

PART I - ELIGIBILITY CERTIFICATION

11IL6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11IL6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 22 Elementary schools
 (per district designation) 5 Middle/Junior high schools
0 High schools
0 K-12 schools
27 Total schools in district
2. District per-pupil expenditure: 12293

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	170	152	322
1	0	0	0		8	147	130	277
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								599

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
14 % Asian
7 % Black or African American
14 % Hispanic or Latino
3 % Native Hawaiian or Other Pacific Islander
58 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2009	582
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 8%
 Total number of limited English proficient students in the school: 45
 Number of languages represented, not including English: 30
 Specify languages:

Spanish, Polish, Gujarati, Korean, Arabic, Bulgarian, Urdu, Pilipino (Tagalog), Hindi, Japanese, Mandarin (Chinese), Panjabi (Punjabi), Bosnian, Farsi (Persian), Italian, Russian, Tamil, Telugu (Telegu), Albanian, Ghag Assyrian (Syriac, Aramaic), Cambodian (Khmer), Ibo/Igbo, Lithuanian, Malayalam, Nepali, Romanian, Turkish, Ukrainian, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 13%
 Total number of students who qualify: 75

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 82

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>29</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>7</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>70</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 27:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	96%	95%
Teacher turnover rate	9%	11%	17%	5%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2007-2008, a total of six teachers did not return; two teachers retired and one teacher was a visiting teacher from Spain who had a one-year commitment to teach in the United States. This caused the teacher turnover rate to be more than 12 percent that year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

The mission of Frost Junior High School is “In order to prepare students for success beyond junior high school, Frost works collaboratively to create a positive culture that supports and enriches student achievement.” Our mission and vision provide us clear direction to achieve results. Our vision states:

- As an exemplary school, we recognize the importance of individual student learning and achievement.
- As an exemplary school, we recognize that collaboration is vital to our success.
- As an exemplary school, we believe that a positive culture is important in order to facilitate learning and promote the current and future success of our students.
- As an exemplary school, we establish positive relationships with families, corporations and organizations.

Frost serves about 600 students in seventh and eighth grades in Schaumburg, Illinois, located 25 miles west of Chicago. We have a diverse population with 58% White, 14% Hispanic, 14% Asian, 7% Black, 3 percent Native Hawaiian or Other Pacific Islander, 1% American Indian or Alaskan Native and 3% multiracial students. The demographics have changed over the past 10 years (for example, the student population was only 75% White in 2000).

Our school is diverse in many other ways. More than 30 different languages are spoken in the homes of our families, 45 students are English Language Learners, 75 students qualify for free and reduced lunch, and 82 students receive special education support. These numbers have changed as well. Our low income population has risen from 2.8% in 2000 to 11.7% in 2010. Our percentage of English Language Learners has risen from 2.4% in 2000 to 7.9% in 2010.

We celebrate our diversity and are a better school for it. Regardless of their backgrounds, we firmly believe that all Frost students will learn at high levels. A consistent and viable curriculum exists in all content areas and systems of support are layered across every element of the school to ensure this occurs.

Struggling readers are provided targeted literacy intervention beyond the core block. Students working toward proficiency in math receive targeted support on a daily basis in guided math groups. Tiered layers of support are provided to assist students in homework completion. A timely, targeted and systematic intervention and enrichment plan is incorporated into the daily schedule to provide support on our essential outcomes across many content areas. Social-emotional and behavior systems and interventions are implemented consistently throughout the school to ensure universal behavior expectations are met and to provide secondary and tertiary supports for students who need small group and one-on-one supports. These layers of support have enabled us to increasingly work toward ensuring the success of every student at Frost.

We have established a positive and collaborative culture where collaborative team members work interdependently to achieve common goals. The goals are focused on high levels of learning for all students. Frost is the only 95-95-95 school in our district, meaning 95 percent of our students met or exceeded state standards on the Illinois reading, math and science assessments in 2010.

We believe strongly in recognizing our students, staff and community for their many accomplishments.

Frost has adopted Positive Behavioral Interventions & Supports (PBIS) – a proactive, schoolwide system that teaches appropriate behavior throughout the school. Students receive tickets when they demonstrate our “Spartan Standards” which are the universal expectations of behavior to “Be Safe, Be Respectful, and Be Responsible.” Students are also acknowledged on a regular basis with Character Counts! Awards for demonstrating the “Six Pillars of Character.”

Frost administrators recognize teachers for supporting students and helping implement our mission and vision. Teachers also recognize each other, and school volunteers, for promoting our goals and supporting student success.

