coaches will be responsible for collaborating with teaching, counseling, administrative, and support staff regarding all data driven activities, including data collection, analysis, interpretation and linking data to interventions and student achievement all of which will be examined during professional learning communities as well.

Non-proficient 9th grade students will participate in a first year freshmen seminar course. Freshmen seminar is to promote a successful transition from middle to high school. The course was created to expose students to social and academic skills and increase their understanding of what will be expected of them during their high school experience. Students will participate in progress report conferences every six weeks in homerooms administered by homeroom teachers. Guidance counselors and principals will be responsible for monitoring with support from the Lead Partner team.

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During the comprehensive needs assessment, student needs were analyzed to prioritize as well as address the identified content area concerns. Waukegan High School will offer a comprehensive set of Reading and Math Intervention Courses designed to match the unique learning dynamics of its diverse population. Each intervention will have continued assessment to enable instruction to be adjusted. All instructional strategies will be data directed, standards based and learning style aligned. Continue, focused, aligned professional development on instruction strategies will be provided by the Lead Partner. Curriculum modifications will be a process completed over the next three years, led by the Lead Partner and benchmarks will be established as well as pretest and post-test will be decided based on confirmed pacing guides.

The Lead Partner along with the Content Area Coaches bring expertise and research based strategies that provides Waukegan High School the support to implement instructional change. Each of these entities provides an area of expertise that will ensure the success process of school change based on the transformation model.

The reading intervention courses will utilize a student-centered pedagogy that combines research-based resources with a pedagogical approach that combines computer-based assisted technologies, direct instruction, writing practice, skill-based literacy instruction, and leveled reading practice.

Students will be identified for reading interventions through comprehensive data provided by the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) data, the Educational Planning and Assessment System (EPAS), and Individual Education Plans (IEPs). All students identified for reading interventions will be continuously monitored through appropriate progress monitoring and bench marking systems. Furthermore, instruction will be targeted to each individual learner based upon individual plans produced through third party diagnostic assessments.

The foundation of these courses will be a sequence of Scholastic's System 44, Read 180, and Expert 21 (E21). These foundational courses provide a critical, sequential set of research-based resources designed to address a broad spectrum of students requiring reading interventions. To supplement these

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programs, Waukegan High School will offer additional programs that will be part of the reading intervention sequence that provide targeted interventions to the minority of students who do not respond to our courses or who have learning dynamics that prevent them accessing the assisted technologies required through the System 44, Read 180, E21 approach.

Waukegan High School students who have been identified through NWEA/MAP, EPAS, and teacher recommendation as being three years or more behind grade level in mathematics currently do not have the requisite skills necessary to be successful in regular level Algebra. Therefore, an intervention course is needed to accelerate the learning of these students so that they can participate in the regular core curriculum by their junior year in high school. Ultimately, the goal of this course is to bridge students, who are three or more years behind, to the regular core curriculum through a double period intervention course. This course is grounded in a belief that all students can learn high school Algebra. (Some students who are near or at grade level will receive this course in a typical forty seven minute period. Other students who require additional supports will receive the same standards-based course with parallel assessments in a one hundred minute per day platform.)

Algebra 1 with Math Academy is an intervention course designed for students who are three or more years behind grade-level in mathematics. These students have not attained the necessary pre-Algebra skills necessary to be successful in high school Algebra. An alignment to the new Common Core Standards in all subject areas including math will work to strengthen core instruction. As intervention courses are placed in K-8 curriculum, it is projected that fewer students will be coming to the high school who are three or more years behind in Math. Any student within two years of grade level, based upon multiple measures of national norms (Both NWEA/MAP and EPAS), will be placed in regular level Algebra.

This course is specifically designed to utilize a research-based approach that focuses on skill-based instruction in the context of exploring critical themes and principles associated with traditional

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Algebra courses. This student-centered course embeds differentiation instruction resources, re-teaching of critical basic skills, and complex problem solving into each of its units.

Algebra 1 with Math Academy is a year-long double period intervention course designed for students who are more than two years behind in mathematics skills based upon multiple measures. (Due to the nature of this intervention the maximum course size will be 25 students.) Students will receive 1 credits for each semester passed. The purpose of this standards-based course is to target specific mathematical instruction for students who have yet to attain necessary pre-algebra skills so that they can be successful in high school Algebra. This targeted instruction will provide the students the necessary mastery of skills for understanding algebraic concepts. In order to move forward in the core mathematical sequence, students must successfully complete both semesters of Algebra 1 with Math Academy. The curriculum and structure of the course will afford the student more opportunities and time for engaging in activities that will facilitate the transition to more abstract ways of mathematical thinking and problem solving. Topics for this course will include: variables and their uses, solving simple equations, problem solving strategies, statistics, an introduction to graphing, solving linear and quadratic equations, systems of linear and quadratic inequalities, transforming and evaluating formulas, and using the quadratic formula.

In the fall of 2011, principals, teachers, and coaches will begin implementation of a new rigorous curriculum. This review was performed through the lens of College Readiness Standards and Common Core Standards in Math and Language Arts. The product of this work is intended to drive the redesign and development of common curriculum for all core subjects. This comprehensive review of the district curriculum began with the creation of common syllabi and curriculum maps. This work is currently being expanded to align common curriculum maps to College Readiness, State, and the new National Core Standards.

Students for Algebra 1 with Math Academy will be identified through the use of multiple measures including: NWEA/MAP data, EPAS-EXPLORE Data, middle school grades, and teacher

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recommendations. This data will be used to target instruction for students who require the Pre-algebra skills necessary for success in Algebra 1 and Geometry.

Based upon an evaluation of multiple data sources, students have been identified as entering high school lacking Pre-Algebra skills. A one-year Algebra 1 single period sequence does not allow sufficient time to remediate and to accelerate students in the current sequence. The high-stakes testing and college placement exams emphasize word problems and applications of Algebra 1 concepts. Sixty percent of the concepts tested on the ACT exam are pre-algebra and Algebra 1 concepts. A double period Algebra 1 intervention course would allow students time to acquire Pre-Algebra and Algebra skills while learning to apply Algebra 1 and problem solving skills. A double period Algebra 1 course could prepare students to continue in a regular level Geometry class that would cover thirty percent of the College Readiness Standards. By combining the two periods, Algebra 1 with Math Academy, and Geometry with Math Academy sequence, students can acquire ninety percent of the skills outlined by the CRS. Articulation with MS math teachers will be scheduled through the Math Coordinator to communicate the need for pre-algebra instruction at the MS level and to align MS math curriculum to the Common Core Standards.

In response to our school's review and redesign of the district's common curriculum, we have created new models for both teacher professional development sessions as well as new ways to utilize technology to plan for instruction through the district's new lesson planning system (Infinite Campus). These new models will enable the high school to hold meetings at each campus, without travel, thus increasing productive time spent on collaboration with peers to design learning plans, review assessments, and revisit curriculum maps. The new professional development schedule, the new lesson planning system, and the implementation of common interim and summative assessments will support the specific curriculum goals that have been designed to increase student achievement at Waukegan High School. Achieving these goals will result in a comprehensive high school curriculum that is:

- Directly correlated to "tagged" assessments that can be utilized both as formative and summative measures to monitor student progress.
- Linked to exemplar learning plans produced by Waukegan High School faculty.

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- Utilized by all faculty and available in digital format in a public collaborative lesson plan sharing system.
- Continually reviewed and redesigned to better address the changing needs and interests of the Waukegan student body.

Ensuring **continuous growth** in a district's teacher base can be an effective as well as complicated to lever the increase in teacher effectiveness. Waukegan High School will use to grow their teachers' capabilities by offering the following support of job-embedded professional development.

Teacher support elements

- Targeting a teacher/coach ratio of 15:1
- Concrete and targeted PD
- Networking opportunities with monthly embedded mandatory professional development
- Four days of mandatory professional development
- When the school year begins, Waukegan High School support staff in collaboration with the Lead Partner staff will provide weekly job-embedded professional development
- Professional development opportunities will be explored and initiated for Waukegan High School staff that directly supports ELL/ SPED students as aligned with the reform efforts

Engagement of our stakeholder was a critical and thoughtful effort throughout this process. Every member at our high school was briefed and encouraged to ask questions and participate in the process. Memorandums were released that were emailed to all staff. Breakfasts were held to brief all staff (instructional and non-instructional) about the initiative. Teachers' questions and answers luncheon were held with representatives from our external partners. A Townhall meeting was convened on April 6, letters were sent to every high school student's home, flyers were included to encourage participation and awareness. Meetings and presentations were made to various community groups. We believe it is critically important to involve all our stakeholders in ongoing this work. Our failure to do so in the past has resulted in persistent low performance and reduced engagement. Moving forward, we envision a transformed school that places Waukegan High School at the center of the Community. We have created a structure that welcomes the involvement and active participation of all stakeholders. We want everyone involved in our students' lives. We want everyone participating in the culture of high expectations we are creating to ensuring all students graduate college and career-ready. We are committed to forging a real

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partnership with our families. We have created Parent Liaisons to help us with this work. And we deeply understand that the work is about educating our teachers, our administrators, our families.

Appendices:

Appendix A

Timeline

**Waukegan High School — School Improvement Grant
THREE YEAR IMPLEMENTATION PLAN
Waukegan High School Timeline**

Year One (2011-2012): Implementation and Monitoring Activities
Year Two (2012-2013): Full Implementation on Both Campus and Monitoring
Year Three (2013-2014): Reflections, Modifications and Opportunities

| PRE-IMPLEMENTATION ACTIVITES | | |
|-------------------------------------|---|--|
| Timeline | Activity | Status |
| May 2011 | Participate in the selection of the Lead Partner. Guided by the clarity that emerged through the comprehensive needs assessment, we designed a request for proposal (RFP) to be released on May 6, 2011 that captures the critical qualifications for successful Lead Partner. | <p>May 6, 2011 Release RFP and posted on the district website as well as sent to all State approved provider</p> <p>May 9, 2011 Letters of invitations are sent to individuals identified to be a part of the Selection Committee inclusive of all stakeholders, including district and school administrators, union leadership, teachers, parents, community-based organizations and students</p> <p>May 9, 2011 – May 20, 2011 RFP has a two week response period</p> <p>May 20, 2011 RFP responses are received</p> <p>May 23, 2011 – May 27, 2011 Responses are reviewed and top three candidates are invited to make a presentation to the district.</p> <p>May 31, 2011 – June 3, 2011 – Presentations are made and selection Committee determines the Lead Partner</p> |
| May 2011 – August 2011 | Collaborate with the District to release new job descriptions to identify potential candidates who embody the instructional leader needed to accelerate learning and school performance, specifically the Executive Director of Secondary Education. High School administrators will participate in the selection of this instructional leader. | <p>May 2011 – confirm process and rubric for selection</p> <p>August 2011 - Candidate is selected and retained by August 2011</p> |
| May 2011 – August 2011 | Collaborate with the district to release new job descriptions for the following positions: <ul style="list-style-type: none"> • Director of Campus Operation • Newly designed Principals role and responsibilities | <p>May 2011 – confirm process and rubric for selection</p> <p>August 2011 - Candidate is selected and retained by August 2011</p> |

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| | <ul style="list-style-type: none"> • Dean of Students • Guidance Counselors • Parent Liaisons • Student Services Coordinators • College Counselors • Social Workers • Technology Integration Specialists | |
| May 2011 | Collaborate with the District to identify external partners to support the overhaul of our Master Schedule. | May 2011 – September 2011 |
| May 2011 – September 2011 | Implementation of the rigorous curriculum designed to accelerate learning in Math, ELA and Science. | May 2011 – September 2011 |
| May 2011 | Continue to work with our Union leadership to bargain the three major intervention components required by the School Improvement Grant for the high school: <ul style="list-style-type: none"> • Extended Time • Hiring and Incentives • Teacher/Principal Evaluation | |
| IMPLEMENTATION ACTIVITIES | | |
| SIG Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals | | |
| August 22, 2012 – June 2014 | A teacher evaluation ad-hoc Committee, comprised of equal numbers of Union members (teachers, Union officials) and Administrators (principals and District Administrators), began meeting on April 7, 2011 for the purpose of designing a more comprehensive Teacher Evaluation System. The tool will be finalized by August 22, 2012 and will mirror the Charlotte Danielson model which includes assessment of the following components: Planning and Preparation; Classroom Environment; Instruction and Professional Responsibility. | Began on April 7, 2011 Development completed by December of 2011 . Waukegan Public Schools plans to implement “Phase I” of this newly created instrument as a test-run in Spring Semester of 2012, by piloting it with 50% of the teachers at Waukegan High School. |
| SIG Requirement: Identify and retained high-quality teachers | | |

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| September 2011- June 2014 | Interviews of new high school staff will be conducted jointly by equal numbers of Union members and building Administrators. The interview committee will make a recommendation of hire to the building Principal. Any individual who assumes the role of interviewer will be trained on identifying high application of skills in relation to the indicators outlined in the new District evaluation tool: Planning and Preparation; Classroom Environment; Instruction and Professional Responsibilities. | Ongoing, as needed |
| SIG Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model. | | |
| September 2011- June 2014 | Each new teacher completes an online survey, which calculates a score indicating percentage of teacher-centered responses were given and percentage of student centered responses were provided as part of the online application process. We use this score in our filtering of applications and have agreed that we are looking for high degree of student-centered focus in our new candidates. | Ongoing, as needed |
| September 2011- June 2014 | School administrators provide, as needed, appropriate support for teachers. If a teacher is not demonstrating ongoing efforts towards successful implementation of the reform framework benchmarks, non-retention procedures will be clarified through a Memorandum of Understanding with the Lake County Federation of Teachers, Local 504, IFT-AFT/AFL-CIO | May 2011 - September, 2011 |
| September 2011- June 2014 | School administrators provide multiple opportunities to be involved in planning for implementation and professional development. Particularly, as teacher effectiveness is enhanced through participation in the reform efforts. | Ongoing, as needed |
| September 2011- June 2014 | As part of negotiation with the Union, the selection process for high performing classroom teachers, who will serve, as mentors, will be based on student data will be determined. The new teachers or initial educators will receive mentoring based on student achievement data that will identify the focus for the monthly mentoring sessions. These meetings are designed to address successes and challenges as well as covering best practices, classroom instruction, classroom management and formative assessments. Activities will include providing support in writing, completing and monitoring their Professional Development Plan, providing additional resources and support to enhance classroom instruction in the areas of literacy and mathematics. Monitoring will occur on a monthly basis by school-based administrators, instructional leaders and Lead | May 2011 – September, 2011 |

