

An Integrated School Improvement Plan

Robert Frost School

2008-2011

Three Year Plan

DISTRICT AND SCHOOL INFORMATION

RCDT Code Number <u>32-046-</u>	School Name <u>Robert Frost School</u>
<u>0530-02-004</u>	Principal <u>Daniel Chamernik</u>
District Name <u>Bourbonnais</u>	School Address <u>160 West River St</u>
School District # <u>53</u>	City/State/Zip <u>Bourbonnais, Illinois 60914</u>
District Address <u>281 W. John</u>	Telephone # <u>815-929-5300</u>
<u>Casey Rd.</u>	Email <u>chamernikd@besd53.k12.il.us</u>
City/State/Zip <u>Bourbonnais,</u>	
<u>Illinois 60914</u>	
Contact Person <u>Dr. Myron</u>	
<u>Palomba</u>	
Email	
<u>palombam@besd53.k12.il.us</u>	
ORIGINAL SUBMISSION <u>x</u>	AMENDED SUBMISSION _____

Is this for a Title I school? Yes _____ No X

May ISBE use this SIP as a model? Yes X No _____

I. BOARD APPROVAL AND ASSURANCES

A. DATE APPROVED by Local Board _____
(month/day/year)

B. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

Signature of LEA
Superintendent

Robert Frost School Bourbonnais Elementary School District 53

The Mission of Bourbonnais School District #53 is to....

- **Collaborate with staff, students, families, and community;**
- **Provide a safe learning environment with innovative instructional practices; and**
- **Inspire all students to reach their unique potential as globally conscious learners.**

The Vision of Bourbonnais School District #53 is to prepare children to be responsible citizens, problem solvers, decision makers and lifelong learners.

Belief Statements:

- A commitment to excellence is critical to success.
- Learning is a lifelong process that enables individuals to adapt to a changing environment.
- Development to the individual and the community are interdependent.
- Individuals have value, potential for growth and the opportunity to contribute to society.
- Individuals have both rights and responsibilities.
- Meeting the challenges of tomorrow requires planning that reflects a commitment to excellence.
- Excellence is an achievable goal and always worth the investment.
The individual has the unique capacity to analyze the past, to assess the present, and to impact the future

Robert Frost School is a pre-kindergarten and kindergarten building with approximately 378 students and 39 certified and non-certified staff members. Along with the core curriculum all students participate in physical education, music, and computer lab. Positive social behavior is reinforced through our Second Step program that helps students with the development of empathy, impulse control and anger management.

Robert Frost also houses the Bourbonnais Parenting Program and services over sixty families in the community with child - parent interactive programs.

A. PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

A. School Support Team (if applicable)

Name

Title

<u>Daniel Chamernik</u>	<u>Principal</u>
<u>Nicole Adams</u>	<u>Kindergarten</u>
<u>Teacher</u>	
<u>Charise Mitoraj</u>	<u>Kindergarten</u>
<u>Teacher</u>	
<u>Bonnie Welker</u>	<u>Pre-Kindergarten</u>
<u>Teacher</u>	
<u>Nicole Mehrer</u>	<u>Pre Kindergarten</u>
<u>Teacher</u>	
<u>Diana Morgan</u>	<u>Parent</u>
<u>Educator</u>	
<u>Kathy Smith</u>	<u>Teaching Assistant</u>
	<u>Other</u>

B. Description of Parent Notification (Title I schools only)

Not applicable for Robert Frost School

C. Description of Stakeholder Involvement

Parents, faculty and staff are invited to participate on the School Improvement Committee. The Robert Frost Leadership Team meets on a monthly basis to discuss school improvement planning and progress as well as other building related concerns and needs. All faculty and staff meetings include agenda items that address the school improvement plan and include faculty and staff feedback and discussion. School Improvement Plan checks are conducted after each Dibels Benchmark Assessment and before and after each faculty and staff meeting.