Awards, Accomplishments and Recognition:

2010-11 School Year

- Named one of five Evidence of Effectiveness schools by <http://allthingsplc.info>
- Selected a Top 50 Middle School in Illinois – Chicago Sun-Times
- Recommended to U.S. Secretary of Education Arne Duncan as one of three schools to visit to observe PBIS implementation
- Selected to present at the local, state and national PBIS conferences
- Illinois Academic Excellence Award (90% of students met or exceeded standards in reading and math for the three most recent school years on state assessments)

2009-10 School Year

- 95-95-95 School Recognition (95% of students met or exceeded standards in reading, math and science on state assessments)
- Illinois Academic Excellence Award (90% of students met or exceeded standards in reading and math for the three most recent school years on state assessments)
- PBIS Implementing Award

2008-2009 School Year

- PBIS Emerging Award
- 90-90 School Recognition (90% of students met or exceeded standards in reading and math on state assessments)

2007-08 School Year

- 2007 Academic Improvement Award (Awarded for making substantial gains)

1. Assessment Results:

Every student at Frost Junior High participates in national, state, local and school assessments. Frost students achieve at high levels on all of these assessments. All students take the Illinois Standards Achievement Test (ISAT) in reading and math. The tables included in this application show the percentages of students meeting or exceeding state standards on this assessment. The ISAT measures individual student achievement relative to the Illinois Learning Standards. The results offer one measure of student learning and school performance. The student's score is placed in one of the following four categories:

- Exceeds Standards – Demonstrates advanced knowledge and skills in the subject;
- Meets Standards – Demonstrates proficient knowledge and skills in the subject;
- Below Standards – Demonstrates basic knowledge and skills in the subject; and
- Academic Warning – Demonstrates limited knowledge and skills in the subject.

Information about the ISAT and results can be found at www.isbe.net and <http://iirc.niu.edu/>.

The number of Frost students meeting or exceeding standards on ISAT has increased from 85 percent in reading in 2005-06 to 96 percent in 2009-10. In math 92 percent met or exceeded in 2005-06 and now 97 percent meet or exceed standards. With these results, Frost meets the standards of No Child Left Behind.

Frost has made substantial gains with all of our subgroups that were once performing below the school average. In 2005-06, 86 percent of our Hispanic students met or exceeded state standards in math and 80 percent met or exceeded state standards in reading. In 2009-10, 92 percent of our Hispanic students met or exceeded state standards in math and 91 percent met or exceeded state standards in reading. We are proud to state that no gaps exist among any subgroup with Frost in math.

While there was a 10 percentage point difference between our all-school reading results and the results of our special education students and socio-economically disadvantaged students last year, we have closed the gap significantly. The number of special education students meeting or exceeding standards in reading rose to 86% in 2009-12 from 53% in 2008-09, an increase of 33%. Our socio-economically disadvantaged students improved their reading scores by 11% in one year – from 75% meets and exceeds in 2008-09 to 86% in 2009-10.

Our African American subgroup shows a gap of 13%, however those students improved by 7% from 2008-09 to 2009-10. Our English Language Learners have a gap of 20%, however those students improved by 17% from 2008-09 to 2009-10. While both groups made significant progress, we will continue to provide resources and support to further close these gaps.

The substantial gains with students who are in the special education, socio-economically disadvantaged, ELL or African American subgroups are a result of systems and interventions that support student learning, such as:

- Students are mainstreamed for all classes. We discontinued self-contained special education and remedial classes. All students now take classes enabling them to be on track for rigorous high school courses in preparation for college.

- Every student reading below grade level is individually scheduled into appropriate core classes and interventions to ensure proper supports are available. Students needing special education or English language support are scheduled in specific co-taught classes.
- Students reading below grade level receive targeted support for 40 or 80 minutes beyond the core curriculum in reading intervention classes.
- Timely, targeted and systematic intervention is available twice a week for students not demonstrating proficiency in core classes.
- Students receive layered homework interventions. Students with missing assignments attend a working lunch with teacher support. When this intervention is not enough, students receive a guided study hall and after-school tutoring to complete assignments. We do not give students 0 grades for late assignments. We expect assignments to be completed. Assignments turned in late are guaranteed to earn a passing grade.
- Positive behavior supports and systems support all students. These proactive practices have resulted in a 100% reduction in suspensions and major increases in instructional time.

Every grade, subject and subgroup of students at Frost has made significant academic improvements since 2005-06. We have also achieved substantial growth gains on the Northwest Education Association Measures of Academic Progress (MAP) test, which allows us to monitor both growth and proficiency three times each year. Our growth scores in 2009-10 were above the 95th percentile nationwide in seventh and eighth grade math and reading. Students at Frost are not only performing at high levels, but making substantial growth. Information from MAP, ISAT and our common assessments guides instruction and allows us to intervene and enrich lessons to meet the needs of all students.

2. Using Assessment Results:

Frost uses assessment data to drive our school improvement processes. Before school begins in August, Frost teachers analyze the data from the Illinois Standards Achievement Test (ISAT). Data is disaggregated to evaluate strengths and areas in need of improvement in teaching and learning.