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| | Partner. Evidence will include agendas, meeting minutes, attendance records and feedback provided to the respective teacher(s). | |
| Ongoing, starting September 2011 | On-going coaching, monitoring, support, assistance and professional development will be provided to teachers to ensure that they continue to build the necessary skills to be successful in the transformation model. Waukegan High School principals will collaborate with Lead Partner team to coordinate and monitor on a monthly basis. | Ongoing, as needed |
| SIG Requirement: Provide ongoing, high-quality, job-embedded professional development. | | |
| May 2011 – September 2011 | A Memorandum of Understanding has been initiated to support professional development for staff. | Initiated in April 2011 |
| Summer 2011 Summer 2012 Summer 2013 | Staff members from the Brookside and Washington campus will engage in district level professional development sessions related to the newly adopted Comprehensive Literacy and Math Plan. The reading intervention courses will utilize a student-centered pedagogy that combines research-based resources with a pedagogical approach that combines computer-based assisted technologies, direct instruction, writing practice, skill-based literacy instruction, and leveled reading practice. The Math intervention courses follow the same model. | August 2011 - Algebra 1 with Math Academy, August 2011 – Comprehensive Literacy Training August 2011 - Language Training |
| August 2011 | In collaboration with the district, ensure the Lead Partner offers four days of mandatory professional development for all high school instructional and non-instructional staff. The training will prepare staff for implementation of reform efforts before the school year begins. Intensive pre-service training led by the Lead Partner facilitators allows teachers to learn about the curriculum and organizational structures. They will practice teaching lessons using the Lead Partner’s instructional components and engage in collaborative decision making and planning. | August 2011 - Teachers’ Conference |
| SIG Requirement: Use data to identify and implement an instructional program. | | |
| September 2011 - June 2014 | The Lead Partner for Waukegan High School will provide researched-based curricula support and instructional strategies aligned with the Comprehensive Literacy Plan and mathematics. The Lead Partner will provide additional assistance/support for non-proficient students needing double doses of reading and/or math. | September 2011 , ongoing as needed |
| September 2011- June 2014 | Fidelity to the new rigorous curriculum implemented at Waukegan High School. This new curriculum was developed | September 2011 , ongoing as needed |

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| | through the lens of College Readiness Standards and Common Core Standards in Math and Language Arts. The product of this work is intended to drive the redesign and development of common curriculum for all core subjects. This comprehensive review of the district curriculum began with the creation of common syllabi and curriculum maps. This work is currently being expanded to align common curriculum maps to College Readiness, State, and the new National Core Standards. The Lead Partner will play a vital role ensure fidelity to the strategy. | |
| SIG Requirement: Promote the continuous use of student data to inform and differentiate instruction. | | |
| September 2011 - June 2014 | Leaders and instructional teams will use common planning time to analyze course performance, attendance and behavior data to assess student progress and coordinate individualized responses. The Lead Partner data analysis capacity offers schools regular snapshots of performance indicators. | September 2011, ongoing as needed |
| September 2011- June 2014 | Differentiated instruction and scaffolding will be provided for all students. Students identified as at-risk will receive an intervention aligned to their area of need. When in place, student progress will be implemented by the classroom teacher and monitored by the RtI specialist. Use the Response to Intervention (RtI) framework to identify at-risk students and provide individualized intervention strategies. On a monthly basis, the RtI specialist will monitor and document the implementation of the newly adopted curriculum. The specialist will share the information with the core Executive Director of Secondary Education and Lead Partner’s on-site team. The Executive Director of Secondary Education and Lead Partner’s on-site team will review the data and create a plan for providing technical assistance. Movement of students between will be monitored on a monthly basis. The data will be shared with Waukegan High School administrative team, which will be responsible for providing feedback to teachers who are being challenged by implementation of RtI. | September 2011, ongoing as needed |
| SIG Requirement: Establish schedules and strategies that provide increased learning time. | | |
| May 2011 – September 2011 | The Memorandum of Understanding with the Union facilitates 100-minutes block schedules. | September 2011, as part of the MOU discussion |
| September 2011 – June 2014 | Implementation of Credit Recovery for all students who have not mastered course work expectations from the previous semester. The primary focus will be rigorous and relevant course work in the areas of literacy and math. Licensed staff will teach courses. | September 2011 Ongoing |

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| June 2011 | Master Schedule at the Brookside Campus will be implemented and will provide periods of 100-minutes in a block schedule to allow time for differentiated instruction and double doses of math and English. | May – August 2011 - Plan September 2011 - Implementation |
| | Coordinate tutoring schedule after school and online | September 2011 Ongoing |
| SIG Requirement: Provide ongoing mechanisms for family and community engagement. | | |
| During summer freshman orientation: August | Connect with families at the end of 8 th grade to help them understand credit attainment to ensure that students are college and career ready. In the first year, all freshmen students and their parents will be expected to participate in a college/career readiness forum. College requirements aligned with core academic areas will be distributed. A college and career readiness rubric will be shared with students and parents to help ensure that they take the required coursework for graduation as well as gaining admission to a college/university. The rubrics will be provided and monitored by the Lead Partner and Waukegan High School guidance counselors and Principals at the end of each semester. | Summer 2011 Ongoing, every summer through 2014 |
| September 2011 – June 2014 | The Lead Partner and principals will work with Parent Liaisons to include parents at every phase of the transformation effort and will assist in developing a home/school committee, formed with administrator, teacher, and parent representation. Monthly professional development will be provided to help this committee: (1) articulate goals; (2) identify key concerns; (3) provide programs or activities to mitigate key concerns, (4) open lines of communication between parents and educators and (5) foster parents as their child’s first teacher. | September 2011 |
| September 2011- June 2014 | A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children. Support the work of the newly designed position of Parent Liaisons. | September 2011 |
| September 2011- November 2011- | A rubric will be created to increase student and parent knowledge relative to credit attainment and course requirements. The rubric will be developed the guidance counselors and college counselors to ensure that students are on track for graduation by the end of each school year. | September 2011 Ongoing |

Waukegan High School — School Improvement Grant
THREE YEAR IMPLEMENTATION PLAN
Waukegan High School Timeline

Year One (2011-2012): Implementation and Monitoring Activities
Year Two (2012-2013): Full Implementation on Both Campus and Monitoring
Year Three (2013-2014): Reflections, Modifications and Opportunities

| | | |
|---|---|------------------------------------|
| September 2011- June 2014 | Establish an action-oriented process for tracking and resolving initial complaints from parents, families and students. The Lead Partner and Principals will monitor this on a monthly basis. An electronic data log will be created to store information. | September 2011 |
| SIG Requirement: Use data to identify and implement an instructional program. | | |
| September 2011 – June 2014 | Math and reading scores will be analyzed to inform instruction across the curriculum by staff in conjunction with Lead Partner team. | September 2011 Quarterly |
| September 2011 – June 2014 | Formative assessments will be implemented in all content areas to inform teachers about their instructional practices. Departmental chairs will collaborate with the Lead Partner and the district level Curriculum Generalist to determine the formative assessments that will be used throughout the school year. A timeline for administering the formative assessments will be aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides aligned to course syllabi, the Comprehensive Literacy Plan, mathematics curriculum and the district wide pacing guides. | September 2011 Ongoing |
| September 2011 – June 2014 | Progress monitoring will occur for all students, including a clearly articulated plan for identifying students for interventions using the RtI framework. | September 2011 Ongoing |
| September 2011 – June 2014 | Lead Partner on-site Team will be responsible for collaborating with teaching, administrative and support staff regarding all data driven activities, including data collection, analysis, interpretation, and linking data to interventions and student achievement. | September, 2011 Ongoing |
| SIG Requirement: Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach. | | |
| September 2011 – June 2014 | Cross-curricular academy teams will meet once a week for common instructional planning, writing assessments, math assessment, science assessment, reviewing student work, and addressing student learning needs. Waukegan High School Learning Team will meet monthly to address the same issues and to update progress in each area listed above. | September, 2011 Ongoing |

Appendices:

Appendix B

**Grade Level
Assessments Chart**

District 60 High School Assessment Model

The WHS district-wide assessment system is designed to ensure that all students are achieving significant growth towards attaining the critical skills required to be both college and career ready after leaving Waukegan High School. In order for this assessment system to be effective the district's assessment system must also be designed to ensure that students are ready to access the high school curriculum. This is done through a two-prong system that first monitors students to "High-School Grade Level Readiness" and then to "College and Career Readiness". This two prong system is divided into three main components the first designed to ensure high school readiness and then second two to ensure college and career readiness.

1. ***High-School Grade Level Readiness** – This is a benchmark of skills determined through NWEA Map and EXPLORE that ensures that the students are able to access the core high school curriculum. Any student who has not clearly attained the skills required to access the core high school curriculum will continue to be monitored until High School Grade Level Readiness is attained using both NWEA/Map and the Education Progress of Academic Standards (EPAS).
2. **College Readiness** – This is a benchmark of skills designed ensure that students have the pre-requisite skills to be successful in post-secondary academic institutes. These skills encompass reading, reasoning, and critical thinking skills that are associated with colleges and measured through ACT's Educational Progress of Academic Standards system (EPAS). The eleventh grade portion of this assessment makes up one half of the Illinois Prairie State Achievement Exam (PSAE).
3. **Career Readiness** – This is a benchmark of skills that ensure that students have the required skills to enter the work force. These skills encompass both literacy and computational skills as they are related to performing job-related tasks. These skills are measured through ACT's Work Keys Assessment of Career Readiness. The eleventh grade portion of this assessment makes up one half of the Illinois Prairie State Achievement Exam (PSAE).

***High School Grade-Level Readiness –**

High School Grade Level Readiness is a locally designed term to describe the reading, mathematics, and language arts skills required for a student to access the core high school curriculum. Currently, Waukegan High School services many students that do not possess these critical skills and therefore will require specialized services to assist in the student's development to being high school ready.

Waukegan High School will continue to utilize the Northwest Evaluation Association Map of Annual Progress (NWEA/MAP) assessment series as a primary institute of measuring growth in the critical areas of reading, mathematics, and language arts until the point that a student has demonstrated that he/she has requisite skills to access the core curriculum and be effectively measured through the high-school's EPAS system which will begin the transition to measuring for college and career readiness.

College Readiness –

The focus of the WHS assessment model is to measure growth towards developing college and career readiness for all students prior to graduation. College and career readiness standards are assessed through a system of exams given during the 8th, 9th, 10th, and 11th grades. As students take the EXPLORE, PLAN, ACT, and Work KEYS assessments, students and teachers are given data regarding the skills that they have attained as well as information on the skills in which they are ready to learn. This foundational data will provide the basis of the curriculum in the high schools core courses.

College Readiness will be summatively measured through **annual spring testing** of EXPLORE, PLAN, and ACT. In addition to these summative assessments, the high school will utilize a **comprehensive interim assessment model** that is directly correlated to College Readiness Standards. These interim assessments are issued every eight to ten weeks to measure the impact of each unit within each of our core courses.

Assessment System Designed to Measure Effectiveness of Programs and Instruction

The WHS assessment system utilizes nationally normed exams so that all high school courses and curriculum can be measured against national expectations with regard to student growth. Ultimately, courses will be measured based upon the percentage of students meeting and exceeding national **growth** norms.

Calendar and Logistics of Implementation

8th Grade NWEA/MAP – Reading, Math, Language Arts – 3 Testing Series

Target Student Group => All 8th Grade Students

*Winter Testing Data utilized as Primary High School Placement Data

8th Grade EXPLORE – Issued in window that is parallel to High School

Target Student Group => All 8th Grade Students

PSAE – Creates 12 month cycles in EPAS sequence.

⇒ Utilized to confirm placement and create baseline of skills for 9th grade instruction as well as measure of 9th grade programs

9th Grade NWEA/MAP – Reading, Language Arts and Math - 2 Testing Series

Target Student Group => 9th Grade Students who are not “High School Grade Level Ready in Either Reading or Math”

Cut Scores for 9th Grade Grade-Level Readiness:

EXPLORE - < 13.5 on Reading, English, or Math

NWEA – Reading – TBD

NWEA – Math - TBD

NWEA – Language Arts - TBD

Students who do not currently demonstrate High School Grade Level Readiness in either Reading, Language Arts, or Math as determined by either EPAS or NWEA/MAP will continue to be monitored by NWEA/MAP.

- ⇒ Issued to all 9th grade students in lowest 25% in reading or math to assist in monitoring effectiveness of RtI Tier 2 and Tier 3 interventions.
- ⇒ Issued to all students receiving less than a 13.5 on 8th grade EXPLORE. (EPAS is unable to provide reliable data due to achievement level of student.)
- ⇒ NWEA/MAP cut off scores _____ reading, _____ Language Arts, or _____ math that would signal that students are not ready for high school course work.