D. Description of the Peer Review Process

The district will hold a peer review process on 6/19/08. All six buildings will participate in reviewing plans and providing feedback to each principal. Revisions will then be made by the school SIP Teams. An internal review will be conducted in the Fall of 2008. In the Summer and Fall of 2008, a new School Improvement Plan will be created after reviewing Dibels assessment results and survey data from the 2007 – 2008 school year. The new plan is created by the Robert Frost Leadership Team.

E. Description of the Teacher Mentoring Process

Bourbonnais School District # 53 is an approved teacher mentoring and induction provider. District # 53 follows the guidelines set out below by ISBE:

The induction and mentoring program must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board and include three components: observation of the new teacher's classroom practice by an experienced teacher, review and analysis of written documentation prepared by the new teacher, and reflection by the new

teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards.

Only two-year induction and mentoring programs that meet the requirements for approval may be used for eligibility for the Standard teaching certificate.

There is an exception for teachers who were issued Initial teaching certificates prior to September 1, 2007. Those teachers may use a one-year induction and mentoring program. Teachers can transfer between approved programs.

Time teachers spent in induction and mentoring programs prior to the program's approval may be creditable if the requirements listed below are met.

To see a list of approved programs, click on "Professional Development Providers" from www.isbe.net and on the next page, "Professional Development Provider System" and then "Enter as a Guest."

Initial Certificate Holders--Induction and Mentoring Program

The Initial certificate holder must ensure that the program has been approved before submitting the Statement of Assurance. Only participation in approved programs is creditable for this purpose.

New teachers who participate in an approved induction and mentoring program will receive

- formal mentoring from an experienced teacher;
- three observations with prior preparation;
- a response from the mentor with feedback, suggestions, and techniques for each observation;
- opportunities for contact so that the new teachers have professional and social support in the school environment;
- orientation to the school improvement and professional development plans that apply;
- help in understanding their employer's expectations regarding the Illinois Professional Teaching Standards and the relevant content-area standards;
- at least one opportunity each semester to observe experienced teachers and discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher's skills relative to the Illinois Professional Teaching Standards or their area of certification or assignment;
- a review from the mentor with written feedback on at least one of their written reflections on their teaching practice for each quarter of a school year.

Evidence of Completion for Induction and Mentoring Program

The approved provider is responsible for issuing the evidence of completion form from the provider website. The form must be signed by an administrator of the program.

Requirements for Applicants Seeking Approval of an Induction and Mentoring Program

A single district or two or more school districts or other organizations or entities may jointly offer a program. Applicants seeking approval must submit an online application through the Professional Development Provider System at www.isbe.net. The application must demonstrate that the requirements listed below will be met. To get to the provider application, click on "Professional Development Providers" from our main page www.isbe.net. On the next page, click on "Professional Development Provider System." If you are already an approved provider for workshops or conferences for CPDUs or one of the approved courses, you may use your existing login and password. Otherwise, you must create a login and password and a provider account.

The mentors and their assigned teachers must have contact so that the new teachers have professional and social support in the school environment. The program must orient teachers to the school improvement and professional development plans that apply and help them understand their employer's expectations with regard to the Illinois Professional Teaching Standards and relevant content-area standards. New teachers must have at least one opportunity each semester to participate in professional development activities that involve

- observing experienced teachers and discussing with them aspects of their teaching practices; and
 - participating in workshops, conferences, symposia, seminars or other similar training events designed to increase their knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards relevant to their areas of certification or teaching assignment.
- The program must collect and maintain information for evaluation and that will contribute to an overall assessment of the effectiveness of the induction and mentoring including
- the length of time the new teachers remain employed as teachers (if known) or remain employed as teachers in the district in which they were mentored;
 - the percentage of new teachers who were rated "satisfactory" or "excellent" each year since completing the program;
 - any savings realized in the cost of recruiting new teachers due to increased retention; and
 - any decrease in the number or percentage of teachers teaching outside their respective fields.

