

**DR. JULIAN ROGUS KINDERGARTEN  
SCHOOL IMPROVEMENT PLAN  
2010-2011**

SIP TEAM  
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ROGUS KINDERGARTEN

*Dr. Julian Rogus Kindergartner*  
*School Improvement Plan 2010-2011*

*Analysis of Existing Conditions*

Summit Hill Kindergarten Program is comprised of fifteen full day kindergarten classrooms inclusive of one T.I.P. class. The Transitional Instruction Program services nine students with special needs at the kindergarten level. Dr. Julian Rogus Elementary School is a K-4 building with the kindergarten program created as a center for five elementary schools. Enrollment in the kindergarten program for this school year is approximately 331 students. Based on gender, 153 are girls and 178 are boys.

Instruction is provided in self-contained classrooms. The children remain with the same teacher for the entire day. The classes are heterogeneous based on the random placement of students into fourteen classes of kindergarten. The exceptions in random placement of kindergarten are: gender ratio and an individual I.E.P. in the T.I.P. class.

A student with learning difficulties is referred by the classroom teacher and the documentation is reviewed by the Rogus Kindergarten PST(Problem Solving Team) throughout the current school year. In a collaborative effort, this team makes a recommendation for an academic watch of the student or review by the #161 Director of Special Services.

For the SY 10-11, students with a speech I.E.P. are serviced by a speech pathologist who schedules students during the school day. These students are identified through a pre-school screening, parent/teacher referral and SY 10-11 screening in September of 2010. Inclusive of services for special needs, the district social worker is the support service utilized in the general education program. With developmental issues of separation and socialization for the five year old, the on-site availability of the social worker is advantageous for collaborative intervention. Students have been referred for friendship groups by the teachers in coordination with the social worker. Referrals from the teachers are based on risk factors such as, early childhood traumas, divorce, death, single parent families. Students with social work minutes are included in friendship groups or counseled individually.

Home/school activities begin before the opening of school with a kindergarten orientation where parents and kindergartners are in attendance for one hour. This time is divided into teacher-directed student activities and a parent information session with parents in the gym presented by the school principal. This has proven to help with a smooth transition into the first week of formalized schooling at the kindergarten level.

Parent volunteers begin after Labor Day with a two week work session, specifically, to make materials, collate activity pages and organize projects for the first months of school. The first week in October, teachers schedule parents on a rotating basis to volunteer in the classroom through mid-May.

Student progress is documented by the DIBELS assessment tool, student performance, and the report card. A progress report has been developed for those students who are having difficulty. This report is issued during the quarter following student progress assessment. Report cards are given the second, third and fourth quarters of the school year. The first parent-teacher conference explores the socialization aspect of school readiness and progress in academic areas. Academic areas are reviewed by analyzing the DIBELS results and formal/informal curricular assessments.

### *Learning Outcomes, Standards, and Expectations*

Comprehensive learning outcomes are established in concert with the State Goals for Learning in all Fundamental Learning Areas. The learning outcomes that address the State Goals for Early Learning are broader than classroom objectives, probe the range and depth of thinking skills appropriate to the State Goal(s) for Learning and are amenable to assessment. The Rogus Kindergarten curriculum (planning instruction and student evaluation) are aligned with THE ILLINOIS EARLY LEARNING STANDARDS FOR STATE GOALS.

In conjunction with developing learning outcomes, school standards include the following: (1) define what a student must know and be able to achieve with each learning outcome and (2) identify the criteria used to determine that a standard has been met. Standards set for all learning outcomes utilize varied assessment instruments and procedures to address the scope, content and specificity of the learning outcome. Assessment instruments used in kindergarten are Harcourt Reading Curriculum, DIBELS ( Dynamic Indicators of Basic Early Literacy Skills), NWEA (kindergarten/second quarter), and AIMSweb (Charting The Path To Literacy). Beginning SY 2007-2008, the DIBELS has been implemented three times during the school year to show the areas of strength and needed progress in the low risk and at-risk student.

The word 'curriculum' is defined as, 'all activities assumed by or assigned to the school'. It is more than the scope and sequence of any given series in kindergarten. The kindergarten curriculum incorporates the strategies of differentiated learning and includes both materials and instructional activities along with plans for their use. Additional curricular components of the program provide a difference in the length of the school day and cultural enrichment activities. The extended day allows a relaxed atmosphere for learning with the expectation that individual needs have been met. As a result of the kindergarten experience, the expectation for all students is to have met the academic and social objectives of the district.

## *School Improvement Plan*

The purpose of the KINDERGARTEN SCHOOL IMPROVEMENT PLAN is to utilize assessment data and the scope and sequence of curricular areas for improvement in overall instruction. The data will guide instructional decisions for student achievement and staff development. Reflection, analysis, and action will be the work of pod level reports and strategies shared with the kindergarten team. District-wide mandates for reading/writing will be followed-up with workshops, study groups, and institute days.

### ***SIP GOALS:***

#### **CURRICULUM IMPLEMENTATION**

##### **Integrated Action Plan (Goals/Activities/Timelines)**

**GOAL #1:** To guide instructional decisions for student achievement in reading.

**RATIONALE FOR THE GOAL:** To continue to develop a cohesive and research based reading curriculum for the early learner.