9th Grade Internal EXPLORE – PSAE Testing Window

Target Student Group => All 9th Grade Students

- ⇒ Provides students and teachers College Readiness growth data.
- ⇒ Utilized to measure effectiveness of 9th grade curriculum and instruction

10th and 11th Grade NWEA/MAP – Reading and Math - 2 Testing Series for Targeted Students who do not currently demonstrate High School Grade Level Readiness in either Reading or Math

Target Student Group => 10th and 11th Grade Students who are not “High School Grade Level Ready in Either Reading or Math”

Cut Scores for 9th Grade Grade-Level Readiness:

EXPLORE - < 13.5 on Reading, English, or Math

NWEA – Reading – TBD

NWEA – Math - TBD

NWEA – Language Arts - TBD

Students who do not currently demonstrate High School Grade Level Readiness in either Reading, Language Arts, or Math as determined by either EPAS or NWEA/MAP will continue to be monitored by NWEA/MAP.

- ⇒ Issued to all 10th and 11th grade students in lowest 25% in reading or math to assist in monitoring effectiveness of RtI Tier 2 and Tier 3 interventions.
- ⇒ Issued to all students receiving less than a 13.5 on 8th grade EXPLORE. (EPAS is unable to provide reliable data due to achievement level of student.)

- ⇒ NWEA/MAP cut off scores _____ reading, _____ Language Arts, or _____ math that would signal that students are not ready for high school course work.

10th Grade PLAN and Internal Work Keys – PSAE Testing Window

Target Student Group => All 10th Grade Students

Provides students and teachers College Readiness growth data.

- ⇒ Provides students and teachers base line data with regard to Career Readiness (Work Keys Data)
- ⇒ Utilized to measure effectiveness of 10th grade curriculum and instruction

11th Grade PSAE (ACT, Work Keys, ISBE Science) – PSAE Testing Window

Target Student Group => All 11th Grade Students

- ⇒ Primary ACT and Work Keys data issued to school, teachers, families, and students
- ⇒ Utilized to measure effectiveness of 11th grade curriculum and instruction

Assessment Driven Placement Criteria

Each course will be designed with specific placement criteria that will utilize NWEA/MAP, EPAS, Course Grades, and Teacher Recommendations. NWEA/MAP will be utilized as the primary placement guideline prior to a student reaching “High School Grade Level Readiness”. After this determination, NWEA/MAP and EPAS will be used in conjunction with course grades for future placement.

Design Decisions in Assessment Model

- 1) Utilize both NWEA/MAP and EPAS to Determine “High School Grade Level Readiness”
- 2) Bookend each instructional year in order to measure effectiveness of curriculum, instruction, and programs with regard to growth on norm-referenced assessments
 - 9th Grade Curriculum – EXPLORE (8) -> EXPLORE (9)
 - 10th Grade Curriculum – EXPLORE (9) -> PLAN (10)
 - 11th Grade Curriculum – PLAN (10) -> ACT (11)
- 3) Create 12-month periods between formal EPAS assessments to create standard measures of growth based upon national norms.

Appendices:

Appendix C

Jobs Descriptions

Student Services Coordinator

Description of Individual

Passionate, student-centered, teacher-leader, who has extensive knowledge of student programs, intervention services, behavioral and academic groups. This individual will serve on the leadership team and coordinate special programs that target various student populations. This person has extensive experience working with community members, non-academic associations, and students.

Qualifications:

- Personal passion for working in a challenging urban school environment.
- Experience designing and delivering high quality professional development to teachers
- Proven experience serving as both administrator and exemplar teacher at the high school level.
- Explicit evidence of belief in capacity for all students to achieve academically.
- School Administration Certificate (IL Type 75 or equiv.),
- High School Teaching Experience

Assignment

Location: Waukegan High School, Brookside Campus, Washington Campus, and Lincoln Center

Additional Information: 10-Month Position.

Major Responsibilities

Community and Parent Partnerships

- Oversees parent liasons to ensure that parents are informed of school initiatives.
- Coordinates various community organizations including faith council, coalicion latinos etc. that serve students at Waukegan High School
- Publish weekly newsletter to parents and community regarding school-related issues.

Coordination of Specialty Programs for Waukegan Students

- Responsible for maintaining and coordinating the following programs: Shuler, AVID, Illinois Scholars, Latino Scholars, Waukegan to College and other academic programs taretng Waukegan students.
- Actively seeks external community-based partnerships for Waukegan students.

Oversees Academic Tutoring Centers, Math Labs, and Student Writing Labs

- Creates schedules, duties, and maintains all logistical management of student-centered academic resources.

- Develops appointments, schedules, and rooms for all targeted interventions scheduled through psychology, counseling, and social work departments.

Instructional Data Manager

Description of Individual

Passionate, student-centered, teacher-leader, who has extensive knowledge of student assessment systems, data dashboards, formal standardized testing systems, formative assessment models, and curriculum design. This individual has extensive experience using data to design lessons and academic interventions.

Qualifications:

- Personal passion for working in a challenging urban school environment.
- Experience designing and delivering high quality lessons based upon student data.
- Proven experience working with and maintaining Student Information Data through Illinois Student Information Systems.
- Ability to work as a member of an academic leadership team.
- High School Teaching Experience

Assignment

Location: Waukegan High School, Brookside Campus, Washington Campus, and Lincoln Center

Additional Information: 10-Month Position.

Major Responsibilities

Maintenance of Academic Data Center

- Develops an academic data center designed to provide teachers critical data with regard to student academic and behavioral achievement.
- Maintains all of the student data systems so that teachers can easily access relevant data.
- Provides district and school administrators with critical relevant student data
- Maintains a parent/student portal so that parents and students can access academic data.

Assessment Management

- Responsible for managing PSAE, EXPLORE, PLAN, and NWEA/MAP
- Responsible for managing the data and distribution of interim assessment in all core content areas.
- Develops and maintains extensive progress monitoring data in all intervention-based courses.

Curriculum Management Linked to Data

- Works with Executive Director for Secondary Education to create a

comprehensive web-based curriculum management system that links classroom curriculum, student assessments, and achievement data into a user-friendly data dashboard that is designed for multiple audiences (families, administrators, teachers, and students.)

House Principal at Waukegan High School

Description of Individual

Passionate, student-centered, teacher-leaders, who accept the responsibility for ensuring the academic and social success of Waukegan High School students. House Principals will play a pivotal role in the implementation and maintenance of aggressive educational reform, and are expected to support a House of students and staff within a large high school, as well as supervise core content curriculum development and instruction in (Social Studies, Science, English, Math, or ELL).

Qualifications:

- Demonstrated capacity to effectively lead department or other area of a high school
- Experience designing and delivering high quality professional development to teachers
- Proven experience serving as exemplar teacher.
- Explicit evidence of belief in capacity for all students to achieve academically.
- School Administration Certificate (IL Type 75 or equiv.),
- Administrative Experience, preferably at the High School Level - 5 years preferred

Assignment

Location: Waukegan High School, Brookside and Washington Campuses.
Additional Information: 12-Month Position.

Major Responsibilities

Educational Leadership

- Serve as instructional leader, both for a House of students and the core Department.
- Drive and support the implementation of a focused educational reform movement directed at rapidly improving student achievement.
- Develop and maintain a positive academic culture while holding the school accountable for student achievement.
- Collaborate within the “administrative matrix” that simultaneously vertically supports their house but horizontally supports all of the core content teachers on the campus to ensure support for teachers and to maximize student achievement.

Construction of Master Schedule for House

- Responsibility to construct master schedule, including room assignments and teacher assignments, for all students and staff assigned to house.

Human Resources

- Responsible for recommending staff for hire, supervising, and evaluating teaching faculty and support staff within the House and the Department.
- Responsible for providing support to new and veteran teachers to ensure the development necessary to maximize student learning.
- Responsible for effectively scheduling teachers to maximize teacher efforts and best support structures for student learning within the House and the Department.

Curriculum and Instruction

- Lead, along with partner House Principal, in the development of Department curriculum-based on Common Core and College Readiness Standards.
- Supervise the delivery of curriculum to ensure fidelity to standards.
- Demand effective, varied instruction, which maximizes student engagement, and learning with rich content, appropriate text, and analytical thinking.
- Use data to drive curriculum development and assessment.
- Manage budgets to ensure appropriate instructional resources, texts, and equipment.
- Lead teachers, in partnership the partner House Principal, in professional growth and supports both grade level and departmental teams in their collaboration to improve student achievement.

Student Discipline and Attendance

- Oversee discipline for the House of students and ensure the implementation of the District Discipline Code.
- Monitor student attendance and ensure the implementation of the School Attendance Policy.
- Implement PBIS to improve student behavior and student morale, building positive relationships and rapport with students and families to support positive behavior and attendance.
- Ensure due process for all students, including those with IEPs and 504 plans.
- Ensure integrity in discipline and attendance records.

Student Services

- Support students with the RtI process, providing interventions for students with academic, behavior and social concerns.
- Monitor the assessment/data of student learning to quickly identify struggling students.
- Lead and empower teams of teachers as practitioners of the RtI process.

Office Management

- Ensure friendly, efficient office systems to support students and their families.

Director of Campus Operations

Assignment

Location: Waukegan High School, Brookside Campus or Washington Campus
Additional Information: 12-Month Position.

Qualifications

- Personal passion for working in a challenging urban school environment.
- Demonstrated capacity to effectively lead change in a secondary setting
- Proven experience serving as both administrator and exemplar teacher at the high school level.
- Explicit evidence of belief in capacity for all students to achieve academically.
- School Administration Certificate (IL Type 75 or equiv.),
- Administrative Experience, preferably at the High School Level – 5 years preferred
- High School Teaching Experience – 5 years preferred.

Major Responsibilities

Related to Student Discipline

- Supervise the implementation of the district and building discipline policies.
- Ensure students' right to due process.
- Submit reports as required regarding probations, parole, and corrections.
- Assist Principals in preparation for and oversee expulsion hearings.
- Seek interventions for students with extreme behavioral problems.
- Partner with the School Resource Officer and local law enforcement.
- Oversee the implementation of PBIS to improve student behavior and student morale, building positive relationships and rapport with students and families to support positive behavior and attendance.

Related to Student Attendance

- Develop and monitor attendance policies and their enforcements.
- Develop and monitor tardiness policies and their enforcements.
- Consult with and monitor truant officers.
- Assist Principals with the monitoring of teaching staff in the enforcement of attendance and tardiness policies.
- Supervise the notification of parents/guardians regarding truancy.
- Maintain attendance reports as required by district and state policy.
- Assist county and state agencies monitoring student attendance.
- Oversee the maintenance of student attendance records and the excusing of absences.
- Ensure District and Building discipline policies are communicated to parents and students.

Related to Facilities

- Consult with Safety Supervisor about the supervision and assignment of safety officers.
- Monitor the use and maintenance of safety equipment, such as door locks, metal detectors and alarms.
- Conduct and evaluate fire and other safety drills.
- Consult with vendors/contractors to schedule work and delivery of equipment.
- Manage the physical plant to provide for the best educational conditions.
- Evaluate work order requests, monitor progress, and arrange for their completion.
- Ensure that proper reports are filed by the custodial supervisor (vandalism, fire extinguishers, facility rental, pool samples, etc).

Related to School Finances

- Facilitate the preparation and administration of the high school's yearly budget
- Assist the Executive Director for Secondary Education with the management of budgets to ensure appropriate instructional resources, texts, and equipment.

Related to Curriculum and Instruction

- Assist the Executive Director for Secondary Education by serving as an instructional leader for the school district at the secondary level.
- Assist the Executive Director for Secondary Education by supervising the delivery of curriculum to ensure fidelity to standards.

Other Duties

- Be on call for emergencies involving school facilities after school hours.
- Serve on District 60 committees as directed or assigned.
- Other duties as assigned by the Executive Director for Secondary Education.

Parent Liaison at Waukegan High School

Description of Individual

A Passionate advocate for children and families with a strong philosophy on the critical role parents play in improving academic achievement and overall school performance. We seek an individual with high expectations for all children. We desire a fearless activist who is comfortable negotiation and collaboration with teachers, administrators and parents on behalf of children and schools.

The Parent Liaison is assigned has dual reporting responsibility to the Principal and Student Services Coordinator

Qualifications:

- Understands class and cultural backgrounds of families and how to interpret culture of school to them
- Thinks and acts in ways that respect ethnic, cultural and language diversity
- Communicates successfully with teachers, families, administrators, and students (including being bilingual, if needed)
- Is computer-literate
- Has experience in collaborative leadership
- Displays interpersonal skills
- Advocates for children and parents
- Shows organizational skills
- Writes and speaks clearly and well

Assignment

Location: Waukegan High School, Brookside or Washington Campuses.