Mentors

Mentor teachers must hold or have retired while holding a Standard or Master certificate that should, to the extent possible, be the same type of certificate held by the new teachers to whom they are assigned. Mentors

cannot be assigned to more than five new teachers during any given school year and must complete a training program that addresses

- content knowledge and pedagogy,
- adult learning theory,
- verbal and non-verbal communication skills,
- attributes and styles of positive critiques,
- classroom observation skills related to assessment of performance,
- strategies for providing constructive feedback and social support,
- problem-solving skills, and
- formative assessment and self-assessment.

Mentor Responsibilities

The mentor teacher must set up a sequence of sessions with no fewer than three observations, all of which may be conducted electronically through videoconferencing or videotaping. The mentor must

- prepare the new teacher prior to the classroom observation;
- observe the new teacher's teaching practice;
- provide feedback, suggestions, and techniques after the observations.

The mentor must provide in writing:

- feedback after observing the new teacher's performance, and
- an analysis of the teacher's written reflections on his or her teaching practices focusing on relevant Illinois Professional Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback from the mentor teacher for each quarter of a school year.

F. Description of the District's Responsibilities

- Data analysis by Director of Instruction and I.T. Department.
- Professional Development provided through Curriculum Office.
- Budgetary analysis in respect to new programs through Finance Office
- Peer review of plan by building principals.
- Title I Reading Services provided through the Curriculum Office
- Goal Identification through collaborative work with Administrative Council.
- Adoption of curriculum to help implement "best practices" through the Curriculum Office.
- Technology support for local assessments (DIBLES).
- Technology support for student use of computers.
- Special Education, Psychological and Social Work Services provided by the district Special Education Department.

G. Description of the State's Responsibilities

- State provided SIP Template.
- State provided technical assistance for Title Grants.

- State provided staff development through regional offices.
- State provided mentor training through regional offices.
- State provided statistical and data analysis of ISAT.

School Information and the Educational Environment

ROBERT FROST ELEM SCHOOL

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	94.3	94.7	95.1	94.9	94.4	93.0
Truancy rate (%)	0.0	0.0	0.0	0.0	0.0	0.0
Mobility rate (%)	12.3	9.2	19.7	9.3	10.6	13.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	-	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	275	329	316	297	357	366
Economically disadvantaged (%)	22.9	22.5	20.3	20.9	23.0	24.2
Limited English proficient (LEP) (%)	0.0	0.0	0.9	0.0	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	82.2	80.9	80.1	80.1	81.5	76.9
Black, non-Hispanic (%)	9.5	10.3	10.4	8.8	5.0	8.7
Hispanic (%)	5.5	6.1	5.1	6.4	7.3	7.1
Native American or Alaskan Native (%)	1.1	0.3	0.0	1.3	0.6	0.3
Asian/Pacific Islander (%)	1.8	2.4	4.4	3.4	2.2	1.9

ROBERT FROST ELEM SCHOOL

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	86.5	9.8	3.0	0.7	-	-
	2002	82.2	9.5	5.5	1.8	1.1	-
	2003	80.9	10.3	6.1	2.4	0.3	-
	2004	80.1	10.4	5.1	4.4	-	-
	2005	80.1	8.8	6.4	3.4	1.3	-
	2006	81.5	5.0	7.3	2.2	0.6	3.4
	2007	76.9	8.7	7.1	1.9	0.3	5.2
D I S T R I C T	2001	88.0	6.9	3.0	1.9	0.2	-
	2002	87.5	6.3	3.6	2.1	0.4	-
	2003	84.7	7.7	5.0	2.3	0.4	-
	2004	83.7	8.2	5.1	2.6	0.5	-
	2005	83.3	8.6	4.6	2.6	0.5	0.3
	2006	82.5	8.0	5.2	2.8	0.4	1.1
	2007	80.7	8.4	5.6	2.3	0.3	2.8
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