**STANDARD(S) SUPPORTED BY THIS GOAL:** Illinois Early Learning Standards

**EVALUATION:** Staff/Administrator articulation and assessment of learned skills.

**Goal #1, Activity #1:** Utilize progress monitoring for instructional planning in RtI Tiers 2 and 3.

**Time line:** October '10 – May '11

**Person(s) Responsible –** Reading Specialist/Classroom Teacher

**Measures for the activity –** Formal/informal assessment

**Goal #1, Activity #2:** Design strategies with support programs: K-ReadWell, Michael Heggerty, K-Pals, FCRR (Florida Center for Reading Research), Harcourt Reading Series, and use with whole group, small group, and one-on-one.

**Time line:** October '10 – May '11

**Person(s) Responsible –** Team Sharing/Individual Presentations

**Measures for the activity –** Intervention/support programs and progress monitoring.

**Goal #1, Activity #3:** Create a repertoire of activities to encourage flexible grouping and small group learning activities.

**Time line:** September '10 – May '10

**Person Responsible –** Teacher/Staff/Administrator

**Measures for the activity –** faculty meetings, discussion of relevant literature, and consistent review of Illinois Early Learning Standards.

## **ASSESSMENT**

Integrated Action Plan (Goals/Activities/Timelines)

GOAL #2: To utilize data from DIBELS '09-'10, DIBELS (September 2010), AIMSweb Progress Monitoring (September 2010), NWEA (Second Quarter 2011), informal assessments in grouping, and re-grouping in RtI to improve instruction.

RATIONALE FOR THE GOAL: To create guidelines, expectations, and strategies within the curriculum supporting the essentials of reading.

STANDARD(S) SUPPORTED BY THIS GOAL: State Goal #5

EVALUATION: DIBELS(September 2010), NWEA(January 2011), Harcourt Assessments, RtI Tiers.

Goal #2, Activity #1: Analyze results of '09-'10 DIBELS for areas of improvement relevant to curricular areas in reading.

Time line: September '10-October '10

Person Responsible: Reading Specialist/Classroom Teacher

Measure of the activity: Analysis of curriculum and strategies contributing to weaknesses and solutions for action.

Goal #2, Activity #2: Compare results of '09-'10 DIBELS and beginning '10-'11 and begin to design instruction in the area of reading essentials: phonemic awareness, phonics, fluency, vocabulary, comprehension, for the SY '10-'11.

Time line: September '10/January'11

Person(s) Responsible: Kindergarten Team, Teacher, Administrator

Measure of the activity: Student achievement

## **RESOURCE SUPPORT STAFF**

Integrated Action Plan (Goals/Activities/Timeline)

GOAL #3: To integrate the T.I.P. teacher, the resource teacher, and the reading specialist in the Rogus Kindergarten Program.

RATIONALE FOR THE GOAL: To service our students with learning difficulties in District #161 Kindergarten Program.

STANDARD(S) SUPPORTED BY THIS GOAL: State Goals #1-#5

EVALUATION: Create a program in which students with learning/reading difficulties have the opportunity to participate and succeed at the kindergarten level.

Goal #3, Activity #1: Create a schedule with reading specialist, resource teacher, and DK teacher that supports progress in learning and belonging through success.

Time line: October 2010

Person(s) Responsible: Classroom teacher/resource teacher/reading specialist/DK teacher

Measure of the activity: Collaboration of entire Kindergarten Staff.

Goal #3, Activity #2: Provide for resource teacher placement within general education classes to assist students with I.E.P.'s and participation in the daily routine of kindergarten i.e., lunch, recess, music, P.E. and technology.

Time line: October '10 – May '11

Person(s) Responsible – Administrator/Teacher/Support Staff

Measure of Activity – Assessment and Adaptability

## **WRITING ACHIEVEMENT**

Integrated Action Plan (Goals/Activities/Timelines)

GOAL #4: To guide instructional decisions for student achievement in writing.

RATIONALE FOR THE GOAL: To continue using a cohesive and standards based writing curriculum for the early learner.

STANDARD(S) SUPPORTED BY THIS GOAL: State Standard #3.

EVALUATION: Staff/Administrator/Articulation and Assessment

Goal #4, Activity #1: Utilize pod level groups to align instruction of the kindergarten writing curriculum/program to state standards.

Time line: October '10 – May '11

Person(s) Responsible – Kindergarten Team

Measures for the activity – Formal/informal assessment

Goal #4, Activity #2: Design activities for Writing Across the Curriculum (WAC) in whole group, small group, and one-on-one.

Time line: October '10 – May '11

Person(s) Responsible: Individual presentations/Staff Development

Measures for the activity: Articulation of scope and sequence of writing program/informal progress monitoring.

Goal #4, Activity #3: Create a repertoire of writing activities to encourage flexible grouping and small group learning activities.

Time line: September '10 – May '11

Person Responsible: Teacher/Staff/Administrator

Measures for the activity: Faculty meetings, discussion of relevant literature/review of Illinois Early Learning Standards.

## **REPORTING TO THE PUBLIC**

- Kindergarten Orientation is held before the beginning of the school year. The parents and the kindergarten student attend for one hour to experience kindergarten activities and gain information about the kindergarten program.
- Communication is maintained on a regular basis through classroom newsletters, school parent letters, kindergarten website, blast e-mails, and various planned activities.
- Telephone conferences, personal contact and/or written communication keeps the parents informed of student progress on an as-needed basis.
- The teacher discusses the program and curriculum as it relates to the individual child at parent-teacher conferences held at the end of the first and third quarter.
- Annual presentation to BOE of School Improvement Plan (September)
- Media coverage (two newspaper entries/month)
- End of the school year extravaganza for all students.
- Kindergarten BOE Presentation (Winter)
- Dr. Julian Rogus reads to the entire kindergarten (two day Spring event)