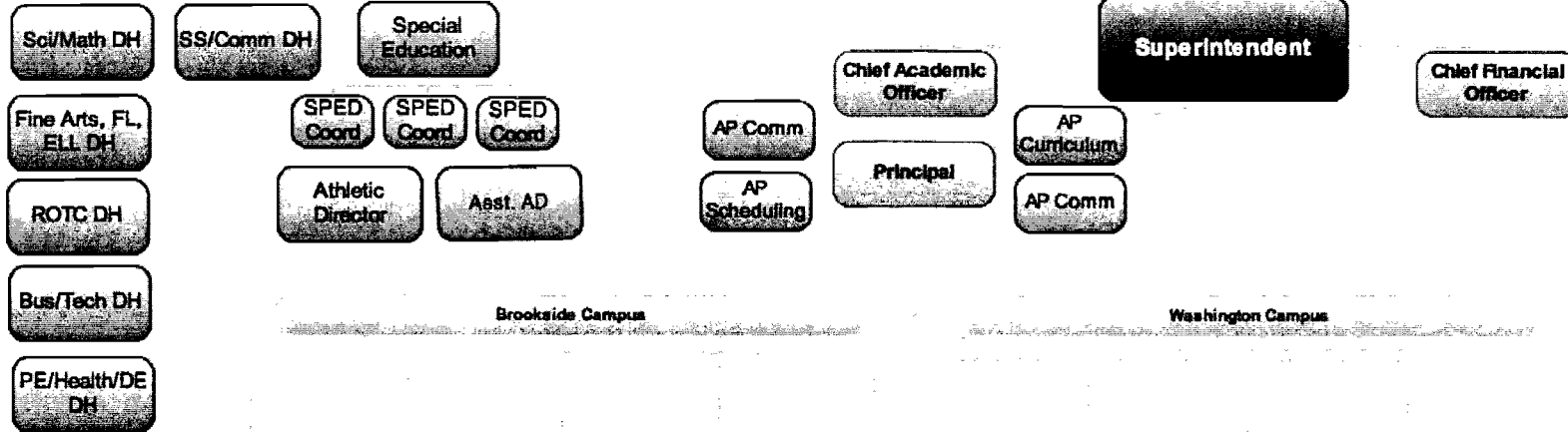
Additional Information: 12-Month Position.

Major Responsibilities

- Assist in recruiting parents as volunteers within the school (e.g., classroom volunteers, workshop volunteers) for the purpose of increasing parent participation in school activities and in their child's education.
- Help the school to develop a family-friendly school climate. This should be done in cooperation with the Executive Director of Secondary Education, Principals and Student Support Services Coordinator.
- Implement programs and activities designed to engage families in improving student achievement. Plan these in collaboration with an action team of families, teachers, parent organizations, business-community partners and the Executive Director of Secondary Education.
- Coordinates parent participation, organizes meetings and educational classes for program participants and encouraging leadership (e.g., parenting skills, volunteer training) for the purpose of developing parenting skills, understanding of school processes and parent/student success.

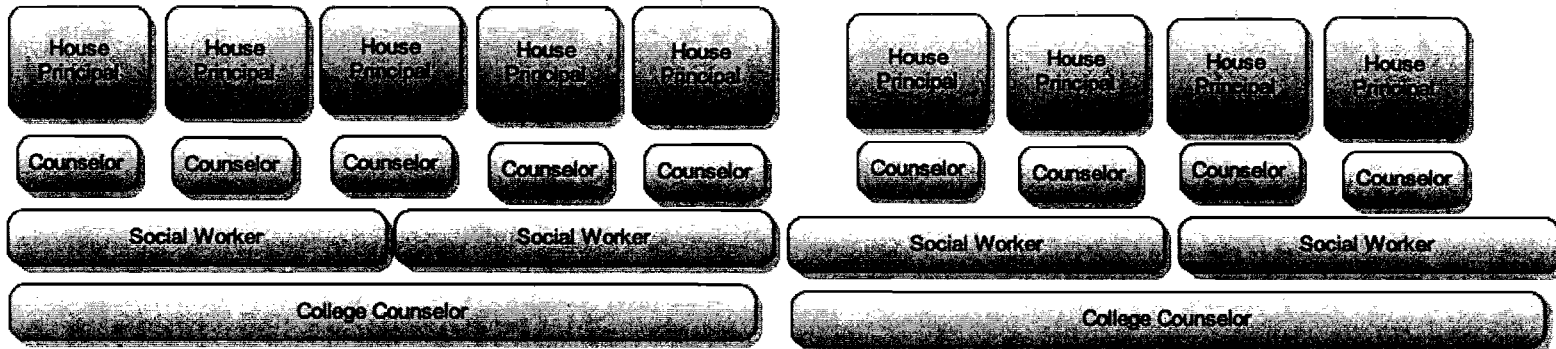
- Facilitates outreach to low income communities, community leaders and organizations for the purpose of developing resources and building partnerships with community members.
- Organizes family meetings and educational classes for program participants. (e.g., parenting skills, volunteer training, child growth and development) for the purpose of providing family members parenting classes and/or family support needs.
- Participates in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information.
- Provides appropriate referrals and advocacy for families as needed and provides follow up to determine the outcome of services provided for the purpose of supporting families in working toward their goals.
- Responds to inquiries from a variety of sources (e.g., parents, community agencies, auditors, students) for the purpose of providing information and/or direction.

Secondary Instructional Support Staff (Year #1 Only)

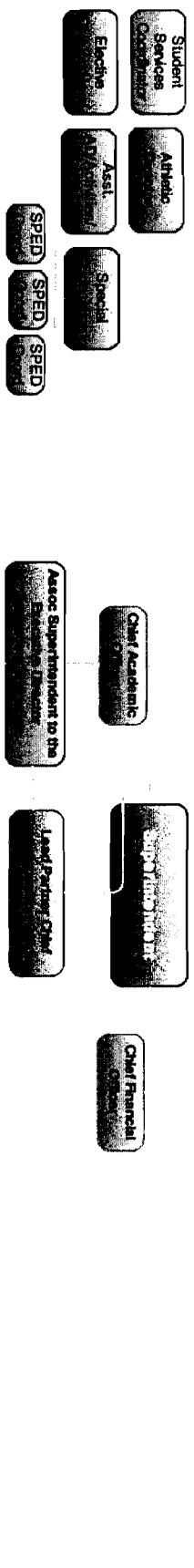


Brookside Campus

Washington Campus



Secondary Instructional Support Staff



Brookside Campus

Washington Campus



Draft - Confidential - Do Not Distribute

Appendices:

Appendix D

Letters of Support



April 19, 2011

Donaldo Batiste Ph.D.
Superintendent
Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

The Illinois College Advising Corps has partnered with Waukegan High School on several high profile college readiness initiatives. We have enjoyed our collaboration with Waukegan as we have seen the efforts of many individuals dedicated to increasing student achievement for all students.

I am very excited about the prospect of Waukegan High School receiving a Student Improvement Grant. Having partnered with the high school on working on programs to increase its college enrollment by placing our Advisers at the Brookside and Washington campuses, I believe that this sort of financial infusion would greatly help Waukegan High School. I understand the transformation process will be challenge, but I believe that the administration and staff is willing and eager to accept any challenge that will result in the betterment of Waukegan. Our work together has demonstrated that Waukegan is committed to increase its students' potential and college going culture by identifying the student achievement gaps and working to find solutions.

Please know that I fully support Waukegan High School and the Waukegan School District in this effort. Please keep me updated on the school's progress as it relates to this grant, and know that my organization and I support you 100 percent.

Sincerely,

A handwritten signature in black ink, appearing to read "Lindsay Peters", written over a circular stamp.

Lindsay Peters
Program Director
University of Illinois
Illinois College Advising Corps
809 S. Marshfield Avenue
Chicago, IL 60612
Lindsay4@uillinois.edu



WAUKEGAN PUBLIC SCHOOLS

Community Unit School District No. 60, Lake County, Illinois

Office of the Superintendent •• Lincoln Center for Educational Services
1201 North Sheridan Road, Waukegan, Illinois 60085

Telephone: 847.360.5403 .. Fax: 847.599.4237 .. E-mail: dbatiste@wps60.org

DONALDO R. BATISTE, Ph.D.
Superintendent

April 27, 2011

•••

SUPERINTENDENT'S CABINET

Mr. Jules A. Gaudin, CPA, MBA
Deputy Superintendent
Chief Operations Officer

Mary L. Lamping, Ph.D.
Chief Academic Officer

Mr. Jason S. Feldman, PHR
Executive Director
Division of Human Resources

Mr. William R. Newby, MA
Executive Director, Division of
Campus Relations, Operations,
Staff and Student Safety

Mr. Richard M. Pattison, MS
Executive Director, Division of
Information Technology Services

Donaldo R. Batiste, Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

In my four years of service on the Waukegan School Board I have never before witnessed the level of commitment and determination that is now being demonstrated by District Staff, the School Board, the teachers, students, and the community as a whole with regard to the School Improvement effort that is under way for Waukegan High School. I attended the Town Hall meeting on April 6, 2011, at the Waukegan High School Brookside Campus, and was impressed by the overwhelmingly positive and enthusiastic attitude of the participants. I am excited by the changes that are being proposed to transform the High School, including the restructuring of the Administration Team to be student centered; appointment of an Executive Director for Secondary Education; the formation of nine autonomous houses; the student centered curriculum; and the creation of the discipline oriented position of Dean of Students.

The process has been open and transparent, and has succeeded in including representation from all facets of our community, including the School Board, District Administrators, teachers, government officials, local businesses and social service agencies, parents, students, and local citizens.

The purpose of this letter is to express my support for the School Improvement Grant application being prepared for Waukegan High School. I realize that the successful execution of the plan will require intensive effort and unwavering commitment on the part of all of the parties involved, and I am willing to do my part as Board President to help to bring about the changes necessary to uplift and transform our High School. Please know that you can count on my complete support in this important endeavor.

Sincerely,

R. Michael Rodriguez
President, Board of Education

BOARD OF EDUCATION

MR. R. MICHAEL RODRIGUEZ
President

Mr. William "Bill" Anderson
Vice President

Mr. Don H. Elliott
Member

Ms. Anita M. Hanna
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Mrs. June M. Maguire
Member

Mr. David E. Pfeifer
Member

Ms. Cheri Pierson-White
Member

"A New Day ... A New Way in Waukegan Public Schools ... *whatever it takes!*"

Mission Statement

"Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach, and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe environment that celebrates our diversity and similarities in a spirit of unity and respect."



BOY SCOUTS OF AMERICA
NORTHEAST ILLINOIS COUNCIL

April 21, 2011

Donaldo Batiste Ph.D.
Superintendent
Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

The Northeast Illinois Council, Boy Scouts of America has partnered with Waukegan High School on several high profile college readiness initiatives. We have enjoyed our collaboration with Waukegan High School as we have seen the efforts of many individuals dedicated to increasing student achievement for all students.

I am very excited about the prospect of Waukegan High School receiving a Student Improvement Grant. Having partnered with the high school for many years with the Boy Scouts of America's Learning For Life Character Education Program, I believe that this sort of financial infusion would greatly help Waukegan High School. I understand the transformation process will be a challenge, but I believe that the administration and staff is willing and eager to accept any challenge that will result in the betterment of Waukegan High School students.

Please know that I fully support Waukegan High School and the Waukegan School District in this effort. Please keep me updated on the school's progress as it relates to this grant, and know that my organization and I support you 100 percent.

Sincerely,

Robert J. Beck

Robert J. Beck
Director of Field Service, COO
Northeast Illinois Council, Boy Scouts of America
2745 Skokie Valley Road
Highland Park, IL 60035
Robert.beck@scouting.org

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Highland Park, IL 60035
Office: 847-433-1813 Fax: 847-433-2036
www.neic.org

Prepared. For Life.™



Dear Dr. Batiste,

Considering the fact I am just a middle school student, most people would not care much about what I have to say about school, especially what I would have to say about the Waukegan High School. Just to say, I have been to Clearview Elementary in Kindergarten, Cooke Magnet for 1st-2nd grade, and Little Fort for the rest of my years as an elementary student. While in Little Fort, I managed to get into Project Discovery, which is the gifted program for 3rd to 5th graders. Currently, I am in Thomas Jefferson Middle School, where I am a GAP (Gifted Accelerated Program) student. Next year, I am going to go to either the Brookside Campus or the Washington Campus, but either way, I will be going to the Waukegan High School.

The problem of high school dropouts makes my head ache. I think it is horrible that young students drop out of high school every day. I've done some research and found out that around 7,000 students drop out of US schools every day (June 2008). 7,000 students drop out, and that number can accumulate? They drop out because of reasons that are personal, or they need to work at jobs. Whatever the reason, most people wouldn't want this at all. Dropping out of high school doesn't help the student at all in the long run. Without an education, there isn't much that one can do for a living.

But the thing is that I know that the Waukegan High School is really trying to get serious about improving. As an 8th grade middle school student, I was given a presentation by the people from the Waukegan High School. They talked about how they wanted their students to finish their experience at the high school, use their experience there wisely, and be college-bound. As if their speech wasn't convincing enough, they talked about the programs that they have for their students, such as their many clubs and sports that they offer to the students. The Waukegan High School has programs like CSP (College Studies Program) for the gifted kids of the high school, and Project Lead the Way for people that have an interest in engineering (as I do). They also have a program that helps kids with getting organized.

So many of us in Waukegan schools have heard students talk about not trying and not caring but all these programs open up the minds of many students at the high school and actually encourages people to go school. People who participate in JROTC take pride in the honor they bring to the people that surround them. The clubs' presidents of the Waukegan High School make a positive impact on the people who join their clubs. And who could forget that through all the way, the teachers are there to help you out to learn at the Waukegan High School? It seems to me as though the Waukegan High School is the perfect example of a school that is ready to improve.

Sincerely,

Michelle Flores

United Way of Lake County
330 South Greenleaf Street
Gurnee, Illinois 60031-3389
tel 847-775-1000
fax 847-775-1001
www.liveunitedlakecounty.org

LIVE UNITED™



April 15, 2011

Dear School Improvement Grant Committee;

United Way of Lake County and Waukegan Public Schools have partnered in many projects over the last several years. We have chosen to pilot 3 major United Way program platforms in Waukegan; *Success By 6*, which prepares children to start school; *Reading Success*, which provides classroom readers and volunteer tutors for children in 1st through 3rd grades; and *Stay in School*, which works to improve parent engagement so that high school students can be more successful.

There are 46 public school districts in Lake County, but we chose to work primarily in Waukegan for 2 reasons. The community has many, many needs and the school district is willing to work with us in ways that many districts are afraid or unwilling to do. (No matter what idea for improvement we have had, the district has worked with us to help make it happen; from assessing every incoming kindergartener's skills, to sending Dr. Hamlin to attend a weeklong intensive workshop on Parent Engagement at Harvard as a part of a planning grant that we received.) I believe that these two reasons (the high needs and the willingness to work exceedingly hard to improve the school) are exactly why they are ideal candidates for this grant.