ROBERT FROST ELEM SCHOOL

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	-	21.5	100.0	94.4	13.3	1.0	0.4	-	-
	2002	-	22.9	100.0	94.3	12.3	-	-	-	-
	2003	-	22.5	100.0	94.7	9.2	-	-	-	-
	2004	0.9	20.3	100.0	95.1	19.7	-	-	-	-
	2005	-	20.9	100.0	94.9	9.3	-	-	-	-
	2006	-	23.0	100.0	94.4	10.6	-	-	-	-
	2007	-	24.2	100.0	93.0	13.3	-	-	-	-
D I S T R I C T	2001	0.3	16.0	98.4	94.9	14.9	5.0	0.2	-	-
	2002	0.2	17.2	98.7	94.8	11.4	7.0	0.3	-	-
	2003	0.3	18.7	98.7	94.8	10.8	21.0	0.9	-	-
	2004	0.3	19.5	99.0	95.3	16.4	14.0	0.6	-	-
	2005	0.3	20.6	99.2	95.3	9.1	22.0	0.9	-	-
	2006	0.4	19.6	99.3	94.8	11.1	20.0	0.8	-	-
	2007	0.5	22.6	99.6	94.6	12.3	29.0	1.2	-	-
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

Robert Frost School uses the assessment tool Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to focus on various skills necessary for learning to read. DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. As the students are progress monitored depending on the initial benchmark results, the results are used to evaluate individual student development, provide the parents, teachers, and principal on student progress toward instructional objectives, and may be used to develop Tier 2 RtI interventions if necessary.

At the kindergarten level, three benchmark assessments are given each year. The beginning of the year (BOY) benchmark focuses on two of the “Five Big Ideas of Literacy”; phonemic awareness and vocabulary. The assessments given are initial sound fluency (ISF), letter naming fluency (LNF), and word use fluency (WUF). The middle of the year (MOY) benchmark adds an additional area of literacy called phonics. The students are assessed in the areas of ISF, LNF, WUF while adding Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) to the benchmarks. The third and final assessment, end of the year (EOY), administers LNF, PSF, NWF, and WUF.

5 BIG IDEAS OF BEGINNING READING					
Phonemic Awareness	Alphabetic Principle	Accuracy & Fluency	Vocabulary	Comprehension	
ISF & PSF Initial Sound Fluency & Phoneme Segmentation Fluency	NWF Nonsense Word Fluency	ORF Oral Reading Fluency	WUF Word Use Fluency	ORF + RTF Oral Reading Fluency + Retell Fluency	LNF Letter Naming Fluency

As mentioned above, students are color coded via their benchmark outcomes. If a student is color coded as red or yellow, the student will receive weekly interventions focusing on the areas needed as indicated by the benchmark results. Students who are color coded red will be progress monitored on a bi-weekly basis; students color coded yellow are progress monitored once every three weeks.

Robert Frost's 2007-2008 EOY Kindergarten overall summary per color codes and percent of students in each color code.