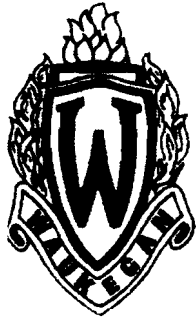
Waukegan Schools certainly have a plethora of needs. Low graduation rates, poor attendance and very high student poverty rates top the list. A 2009 United Way assessment of Waukegan children entering kindergarten showed that one third of the mothers had completed less than one year of high school. But the school district, lead by Dr Donald Batiste, is filled with teachers and administrators who not only have an amazing *desire* to improve the school, but are giving it everything they have to put that desire into action. Successful improvements such as the move to Smaller Learning Communities, Start on Time initiative, and the recent move to Infinite Campus, all show the district's commitment to change. Parents too, as evidenced in focus groups that we conducted in February, 2010, are supportive of change and are asking for more services.

Quite honestly, the one thing this district is missing is the funds offered by this grant to put some of the school improvement plans into action. They have the needs, and they have solid, research based plans and program ideas. Dr Hamlin and other key administration at the high school have demonstrated their ability to enthusiastically embrace reform and new programs. They need teacher training, parent engagement, more up to date technology and instruction materials – the very things that can be obtained with the funding from this grant. We ardently support Waukegan Public Schools in their application for the School Improvement Grant.

Sincerely,



Michelle Mittler Crombie
Vice-president, Community Development



Waukegan Public Schools

(Community Unit School District No. 60, Lake County, Illinois)

Lincoln Center for Educational Services

1201 North Sheridan Road; Waukegan, IL 60085

847-336-3100

DONALDO R. BATISTE, Ph.D.
Superintendent

Mary L. Lamping, Ph.D.
Chief Academic Officer

Janine Gruhn
Director of Special Education
Compliance & Monitoring

April 15, 2011

Dr. Donaldo R. Batiste
Superintendent
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Superintendent Batiste:

As a Director of Special Education, I would like to express my strong support for the School Improvement Grant. This project is important because our students and District need bold and innovative practices in order to ensure students are receiving the necessary education to prepare them for life outside of high school.

Waukegan Public Schools is an integral part of the community. Our needs assessment indicated that our students are ready to learn and our teachers are ready to teach. The School Improvement Grant will give us the opportunity to celebrate in those successes and improve in the areas that are of most significance. For instance a salient theme across all areas in the needs assessment is that students need to be instructed utilizing a standard based curriculum that is driven by a lesson plan that focuses on the objectives. Utilizing differentiation strategies for all students is also an area that teachers need to ensure is occurring throughout their lessons to engage the learning of all students of varying levels of cognition. Other salient themes include the use of integrating technology, maintaining an environment conducive to learning and using student centered teaching rather than the stand and deliver method of instruction.

Specifically in the area of special education there is a great deal of work to be accomplished. Teachers need to have a defined role in the inclusion classes. Paraprofessionals also need a better understanding of their role in order to support student learning. Staff members need the time to plan collaboratively to ensure they are meeting the individualized needs of the students as well as the standards. Delivery of instruction needs to be student centered verses teacher centered. Services to students need to be documented and delivered based on the individualized education plan.

Although the identified needs are great, the teachers and students are willing and ready to take bold and innovative steps to making significant improvements. The School Improvement Grant will allow Waukegan Public Schools the opportunity to address the identified needs and impact student achievement. I am truly grateful for this opportunity. Therefore, I am offering my support for Waukegan Public Schools to pursue the School Improvement Grant. Please let me know if I can be of any other assistance.

Sincerely,

Janine Gruhn

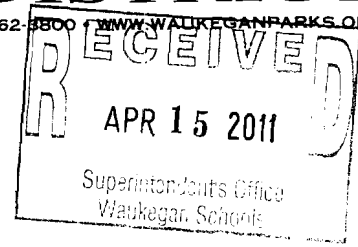
Mission Statement:

"Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe environment that celebrates our diversity and similarities in a spirit of unity and respect."



WAUKEGAN PARK DISTRICT

2000 BELVIDERE ST. • WAUKEGAN, IL 60085-6172 • PHONE (847) 360-4711 • TTY (847) 662-3800 • WWW.WAUKEGANPARKS.ORG



April 14, 2011

Donaldo R. Batiste, Ph.D.
Superintendent
Waukegan Community Unit School District
Lincoln Center
1201 North Sheridan Road
Waukegan, Illinois 60085

Dear Dr. Batiste:

I am writing to you in support of your efforts to obtain the Department of Education's School Improvement Grant (SIG) 1003(g).

I attended your Town Hall meeting and was very impressed with the strategic initiatives Waukegan Unit School District has taken to position itself for the future. The needs assessment, focus groups and stakeholder involvement has been impressive.

As we are all partners in building our community and raising children for a successful future, the Waukegan Park District commits to your vision and wholeheartedly endorses your efforts to improve our educational system.

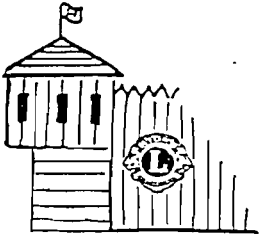
The strategies that you and your team have outlined are forward thinking and futuristic! That's exactly what Waukegan needs.

Please let me know what the Waukegan Park District or I can do to assist in your efforts.

Sincerely,

Greg Petry
Executive Director

GP:ss



Little Fort Lions Club Waukegan, Illinois



April 25, 2011

Dear Dr. Baticte,

On behalf of the Waukegan Little Fort Lions Club, I would like to support your application for the School Improvement Grant. Students at Waukegan High School need significant assistance to improve learning opportunities so they can compete academically. Hopefully, the teaching and learning experience for students will change in the positive direction with the acquisition of this grant.

I understand the transformation process will be challenging and will require commitment and focus for everyone involved. Our community is dedicated to undertaking these challenges as they will ultimately result in the betterment of our children's educational future.

Sincerely,

Frank Kuzmickus
President, Little Fort Lions Club
5562 HILLTOP LANE
LIBERTYVILLE, IL 60040
847-573-0168



LAKE COUNTY HIGH SCHOOLS TECHNOLOGY CAMPUS

(847) 223-6681 • FAX (847) 223-7363 • www.techcampus.org
19525 WEST WASHINGTON STREET • GRAYSLAKE, ILLINOIS 60030-1194

April 25, 2011

Dr. Linda L. Jedlicka
Executive Director

Julie D. Riddel
Principal

Christine R. Mascari
Business Manager

Donaldo R. Batiste, Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

As Executive Director of the Lake County High Schools Technology Campus, I am pleased to lend my support to your recent school improvement initiative. The recent Town Hall meeting on April 6, 2011 was indicative of the strong leadership you have provided to the district and your willingness to work in collaboration with the many educational partners in Lake County. The many representatives from the Waukegan School District, Waukegan High School, Cambium Learning and National Academic Educational Partners presented a united front on the discussion of needed school reform. I was especially impressed with the exchange of information and the questions and input from the community. It is evident that this effort will dramatically change the teaching and learning experience for all students at Waukegan High School as well as the students that participate in our career and technical education programs at the Technology Campus.

This initiative will be of tremendous benefit to Waukegan High School, the Technology Campus, and District 60 as a whole. I understand the transformation process will be challenging, and will require commitment and focus from everyone involved. Our school is dedicated to undertaking these challenges with you, as they will ultimately result in the betterment of our children's education and future.

I wholeheartedly support Waukegan High School and Waukegan Community Unit School District 60 in this effort. The Technology Campus will continue to work in partnership with your District and provide any needed assistance with this grant.

Sincerely,

Linda Jedlicka, Ph.D.
Lake County High Schools Technology Campus
ljedlicka@techcampus.org
847-543-6000

PARTICIPATING SCHOOLS

Alden-Hebron • Antioch • Deerfield • Grant • Grayslake Central • Grayslake North • Highland Park • Johnsburg • Lakes • Lake Forest • Lake Zurich
Libertyville • Mundelein • North Chicago • Richmond-Burton • Round Lake • Stevenson • Vernon Hills • Warren • Wauconda • Waukegan • Zion-Benton

Donaldo Batiste Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 N. Sheridan Road
Waukegan, IL 60085

April 23, 2011

Dear Dr. Batiste:

As a recently elected member of the District 60 School Board, I wish to communicate my support of the application for the School Improvement Grant.

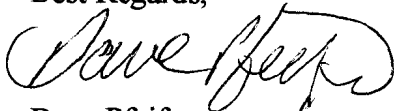
My decision to run for school board was grounded in concerns that as a taxpayer, academic achievement in Waukegan did not meet my expectations. In fact, the byline on my campaign literature and website was "Bold Action for Our Children's Future". This message was to convey that a different approach is needed to improve achievement, not simply a cry for more money without a bold, new course of action.

On April 6th I attended the town hall meeting in which Mr. Jeffrey Hernandez from National Academic Educational Partners communicated plan and vision of the assessment process. I heard "Bold", "Innovation", "Courageous", "Robust", and "No more Status Quo". Let me tell you, this was music in my ears! At this moment I became very excited to becoming a school board member in Waukegan knowing that I could be part of an exciting stage of improved academic achievement in Waukegan.

Obviously there is considerable effort ahead, and difficult decisions will need to be made by all stakeholders. The important thing is for everyone to keep the future of our students as priority #1. As a new school board member, this will be my priority.

My support is fully behind the assessment process, and I look forward to the grant becoming reality.

Best Regards,

A handwritten signature in black ink that reads "Dave Pfeifer". The signature is written in a cursive style with a large, looping initial "D".

Dave Pfeifer
12436 W Tyler Ave
Waukegan, IL 60087
dpfeifer60087@gmail.com

April 15, 2011

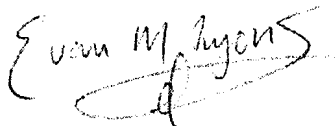
Dr. Batiste,

My name is Evan Lyons. I am currently an eighth grader attending Thomas Jefferson Middle school, and I have applied for the College Studies Program at the high school. I am writing to further push to convince the dedication of the grant to improve the school(s). To tell a little bit more about myself, I have been in Waukegan schools for my whole life, and involved in activities such as the following: four plays (at least), track, band, orchestra, Destination ImagiNation, Project Discovery, NJHS, and I have been getting a 4.0 in GAP for the last three years. Many of my classmates and I are very motivated towards learning, and for those who aren't, I think that the grant would inspire a much more energetic work ethic, and improve enthusiasm, attendance, and scores.

I believe that a vast majority of the students are ready, willing, and able to advance past expectations. A low income district such as this, I think definitely deserves a bit of help if not anything else. As an incoming freshman, I would love to be entering a society that is more motivated and better funded, and I think it would benefit future groups of young adults by making them feel welcome to learning. With more educational and recreational courses or programs, I think the school would be a better place all around.

In conclusion, what I'm trying to say is that the students want to look good. We want to stand out and be a school of exemplary standards and an exceptional graduation rate. With assistance from the grant, this goal could become achievable, and Waukegan could be made superfluously proud.

Thank you in advance for your support.

A handwritten signature in cursive script that reads "Evan M. Lyons". The signature is written in dark ink and is positioned above the printed name.

Evan M. Lyons

April 27, 2011

From:

William P Anderson
Vice President, Board of Education
Waukegan Community Unit School District 60
1114 N Sheridan Rd
Waukegan, Illinois 60085
bill_anderson_53@yahoo.com

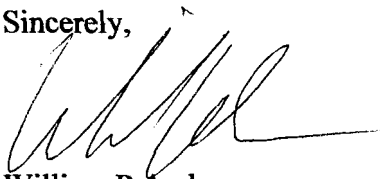
To:

Dr. Donaldo Batiste Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 Sheridan Rd.
Waukegan, Illinois 60085

Dear Dr. Batiste:

I just wanted to let you know how excited I am about our partnership with Cambium Learning and National Educational Partners. As a member of the Board of Education I recognize the need for and promise of changing the educational culture at our high school. I fully support the grant initiative and I look forward to great results.

Sincerely,

A handwritten signature in black ink, appearing to read 'William P Anderson', with a long horizontal flourish extending to the right.

William P Anderson

WAUKEGAN HIGH SCHOOL

HOME OF THE BULLDOGS.

2325 Brookside Ave. • Waukegan, Illinois 60085 ••• 1011 Washington Street • Waukegan, Illinois 60085
Telephone: 847.360.5600 • Fax: 847.360.5398 ••••• Telephone: 847.263.4785 • Fax: 847.599.4205



Dr. Steven P. Hamlin
Principal

Mr. David Bain • Mr. Luis Correa • Mrs. Angela M. Fink • Mr. Terry McHugh
Associate Principals

April 27, 2011

Donaldo Batiste, Ph.D.
Superintendent
Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

I have had the privilege of being a part of an intensive and comprehensive Needs Assessment undertaken in support of the School Improvement Grant application process undertaken by Waukegan High School over the past seven weeks. In addition, I have been an active member of the District Leadership Committee formed to discuss and determine strategies to transform the high school program.

I attended the Town Hall meeting held on April 6, 2011 at Waukegan High School, where representatives from the Waukegan Public School District, Cambium Learning Group and National Academic Educational Partners discussed the urgent need to transform the teaching and learning experiences for all faculty, staff, students (and their families) at the high school in order to create increased opportunities for our students to succeed in high school and beyond!


The process has been transparent, open and inclusive. We have been given ample opportunities to provide input, challenge ideas, recommend changes and collaborate with district and school staff on what it takes to transform our high school program. I fully recognize and embrace that this effort will dramatically change the teaching and learning experience(s) for all stakeholders connected to Waukegan High School. I am confident that our efforts today will insure a brighter tomorrow for all students who pass through our halls.

I want to demonstrate my support for the following most dramatic components of the proposal:

- *Selection of the Intervention Model i.e. The Transformational Model
- *Restructuring of the Administrative Team to be more student centered
- *Creation of Nine Empowered Autonomous Houses
- *Student Centered Curriculum
- *Focused on Creating Greater Parental Involvement with their Children

I understand the transformation process will be challenging, and will require all of us to be involved in a very transparent, open and inclusive manner, but I believe that each and every one of our district and high school stakeholders is willing and eager to accept the challenge that will result in higher levels of achievement for our students in and out of the classroom.

Dr. Batiste, please know that you can count on me!

Sincerely,

Charmaine Harris, Ph.D.
WHS House Principal (8)
Washington Campus

Mr. Omar Rodriguez
House 1 Principal
847.360.5512

Mr. Hector Rodriguez
House 3 Principal
847.360.5649

Dr. Eric Levin
House 5 Principal
847.360.5659

Mrs. Sara Infusino
House 7 Principal
847.599.4282

Mr. Romell Drake
House 9 Principal
847.360.5614

Mrs. Molly Schaefer
House 2 Principal
847.360.5523

Mr. David Strawniak
House 4 Principal
847.360.5627

Mrs. Beth Paglia
House 6 Principal
847.599.3934

Dr. Charmaine Harris
House 8 Principal
847.599.4063

April 26, 2011

Donaldo R. Batiste, Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

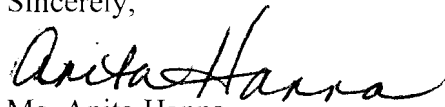
I had the distinct pleasure of attending the Town Hall meeting on April 6, 2011, where representatives from the Waukegan School District, Waukegan High School, Cambium Learning and National Academic Educational Partners discussed the need to bring improved learning opportunities to all students at Waukegan High School.

As a long-standing member of the District 60 School Board, I am well aware of the need for significant change at Waukegan High School and I am optimistic that this effort will considerably enhance the teaching and learning experience for every student at the high school.

This will not be an easy process and a high level of involvement will be required by everyone to ensure this endeavor's success. Our District, and our community, are dedicated to this undertaking and are ready and willing to accept the challenges that lie ahead. Our children's education and future depend upon the transformation that will result from this initiative.

I am sure I echo the sentiments of all District 60 Board of Education members in wholeheartedly supporting Waukegan High School and Waukegan Community Unit School District 60 in this effort. Please keep me updated on the school's progress as it relates to this grant.

Sincerely,



Ms. Anita Hanna
Waukegan CUSD 60 Board of Education
116 Spruce Avenue
Waukegan, IL 60087
847-336-0521



Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

Donald R. Batiste, Ph.D., Superintendent

North Elementary School
410 Franklin Street
Waukegan, IL 60085
(847) 360-5481

April 22, 2011

Angel G. Figueroa
Principal

Dr. Donald R. Batiste
Superintendent of Schools
Waukegan Public Schools District #60
1201 N. Sheridan Rd.
Waukegan, Illinois 60085

Dear Dr. Batiste:

It is with great enthusiasm that I learned about the new opportunities that the Waukegan High School is pursuing for the purpose of school transformation and improving in the area of student achievement in support of their students. As a school principal, I'm a strong believer in the full potential and development of our students. It is with great concern that I observed the high school confronting difficulties in the delivery of instructional services and wondered what steps could be taken in support of the students and their educational future. I believe that the efforts invested by the Waukegan Public Schools, the Waukegan High School, and the Cambium Learning and National Academic Educational Partners as communicated in the Town Hall meeting on April 6, provide a solid and sound plan for that long awaited transformation of the high school in the areas of teaching and student learning in addition to have the highest probabilities for success.

Our high school is in great need of transformation and change. The process will not be easy or without significant challenges, but the options to immobility are completely destructive to the life of thousands of students that are served there on a daily basis. Waukegan is a community with great pride and high aspirations. There is no doubt in my mind that the announced plan is well received and supported across all segments of our school district and community. There is an abundant of expectations that the school district will take the necessary actions to ensure that the high school delivers quality instruction in a safe and positive learning environment in support of the aspiration of the students.

Please accept my support for this endeavor as well as my personal recognition for your leadership role that you are undertaking in support of this process.

Sincerely,

Angel G. Figueroa
Principal

April 19, 2011

Donaldo Batiste, Ph.D.
Superintendent
Waukegan Public School District #60
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

The National Hispanic College Fairs has partnered with Waukegan High School on several high profile college readiness initiatives. We have enjoyed our collaboration with Waukegan and we have seen the efforts of many individuals dedicated to increasing student achievement for all your students.

I am very excited about the prospect of Waukegan High School receiving a Student Improvement Grant. Having partnered with the high school on planning and presenting a college fair for the past 3 years, I believe that this level of financial infusion would greatly help Waukegan High School. I understand the transformation process will be challenge, but I believe that the administration and staff is willing and eager to accept any challenge that will result in the betterment of Waukegan. Our work together has demonstrated how the staff can come together to help increase the college readiness at Waukegan High School by introducing students to the college process and all the opportunities that colleges can offer to the Waukegan students. The administration and staff made sure that all of their students came to the fair to meet with over 65 colleges.

Please know that I fully support Waukegan High School and the Waukegan School District in this effort. Please keep me updated on the school's progress as it relates to this grant, and know that my organization and I support you 100 percent.

Sincerely,

Lauralei Jancarcic
Director of High School Relations
National Hispanic College Fairs, Inc.
135-02 Rockaway Beach Blvd. Belle Harbor, New York 11694
lauraleijancarcic@msn.com

April 15, 2011

Dear Dr Batiste and Grant Committee;

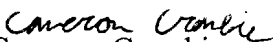
I am a freshman in Waukegan High School. I have been enrolled in Waukegan schools all my life and I believe that my education has been very good, due to the fact that I have been enrolled in advanced classes for most of that time. For kindergarten through second grade I went to Andrew Cooke Magnet Elementary, for third to fifth grade I was in the Project Discovery program in Little Fort Elementary. I think that everyone should be given the chance to learn the things that we learned in PD. The only thing I didn't like about it was the condition of the school. In Junior High I was in the GAP (Gifted Accelerated Program) in Jefferson. My parents and I thought that in any other classes I wouldn't be challenged and I think that everyone should get the chance that I had. Now that I am in high school, I am in the College Studies Program and so far I love it.

There are many problems in Waukegan Schools but the main one is that not everyone is pushed as hard as I was. That is partly the parents' responsibility but also some of the teachers and schools responsibility too. When I was in GAP I was not only pushed to get good grades by my parents but also by almost every one of my teachers. From what I have seen of most non CSP classes, the teachers don't really push the students hard enough. Another thing that I liked was that the teachers made what they taught fun. The teachers would give projects and they would explain what they were teaching. If the schools were able to offer more of this type of teaching, I think that kids might like school more.

Dropping out of high school is a huge problem in Waukegan and I think the School Improvement Grant would help the schools change the way classes are taught and help the parents know how to help their kids. Then there would be a big change in drop out rates. Waukegan High School has tried to do many things to improve our education, such as "sweeping" students who are late for class and using Infinite Campus which lets the parents keep track of their child's grades. My parents use Infinite Campus a lot and it has really helped me keep track of work.

These are good things but we students need more! I think the district is ready to change and deserves a chance at the grant. They are ready to turn things upside down to make things better.

Sincerely,


Cameron Crombie

Dear Dr. Donaldo R. Batiste,

4-13-2011

This is my letter of support to help Waukegan High School. My name is Gerardo Gordillo. I have gone to Washington Elementary School, Thomas Jefferson middle school and now I'm attending the Brookside Campus. In Thomas Jefferson Middle School I was in a program called A.S.I (Accelerated Scholars Intuition) and now I'm a freshman in C.S.P (College Studies Program). Our school is good, but the buildings aren't in good shape and text books, technology, and teaching materials are old and out of date. I know that if we get the grant students will stop saying "Oh this place needs newer things." I am completely sure that other high school won't look at us and start saying things on how we are underfunded. I know a few friends of mine that have dropped out of Waukegan High School.

Once we get the grant money we will be able to have things that will help us learn easier. I've been hearing that other schools have this program that shows the teacher how many students don't understand the lesson while she's teaching it. I know that some businesses have them. I have also heard of how some schools already have classroom sets of novels already prepaid for them by the school. My humanities teacher had to buy 1 whole classroom set out of her own money and they aren't all the same edition. So that means page numbers and words are often different from one another. In my history class we read a novel and the books we got were so old they were falling apart. We are going to start reading a new book and we have to go and get buy it ourselves. Our families can't always afford them so they don't do well in the class.

Public schools are often left underfunded. Other cities have ways to get tax money from stores and attractions, while Waukegan doesn't really have any huge attractions. That means we don't get funded very well in the end. Like I have said before, the grant money will help improve in every way possible. If our school has what it needs people will be more involved. We need programs that will help with this. The school has made a lot of changes in the past year to try to give us a better education but it isn't enough.

So in the long run I hope that you can see that Waukegan High School needs help. Making the schools better really does bring up spirits and makes us look forward into learning. The grant money will bring many positive changes. We have a lot of kids in our school that deserve to have a good education. So please consider giving Waukegan High School the grant.

Sincerely,

Gerardo Gordillo



College of Lake County

VOICE
(847) 543-2000
WEBSITE
www.clcillinois.edu

April 26, 2011

Donaldo Batiste Ph.D.
Superintendent
Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

The College of Lake County has partnered with Waukegan High School on several high profile college readiness initiatives. We have enjoyed our collaboration with Waukegan as we have seen the efforts of many individuals dedicated to increasing student achievement for all students.

I am very excited about the prospect of Waukegan High School receiving a Student Improvement Grant. Having partnered with the high school in support of projects designed to ease student transitions from high school to college, I believe that this type of financial infusion would greatly help Waukegan High School. I understand the transformation process will be a challenge, but I believe that the administration and staff are willing and eager to accept any challenge that will result in the betterment of Waukegan. Our work together has demonstrated the school's willingness to engage in curriculum alignment activities, review and discuss student assessment data, and to proactively design solutions to ensure that graduates are "college ready" upon their completion of high school.

Please know that I fully support Waukegan High School and the Waukegan School District in this effort. The College of Lake County continues to recognize the importance of education in improving the social and economic prospects of the residents in Northeast Lake County. Our commitment is demonstrated by our continued investments in programs and facilities in the Waukegan area. Please keep me updated on the school's progress as it relates to this grant, and know that my organization and I support you 100 percent.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard J. Haney".

Dr. Richard J. Haney
Vice President for Educational Affairs
College of Lake County

April 26, 2011

Donaldo Batiste Ph.D.
Superintendent
Waukegan Public Schools
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

As the district level Director of School Improvement, I have been a part of the intense and comprehensive needs assessment for the past seven weeks. In addition, I have been an active member in the Data Decision Making Committee formed to discuss and determine strategies to transform Waukegan High School. Also, I attended the Townhall meeting on April 6, 2011 at Waukegan High School, where representatives from the Waukegan School District, Waukegan High School, Cambium Learning and National Academic Educational Partners discussed the need to transform and improve learning opportunities for all students at the high school.

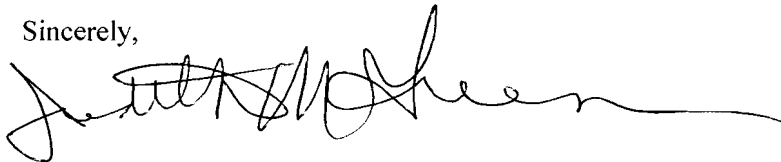
The process has been transparent, open and inclusive. We have been given ample opportunities to provide input, challenge ideas, recommend changes and collaborate with district and school staff on what it takes to transform our high school. I recognize this effort will dramatically change the teaching and learning experience for all students at Waukegan High School. Specifically, I want to demonstrate my support for the following most dramatic models:

- 1. Continue to provide Leadership and support to the Teacher Quality reform efforts with targeted and focused professional development opportunities to support the grant reform efforts.**
- 2. Provide resource support to move the reform efforts forward in reading and mathematics next year.**
- 3. Work with the administrative team, as well as, the building leadership team to align their school improvement plan to align with the grant initiative.**

I am thrilled at the prospect of Waukegan High School receiving a Student Improvement Grant, and as a longtime member of the district staff, I believe that this financial infusion would greatly impact our high school. I understand the transformation process will be challenging, and will require all of us to get engaged and be involved, but I believe that our community is willing and eager to accept any challenge that will result in the betterment of our children's education.

Please know that I fully support Waukegan High School and the Waukegan School District in this effort. Know that I will support you 100 percent.