Students in the institution at time of assessment

LEGEND

Total Students

Red Yellow Green #%

See Category Details

Measures with no data are not included

TRACKING INFORMATION

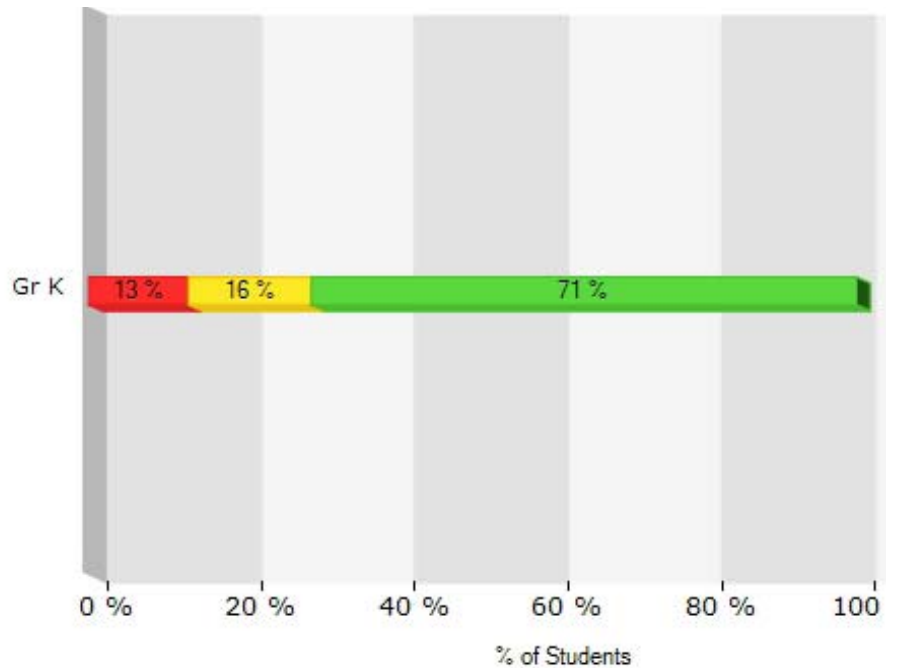
EOY

DIBELS Measures

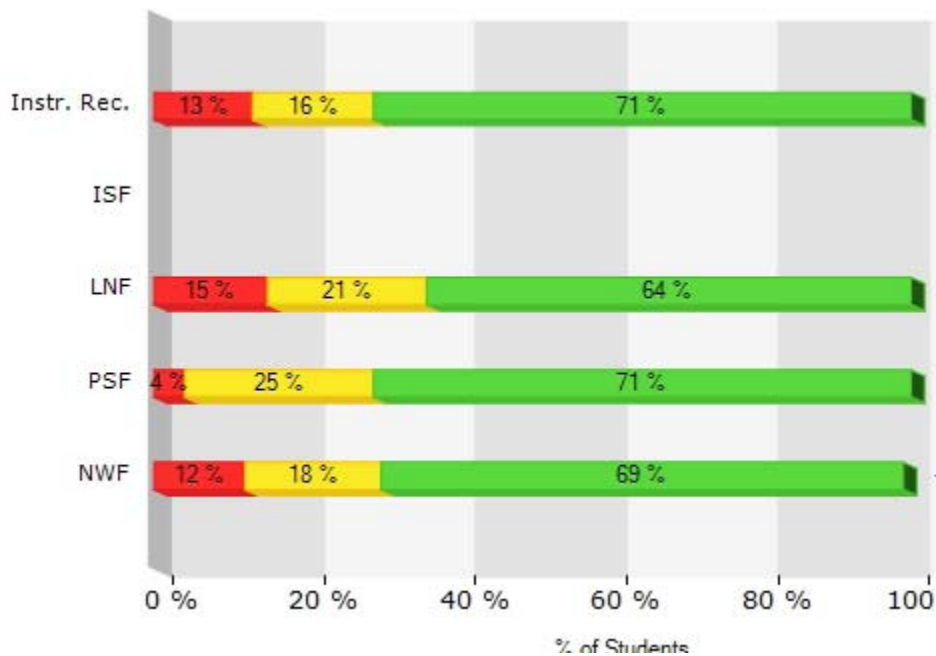
Critical Skill: PSF

Grade: ☒ ☐ ☐ ☐ ☐ ☐ ☐

K 1 2 3 4 5 6



Robert Frost's 2007-2008 EOY Kindergarten summary per color codes and percent of students in each color code for LNF, PSF, and NWF.



III. DATA AND ANALYSIS

A. Data Collection and Information

Robert Frost School is a pre-kindergarten and kindergarten building. Robert Frost also houses the Bourbonnais Parenting Program. The plan has been designed from information from the 2007 Robert Frost School Report Card, input from the Robert Frost Leadership Team planning, teacher observations, BESD 53 Administrative Team input, and suggestions from parents and the faculty and staff.