Sincerely,



Judith M. Green
1201 N. Sheridan Rd. Waukegan, IL 60085
jgreen@wps60.org
847-263-4729



WAUKEGAN PUBLIC SCHOOLS

Community Unit School District No. 60, Lake County, Illinois

Miguel Juarez Middle School
Dr. Cathy P. Watkins, Principal
201 N. Butrick Street, Waukegan, Illinois 60085

Telephone: 847.599.4200 · Fax: 847.263.4797 · Email: cwatkins@wps60.org

DONALDO R. BATISTE, Ph.D.
Superintendent

April 25, 2011

•••

SUPERINTENDENT'S CABINET

Mr. Jules A. Gaudin, CPA, MBA
Deputy Superintendent
Chief Operations Officer

Mary L. Lamping, Ph.D.
Chief Academic Officer

Mr. Jason S. Feldman, PHR
Executive Director
Division of Human Resources

Mr. William R. Newby, MA
Executive Director, Division of
Campus Relations, Operations,
Staff and Student Safety

Mr. Richard M. Pattison, MS
Executive Director, Division of
Information Technology Services

Donaldo Batiste Ph.D.
Superintendent of Schools
Waukegan Community Unit School District 60
1201 N. Sheridan Road
Waukegan, IL 60085

Dear Dr. Batiste:

I had the opportunity to attend the Town Hall meeting held on April 6, 2011. Various stakeholders were present, including representatives from the Waukegan School District, Waukegan High School, Cambium Learning and National Academic Educational Partners. The topic discussed included the need to transform and improve learning opportunities for all students, specifically, at the high school level. The presentation provided a plethora of information. Members of the community, including parents, were given the opportunity to provide feedback, ask questions and to be active participants in the meeting. I believe this work will make a dramatic difference the teaching and learning practices for all staff and students at Waukegan High School.

•••

JOINT CABINET

Angel G. Figueroa, MA
Principal, North Elementary School

Judith M. Green, CAS
Director of School Improvement

Cathy P. Watkins, Ed.D.
Principal, Miguel Juarez Middle School

This initiative will be of incredible benefit to Waukegan High School and District 60. The transformation process will require commitment and focus from everyone involved. Our community is dedicated to undertaking these challenges, as they will ultimately result in positive outcomes for our children's education and future.

•••

BOARD OF EDUCATION

MR. R. MICHAEL RODRIGUEZ
President

Mr. William "Bill" Anderson
Vice President

Mr. Dennis Argyrakis
Member

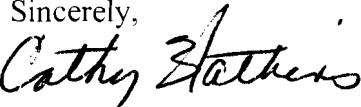
Mr. Domingo "Sonny" Garza
Member

Ms. Anita M. Hanna
Member

Mr. Mark E. Hawn
Member

Mrs. June M. Maguire
Member

I genuinely support Waukegan High School and Waukegan Community Unit School District 60 in this endeavor. Please keep me informed on the school's progress as it relates to this grant.

Sincerely,

Cathy Watkins Ed.D.
Principal

"A New Day ... A New Way in Waukegan Public Schools ... whatever it takes!"

Mission Statement

"Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach, and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe environment that celebrates our diversity and similarities in a spirit of unity and respect."

WAUKEGAN HIGH SCHOOL

HOME OF THE BULLDOGS.

2325 Brookside Ave. • Waukegan, Illinois 60085 ••• 1011 Washington Street • Waukegan, Illinois 60085
Telephone: 847.360.5600 • Fax: 847.360.5398 ••••• Telephone: 847.263.4785 • Fax: 847.599.4205



Dr. Steven P. Hamlin
Principal

Mr. David Bain • Mr. Luis Correa • Mrs. Angela M. Fink • Mr. Terry McHugh
Associate Principals

April 27, 2011

Donaldo Batiste
Superintendent
Waukegan Public Schools
1201 N. Sheridan
Waukegan, IL 60085

Dear Dr. Batiste:

I write to support the School Improvement Grant application from several perspectives. As a Waukegan resident and the mother of four Waukegan High School graduates ('03, '06, '08, and '10) I am familiar with the workload expected at the high school during the past decade. As a teacher of freshman literature and composition at Waukegan High School since 2001, I know how far we need to go as a staff to attain more consistency in how we teach and what we teach. As an adjunct faculty member of The College of Lake County, I teach the required English 121 Composition course which some Waukegan High School students cannot take without first completing a noncredit remedial course to raise their reading and writing skills to the expected level of college readiness. Finally, as a member of our school Building Leadership Team and of the District Leadership Team, I have participated in the recent discussions on how best to make significant changes in order to transform our current system.

Our Building Leadership Team was instrumental in planning the Smaller Learning Community model, which we fully implemented two years ago. During the planning stage, Dr. Hamlin was chosen to lead the transformation. Since he arrived, he has had the support of the Building Leadership Team. His strong, effective leadership has led to a level of consistency and expectations previously missing at our school, and we now have a strong foundation on which to build. We know that restructuring into Smaller Learning Communities without a targeted improvement in instructional methods will not significantly continue to improve our student achievement. Of the significant improvements we have been discussing during the past several weeks, the following key changes are some that I see as directly affecting me in the classroom:

- Student-centered curriculum: As the Head Mentor for new certified staff members at the high school, I work with about forty new staff members and forty veteran staff members who support them. One of the greatest concerns of new staff is the unclear curriculum plan for some of the courses they teach. Therefore, I can speak for many

Mr. Omar Rodriguez
House 1 Principal
847 360 5512

Mr. Hector Rodriguez
House 3 Principal
847 360 5649

Dr. Eric Levin
House 5 Principal
847 360 5659

Mrs. Sara Infusino
House 7 Principal
847 599 4282

Mr. Romell Drake
House 9 Principal
847 360 5614

Mrs. Molly Schaefer

Mr. David Strawniak

Mrs. Beth Paglia

Dr. Charmaine Harris

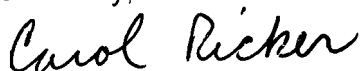
staff members who support this grant, knowing that our school can improve by having someone oversee our efforts to coordinate our curriculum and raise the level of rigor for all.

- Extended Day: Increasing the amount of instructional time and using that time effectively will result in greater learning opportunities.
- Creation of Nine empowered autonomous Houses: Our restructuring process which created nine Smaller Learning Communities, while addressing and improving certain issues, is now ready to be adapted with a focus on instructional leaders.
- New evaluation tool for teachers and administrators: A new system of identifying weaknesses in teachers' instructional methods and then providing professional development will lead to a stronger, more consistent level of instruction across the staff.
- Focus on creating greater parental involvement with their children: Having someone oversee and coordinate the various groups and agencies currently working to increase parent involvement will enable parents to have a clear and reliable support system in the partnership between home and school.

I know that our plan to improve the school depends on full support and collaboration among everyone involved. As a Union building representative, I am glad to hear unprecedented support from our Union regarding the bold initiatives generated by the needs assessments. Through various committee work such as revising our grading policy and rewriting the district school calendar to reposition high school semester exams before winter break (which received unanimous approval and support of our School Board), I have witnessed mutual respect between our principal and our superintendent. I have found Dr. Hamlin to be confident in recommending significant changes to Dr. Batiste, respecting his judgment and vision for the district, and I have found Dr. Batiste to support the work and opinions of the high school staff.

I can verify that both Dr. Hamlin and Dr. Batiste feel a high degree of pride working for Waukegan Public Schools, which is evident in all of their public comments as well as in their unlimited time commitments to their work and their devotion to our community. With Dr. Hamlin's continued consistent leadership, with Dr. Batiste's continued support of the high school, and with the significant changes made possible by attaining this grant, the students of Waukegan will have much more successful and enjoyable lives as they find themselves prepared to compete for colleges and jobs on the same high level as their peers.

Sincerely,



Carol Ricker, M.A. English, M.A. Teaching/Leadership
Literature/Composition Teacher
Waukegan High School
cricker@wps60.org

Appendix E

Other

Waukegan High School

Mathematics & Reading Diagnostic Testing

Grades: 9 – 12

Test Instruments: CORE K12 Universal Measures of Mathematics & Reading

Description of Test and Score Interpretation

The CORE K12 Universal Measure of Mathematics (UMM) and Universal Measure of Reading (UMR) diagnostic tests identify readiness to engage in mathematical analysis and to read critically. Both of these attributes generalize the alignment of the items to the Common Core Standards in Mathematics and Reading. The assessments present a set of items that represent a wide range of cognitive complexity. Items are calibrated and selected in terms of their varying difficulty, while holding discrimination and guessing constant. The sum of student correct responses is interpreted on a scale of 0 to 60.

There are two test forms per subject; students at Waukegan HS were administered one form for each subject. Students in grades 9 and 10 were given the same form in Math and Reading, respectively; students in grades 11 and 12 were given a different form for each of Math and Reading, which covered a few topics that would be considered further advanced than what is offered in a grade 9 and 10 curriculum.

Test scores on the UMM and UMR has been correlated to categories of readiness defined by the state of Illinois Department of Education and measured by the state's PSAE assessment system.

| MATHEMATICS | | | |
|---------------------------------|------------------|------------------|-----------------|
| Screeener Cognitive Category | Low | Low - Transition | Medium |
| PSAE Performance Category | Academic Warning | Below Standards | Meets Standards |
| ACT Scale Range | ACT Below 15 | ACT 15 - 17 | ACT 18 - 28 |
| Screeener Score Range (Gr11/12) | Below 14 | UMM 14 - 27 | UMM 28 - 41 |
| Screeener Score Range (Gr 9/10) | Below 20 | UMM 20 - 30 | UMM 31 - 41 |

UMM categorical reliability: ACT score ranges = .91; PSAE performance categories = .80

| READING | | | |
|---------------------------------|------------------|------------------|-----------------|
| Screeener Cognitive Category | Low | Low - Transition | Medium |
| PSAE Performance Category | Academic Warning | Below Standards | Meets Standards |
| ACT Scale Range | ACT Below 15 | ACT 15 - 17 | ACT 18 - 28 |
| Screeener Score Range (Gr11/12) | Below 18 | UMR 18 - 32 | UMR 33 - 43 |
| Screeener Score Range (Gr 9/10) | Below 19 | UMR 19 - 34 | UMR 35 - 44 |

UMM categorical reliability: ACT score ranges = .89; PSAE performance categories = .66

Results

The diagnostic cognitive complexity measures suggest the following distribution of students who are PSAE and College Ready in Mathematics and Reading. College Ready is defined in correlation to ACT's College Readiness ACT score ranges. A description of each category is provided in Appendix B.

Mathematics (Grades 9 -12)

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 9% | 54% | 33% | 4% | 17% |
| Hispanic | 9% | 55% | 33% | 3% | 16% |
| Asian/PI | 3% | 24% | 58% | 15% | 46% |
| Black | 11% | 60% | 26% | 3% | 12% |
| White | 6% | 40% | 41% | 13% | 35% |
| Multiracial | 5% | 60% | 25% | 10% | 20% |
| SWD | 18% | 67% | 15% | 0% | 4% |
| LEP | 14% | 68% | 18% | 0% | 5% |
| Low Income | 9% | 56% | 32% | 3% | 14% |

Reading (Grades 9 -12)

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 11% | 51% | 34% | 4% | 22% |
| Hispanic | 12% | 53% | 32% | 3% | 20% |
| Asian/PI | 8% | 23% | 55% | 14% | 55% |
| Black | 17% | 55% | 24% | 4% | 16% |
| White | 3% | 32% | 51% | 14% | 47% |
| Multiracial | 3% | 48% | 43% | 6% | 33% |
| SWD | 32% | 63% | 5% | 0% | 1% |
| LEP | 25% | 69% | 6% | 0% | 1% |
| Low Income | 13% | 53% | 32% | 2% | 19% |

Summary

An increase in the percentages of students measured in the College Ready and Meets or Exceeds categories is directly correlated to the increase in the student ability to engage in complex thinking. As students mature in their ability to make inferences while reading and creatively apply analytical skills, an increase in the probability of scoring higher on tests requiring analytical reasoning will result.

It is recommended that the learning environments within Waukegan HS are reviewed for their emphasis on the development of advanced thinking skills.

Appendix A: Performance Measures by Grade Level and Population

Grade 9 Math

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 7% | 57% | 33% | | 16% |
| <i>Hispanic</i> | 7% | 57% | 34% | | 17% |
| <i>Asian/PI</i> | 5% | 21% | 58% | | 53% |
| <i>Black</i> | 7% | 64% | 28% | | 10% |
| <i>White</i> | 3% | 41% | 49% | | 26% |
| <i>Multiracial</i> | 0% | 70% | 30% | | 10% |
| <i>SWD</i> | 15% | 70% | 15% | | 6% |
| <i>LEP</i> | 10% | 71% | 19% | | 6% |
| <i>Low Income</i> | 7% | 59% | 31% | | 14% |

Grade 10 Math

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 5% | 50% | 39% | | 22% |
| <i>Hispanic</i> | 5% | 50% | 41% | | 21% |
| <i>Asian/PI</i> | 0% | 16% | 63% | | 53% |
| <i>Black</i> | 8% | 58% | 28% | | 16% |
| <i>White</i> | 3% | 37% | 44% | | 43% |
| <i>Multiracial</i> | 0% | 60% | 10% | | 30% |
| <i>SWD</i> | 10% | 69% | 21% | | 5% |
| <i>LEP</i> | 9% | 64% | 26% | | 7% |
| <i>Low Income</i> | 6% | 53% | 38% | | 19% |

Grade 11 Math

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 15% | 55% | 28% | | 11% |
| <i>Hispanic</i> | 14% | 57% | 27% | | 10% |
| <i>Asian/PI</i> | 5% | 26% | 58% | | 37% |
| <i>Black</i> | 18% | 55% | 25% | | 9% |
| <i>White</i> | 11% | 39% | 45% | | 37% |
| <i>Multiracial</i> | 15% | 62% | 15% | | 8% |
| <i>SWD</i> | 26% | 65% | 9% | | 1% |
| <i>LEP</i> | 25% | 66% | 10% | | 0% |
| <i>Low Income</i> | 15% | 57% | 27% | | 9% |

Grade 12 Math

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|----------------------|
| <i>All Students</i> | 11% | 56% | 28% | 17% |
| <i>Hispanic</i> | 11% | 58% | 28% | 15% |
| <i>Asian/PI</i> | 36% | 0% | 50% | 43% |
| <i>Black</i> | 14% | 59% | 23% | 11% |
| <i>White</i> | 10% | 45% | 29% | 33% |
| <i>Multiracial</i> | 8% | 42% | 42% | 42% |
| <i>SWD</i> | 29% | 60% | 10% | 3% |
| <i>LEP</i> | 23% | 68% | 10% | 3% |
| <i>Low Income</i> | 10% | 57% | 30% | 16% |