B. Data Analysis

Goals are progress monitored throughout the year and reported at monthly Robert Frost Faculty and Staff Meetings.

IV. ACTION PLAN

OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS (COPY AS NEEDED)

A. OBJECTIVE		
Improve literacy skills of all students as measured by state and local assessments.		
B. Student Strategies and Activities for this Objective	TIMELINE	BUDGET
Kindergarten Literacy Block Scheduling Literature Enriched Classrooms Olivet Lap Readers Friday Nursery Rhymes in the gym Sight Words in the hallway Kindergarten Word Walls Pre-K Classroom Labels	2007-2011	Building Fund
C. Professional Development Strategies and Activities for this Objective	2007-2010	Building Fund
Three year District plan for Balanced Literacy (07-08, 08-09, 09-10) Pre-K Creative Curriculum Edition 4 Pre-K Handwriting Without Tears K/1 st Grade Collaboration Meetings DIBELS RTI		

D. Parent Involvement Strategies and Activities for this Objective Read Now Book fair Pre-K Letter of the Week Books Parent Nights	2007-2011	Building Fund
E. 1. Process for Monitoring the Effectiveness of the Strategies and Activities for this Objective DIBELS K-report cards/Teacher assessments Pre-K-progress report with letter assessments School Improvement Team		

V. ACTION PLAN

OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS (COPY AS NEEDED)

E. OBJECTIVE Implement Response to Intervention (RTI) to focus appropriate interventions to meet students' needs.		
F. Student Strategies and Activities for this Objective RTI binder packet RTI monthly committee meetings Committee reviews Applying researched based intervention activities	TIMELINE 2007-2011	BUDGET Building Fund
G. Professional Development Strategies and Activities for this Objective District/building in-services Committee meetings Reference manual/binder Out of district in-services	2007-2011	Building Fund
H. Parent Involvement Strategies and Activities for this Objective Parental involvement in and outside the classroom Constant teacher communication Continuous committee communication Parental attendance at RTI review meetings	2008-2011	Building Fund

<p>F. 1. Process for Monitoring the Effectiveness of the Strategies and Activities for this Objective</p> <p>Monthly meetings</p> <p>Classroom observation/ progress monitoring</p> <p>Communication with all parties involved</p> <p>Collection of progress report findings to determine intervention success</p> <p>School Improvement Team</p>
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VI. ACTION PLAN

OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS (COPY AS NEEDED)

<p>I. OBJECTIVE</p> <p>Enhance Positive School Climate</p>		
<p>J. Student Strategies and Activities for this Objective</p> <p>Spirit Wear, Themed Fridays, Dental Health, Red Ribbon Week, Read Now, Yearbook, Community Readers, Sight Words, Monthly Birthday Celebrations, and Holiday Programs.</p>	TIMELINE	BUDGET
	2007-2011	Building Fund
<p>K. Professional Development Strategies and Activities for this Objective</p> <p>In-service RTI, Team Collaborations, Kindergarten and First Grade Articulation Meetings Social Gathering of Staff, Social Committee</p>	2007-2011	Building Fund
	2007-2011	Building Fund
<p>L. Parent Involvement Strategies and Activities for this Objective</p> <p>Parent Volunteers, Read Now, Family Reading Night, Book Fair, Building and Grounds Beautification, Holiday Programs, Open House, PTO</p>	2007-2011	Building Fund
	2007-2011	Building Fund
<p>G. 1. Process for Monitoring the Effectiveness of the Strategies and Activities for this Objective</p> <p>Parent Survey, Open House, Monitor Monthly Parent Volunteer List and Numbers.</p>		

School Improvement Team

VII. SCHOOL RESTRUCTURING PLAN

A school which has failed to make AYP for a fifth annual calculation is required to develop a restructuring plan that must be implemented during the next year if the school fails to make AYP for the sixth annual calculation.

Description of the School's Plan for Restructuring