Grade 9 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|----------------------|
| <i>All Students</i> | 11% | 52% | 34% | 22% |
| <i>Hispanic</i> | 11% | 53% | 34% | 21% |
| <i>Asian/PI</i> | 0% | 15% | 55% | 70% |
| <i>Black</i> | 15% | 58% | 25% | 17% |
| <i>White</i> | 2% | 29% | 59% | 49% |
| <i>Multiracial</i> | 0% | 42% | 58% | 37% |
| <i>SWD</i> | 34% | 61% | 5% | 2% |
| <i>LEP</i> | 27% | 67% | 7% | 1% |
| <i>Low Income</i> | 11% | 52% | 34% | 20% |

Grade 10 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|----------------------|
| <i>All Students</i> | 11% | 50% | 34% | 26% |
| <i>Hispanic</i> | 10% | 52% | 35% | 24% |
| <i>Asian/PI</i> | 11% | 26% | 58% | 47% |
| <i>Black</i> | 20% | 54% | 21% | 17% |
| <i>White</i> | 3% | 29% | 57% | 49% |
| <i>Multiracial</i> | 0% | 54% | 38% | 46% |
| <i>SWD</i> | 26% | 69% | 6% | 1% |
| <i>LEP</i> | 26% | 66% | 8% | 1% |
| <i>Low Income</i> | 11% | 50% | 34% | 22% |

Grade 11 Reading

| <i>Population</i> | <i>Academic Warning</i> | <i>Below Standards</i> | <i>Meets Standards</i> | <i>College Ready</i> |
|---------------------|-------------------------|------------------------|------------------------|----------------------|
| <i>All Students</i> | 15% | 51% | 32% | 18% |
| <i>Hispanic</i> | 14% | 52% | 32% | 17% |
| <i>Asian/PI</i> | 10% | 20% | 60% | 55% |
| <i>Black</i> | 20% | 53% | 24% | 12% |
| <i>White</i> | 5% | 30% | 55% | 43% |
| <i>Multiracial</i> | 67% | 0% | 27% | 20% |
| <i>SWD</i> | 37% | 59% | 4% | 2% |
| <i>LEP</i> | 27% | 71% | 1% | 1% |
| <i>Low Income</i> | 16% | 49% | 33% | 17% |

Grade 12 Reading

| <i>Population</i> | <i>Academic Warning</i> | <i>Below Standards</i> | <i>Meets Standards</i> | <i>College Ready</i> |
|---------------------|-------------------------|------------------------|------------------------|----------------------|
| <i>All Students</i> | 12% | 55% | 27% | 19% |
| <i>Hispanic</i> | 13% | 58% | 25% | 15% |
| <i>Asian/PI</i> | 13% | 33% | 47% | 47% |
| <i>Black</i> | 13% | 54% | 28% | 18% |
| <i>White</i> | 2% | 40% | 31% | 44% |
| <i>Multiracial</i> | 18% | 27% | 45% | 27% |
| <i>SWD</i> | 33% | 60% | 6% | 0% |
| <i>LEP</i> | 16% | 78% | 5% | 0% |
| <i>Low Income</i> | 12% | 56% | 29% | 16% |

Appendix B: Description of PSAE Performance Categories

Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards - Student work demonstrates basic knowledge and skills in the subject. Students apply knowledge and skills in limited ways.

Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Students apply knowledge and skills ineffectively.

Waukegan High School

Mathematics & Reading Diagnostic Testing

Grades: 9 – 12

Test Instruments: CORE K12 Universal Measures of Mathematics & Reading

Description of Test and Score Interpretation

The CORE K12 Universal Measure of Mathematics (UMM) and Universal Measure of Reading (UMR) diagnostic tests identify readiness to engage in mathematical analysis and to read critically. Both of these attributes generalize the alignment of the items to the Common Core Standards in Mathematics and Reading. The assessments present a set of items that represent a wide range of cognitive complexity. Items are calibrated and selected in terms of their varying difficulty, while holding discrimination and guessing constant. The sum of student correct responses is interpreted on a scale of 0 to 60.

There are two test forms per subject; students at Waukegan HS were administered one form for each subject. Students in grades 9 and 10 were given the same form in Math and Reading, respectively; students in grades 11 and 12 were given a different form for each of Math and Reading, which covered a few topics that would be considered further advanced than what is offered in a grade 9 and 10 curriculum.

Test scores on the UMM and UMR has been correlated to categories of readiness defined by the state of Illinois Department of Education and measured by the state's PSAE assessment system.

| MATHEMATICS | | | |
|--------------------------------|------------------|------------------|-----------------|
| Screener Cognitive Category | Low | Low - Transition | Medium |
| PSAE Performance Category | Academic Warning | Below Standards | Meets Standards |
| ACT Scale Range | ACT Below 15 | ACT 15 - 17 | ACT 18 - 28 |
| Screener Score Range (Gr11/12) | Below 14 | UMM 14 - 27 | UMM 28 - 41 |
| Screener Score Range (Gr 9/10) | Below 20 | UMM 20 - 30 | UMM 31 - 41 |

UMM categorical reliability: ACT score ranges = .91; PSAE performance categories = .80

| READING | | | |
|--------------------------------|------------------|------------------|-----------------|
| Screener Cognitive Category | Low | Low - Transition | Medium |
| PSAE Performance Category | Academic Warning | Below Standards | Meets Standards |
| ACT Scale Range | ACT Below 15 | ACT 15 - 17 | ACT 18 - 28 |
| Screener Score Range (Gr11/12) | Below 18 | UMR 18 - 32 | UMR 33 - 43 |
| Screener Score Range (Gr 9/10) | Below 19 | UMR 19 - 34 | UMR 35 - 44 |

UMM categorical reliability: ACT score ranges = .89; PSAE performance categories = .66

Results

The diagnostic cognitive complexity measures suggest the following distribution of students who are PSAE and College Ready in Mathematics and Reading. College Ready is defined in correlation to ACT's College Readiness ACT score ranges. A description of each category is provided in Appendix B.

Mathematics (Grades 9 -12)

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 9% | 54% | 33% | 4% | 17% |
| Hispanic | 9% | 55% | 33% | 3% | 16% |
| Asian/PI | 3% | 24% | 58% | 15% | 46% |
| Black | 11% | 60% | 26% | 3% | 12% |
| White | 6% | 40% | 41% | 13% | 35% |
| Multiracial | 5% | 60% | 25% | 10% | 20% |
| SWD | 18% | 67% | 15% | 0% | 4% |
| LEP | 14% | 68% | 18% | 0% | 5% |
| Low Income | 9% | 56% | 32% | 3% | 14% |

Reading (Grades 9 -12)

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 11% | 51% | 34% | 4% | 22% |
| Hispanic | 12% | 53% | 32% | 3% | 20% |
| Asian/PI | 8% | 23% | 55% | 14% | 55% |
| Black | 17% | 55% | 24% | 4% | 16% |
| White | 3% | 32% | 51% | 14% | 47% |
| Multiracial | 3% | 48% | 43% | 6% | 33% |
| SWD | 32% | 63% | 5% | 0% | 1% |
| LEP | 25% | 69% | 6% | 0% | 1% |
| Low Income | 13% | 53% | 32% | 3% | 19% |

Summary

An increase in the percentages of students measured in the College Ready and Meets or Exceeds categories is directly correlated to the increase in the student ability to engage in complex thinking. As students mature in their ability to make inferences while reading and creatively apply analytical skills, an increase in the probability of scoring higher on tests requiring analytical reasoning will result.

It is recommended that the learning environments within Waukegan HS are reviewed for their emphasis on the development of advanced thinking skills.

Appendix A: Performance Measures by Grade Level and Population

Grade 9 Math

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 7% | 57% | 33% | 3% | 16% |
| Hispanic | 7% | 57% | 34% | 2% | 17% |
| Asian/PI | 5% | 21% | 58% | 16% | 53% |
| Black | 7% | 64% | 28% | 1% | 10% |
| White | 3% | 41% | 49% | 7% | 26% |
| Multiracial | 0% | 70% | 30% | 0% | 10% |
| SWD | 15% | 70% | 15% | 0% | 6% |
| LEP | 10% | 71% | 19% | 0% | 6% |
| Low Income | 7% | 59% | 31% | 3% | 14% |

Grade 10 Math

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 5% | 50% | 39% | 6% | 22% |
| Hispanic | 5% | 50% | 41% | 4% | 21% |
| Asian/PI | 0% | 16% | 63% | 21% | 53% |
| Black | 8% | 58% | 28% | 5% | 16% |
| White | 3% | 37% | 44% | 16% | 43% |
| Multiracial | 0% | 60% | 10% | 30% | 30% |
| SWD | 10% | 69% | 21% | 0% | 5% |
| LEP | 9% | 64% | 26% | 1% | 7% |
| Low Income | 6% | 53% | 38% | 4% | 19% |

Grade 11 Math

| Population | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|--------------|------------------|-----------------|-----------------|-------------------|---------------|
| All Students | 15% | 55% | 28% | 2% | 11% |
| Hispanic | 14% | 57% | 27% | 2% | 10% |
| Asian/PI | 5% | 26% | 58% | 11% | 37% |
| Black | 18% | 55% | 25% | 2% | 9% |
| White | 11% | 39% | 45% | 5% | 37% |
| Multiracial | 15% | 62% | 15% | 8% | 8% |
| SWD | 26% | 65% | 9% | 0% | 1% |
| LEP | 25% | 66% | 10% | 0% | 0% |
| Low Income | 15% | 57% | 27% | 2% | 9% |

Grade 12 Math

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 11% | 56% | 28% | 3% | 17% |
| <i>Hispanic</i> | 11% | 58% | 28% | 3% | 15% |
| <i>Asian/PI</i> | 36% | 0% | 50% | 14% | 43% |
| <i>Black</i> | 14% | 59% | 23% | 4% | 11% |
| <i>White</i> | 10% | 45% | 29% | 16% | 33% |
| <i>Multiracial</i> | 8% | 42% | 42% | 8% | 42% |
| <i>SWD</i> | 29% | 60% | 10% | 1% | 3% |
| <i>LEP</i> | 23% | 68% | 10% | 1% | 3% |
| <i>Low Income</i> | 10% | 57% | 30% | 3% | 16% |

Grade 9 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 11% | 52% | 34% | 3% | 22% |
| <i>Hispanic</i> | 11% | 53% | 34% | 2% | 21% |
| <i>Asian/PI</i> | 0% | 15% | 55% | 30% | 70% |
| <i>Black</i> | 15% | 58% | 25% | 2% | 17% |
| <i>White</i> | 2% | 29% | 59% | 10% | 49% |
| <i>Multiracial</i> | 0% | 42% | 58% | 0% | 37% |
| <i>SWD</i> | 34% | 61% | 5% | 0% | 2% |
| <i>LEP</i> | 27% | 67% | 7% | 0% | 1% |
| <i>Low Income</i> | 11% | 52% | 34% | 1% | 20% |

Grade 10 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 11% | 50% | 34% | 3% | 26% |
| <i>Hispanic</i> | 10% | 52% | 35% | 3% | 24% |
| <i>Asian/PI</i> | 11% | 26% | 58% | 5% | 47% |
| <i>Black</i> | 20% | 54% | 21% | 3% | 17% |
| <i>White</i> | 3% | 29% | 57% | 11% | 49% |
| <i>Multiracial</i> | 0% | 54% | 38% | 8% | 46% |
| <i>SWD</i> | 26% | 69% | 6% | 0% | 1% |
| <i>LEP</i> | 26% | 66% | 8% | 0% | 1% |
| <i>Low Income</i> | 11% | 50% | 34% | 3% | 22% |

Grade 11 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 15% | 51% | 32% | 1% | 18% |
| <i>Hispanic</i> | 14% | 52% | 32% | 1% | 17% |
| <i>Asian/PI</i> | 10% | 20% | 60% | 1% | 55% |
| <i>Black</i> | 20% | 53% | 24% | 1% | 12% |
| <i>White</i> | 5% | 30% | 55% | 1% | 43% |
| <i>Multiracial</i> | 67% | 0% | 27% | 1% | 20% |
| <i>SWD</i> | 37% | 59% | 4% | 1% | 2% |
| <i>LEP</i> | 27% | 71% | 1% | 1% | 1% |
| <i>Low Income</i> | 16% | 49% | 33% | 1% | 17% |

Grade 12 Reading

| <i>Population</i> | Academic Warning | Below Standards | Meets Standards | Exceeds Standards | College Ready |
|---------------------|-------------------------|------------------------|------------------------|--------------------------|----------------------|
| <i>All Students</i> | 12% | 55% | 27% | 1% | 19% |
| <i>Hispanic</i> | 13% | 58% | 25% | 1% | 15% |
| <i>Asian/PI</i> | 13% | 33% | 47% | 1% | 47% |
| <i>Black</i> | 13% | 54% | 28% | 1% | 18% |
| <i>White</i> | 2% | 40% | 31% | 1% | 44% |
| <i>Multiracial</i> | 18% | 27% | 45% | 1% | 27% |
| <i>SWD</i> | 33% | 60% | 6% | 1% | 0% |
| <i>LEP</i> | 16% | 78% | 5% | 1% | 0% |
| <i>Low Income</i> | 12% | 56% | 29% | 1% | 16% |

Appendix B: Description of PSAE Performance Categories

Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards - Student work demonstrates basic knowledge and skills in the subject. Students apply knowledge and skills in limited ways.

Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Students apply knowledge and skills ineffectively.