In addition, staff uses results from an individualized achievement test – Measures of Academic Progress (MAP) – which District 54 administers three times a year. MAP assists our staff in monitoring student learning and growth. Students discuss their academic goals related to MAP regularly with their teachers. Teachers also use this information to flexibly group students for guided reading and guided math activities to most effectively intervene and enrich students.

Each grade-level team uses the ISAT and MAP results to set departmental SMART (Specific, Measurable, Attainable, Realistic and Time specific) goals. The results also help drive our common formative assessments.

Common assessments are the primary way Frost teachers monitor student learning. The process begins within the Professional Learning Community (PLC) team in each subject area. The teachers from general, bilingual and special education identify the most important standards to be tested. The 10 to 12 standards typically identified per trimester are based on the Illinois State Learning Standards and the District 54 Essential Outcomes. Common assessments are developed from these essential outcomes. The goal for Frost staff is to ensure student learning on all of our essential outcomes in each subject area as measured by our common assessments.

The cycle begins with teachers creating the common assessment. Each common assessment typically tests for one to three essential outcomes, with five to seven questions per skill. This ensures the students know the essential outcome. Teachers implement lesson plans aligned with these standards. After these lessons have been taught, students take the assessment and teachers analyze the results noting which students

were proficient and which fell below mastery for each standard. Re-teaching and enrichment days follow each assessment to ensure students who fell below mastery level receive timely intervention. Teams consider which skills need to be reinforced and plan how to re-teach the skills. They ask the following questions: What teacher was most effective in teaching the skill? What teaching strategy was most effective? How was it taught? What materials will be used to re-teach? How will students be re-assessed? Following timely intervention, a re-assessment of the essential outcomes is given. This cycle repeats until all students have reached mastery level.

3. Communicating Assessment Results:

At the beginning of each school year, Frost staff share student assessment data, our curriculum and essential outcomes, and the goals of the School Improvement Plan with the community through a variety of events at school.

A parent information night is held before the school year begins which allows our principal, department chairs and other teacher leaders to share our assessment results and academic goals for the upcoming school year. We also brief the parents on our curriculum and answer questions about student learning expectations.

Curriculum Night is an opportunity for parents to tour the building; follow their child's schedule; and meet with all of their child's teachers. The teachers discuss the essential outcomes all students are expected to know and how the students will be assessed to monitor progress. Similar information is presented in Spanish.

Student-led conferences typically occur in October and February and allow our students to lead a goal-setting meeting with their parents and teachers. All involved work together to determine areas for growth and establish a plan for improvement. The students are largely focused on their academic and MAP growth when setting goals with their parents and teachers.

Parents also receive regular communication through frequent principal emails, newsletters, website stories, Parent Teacher Association (PTA) meetings, student grade sheets, and student report cards. The principal emails the community one to two times per month and frequently provides updates about common summative assessments, MAP and ISAT results, and student behavior progress.

Our website (<http://frost.sd54.org>) contains links to the school newsletter, updates from the principal, morning announcements and the state report card. The report card shares information about student learning data, demographic, financial and instructional information about the school, district and state. Our PTA meetings allow for similar information to be shared and explained. We have also focused as a school on regularly updating our parents about their child's progress. Our families receive three report cards and updated grade sheets every month. This allows for regular communication about student progress. Parents can also view daily blogs on our website that provide additional information about learning.

Students take an active role in their own learning. At the conclusion of every standardized test and common assessment, our students either conference with their teacher or participate in a reflective feedback process. We know that it is essential that our students understand their areas of strength and where they need to improve.

4. Sharing Lessons Learned:

Frost believes strongly in sharing our strategies and systems with schools everywhere. We work with schools in our own district on a regular basis to share our strategies and we regularly host visitors from schools and districts throughout Illinois and around the world from as far away as Taiwan. Our principal and teacher leaders regularly present at conferences and workshops to help other schools improve. The Frost teachers and

administrators have been featured presenters at workshops in the areas of Positive Behavior Intervention & Supports (PBIS), PLC, literacy, MAP implementation, guided math and co-teaching.

- Frost staff has hosted visitors to observe our PBIS systems and presented at state conferences about the major improvements in student behavior and increases in students remaining in class and learning. The presentations shared strategies to support student behavior at the Universal, Secondary and Tertiary levels.
- Frost staff has presented at PLC conferences with Drs. Rick and Becky DuFour to share our academic systems of intervention and our academic gains in every subgroup. Groups have visited Frost to learn about our common assessment processes and to observe our PLC teams collaborating around student learning topics. Frost's PLC work will be featured in training videos via Pearson publishing.
- Frost has utilized goal-setting practices to achieve academic growth on the MAP test at the 99th percentile nationwide. Teacher leaders from Frost have taught our systems and strategies to educators throughout our district.
- Guided math allows our teachers to utilize small group structures to scaffold instruction for all of our math students. Frost teacher leaders will be presenting at the NCTM math conference in St. Louis this year and regularly host guests to observe our guided math practices.
- Our co-teaching systems have enabled us to mainstream all students with special needs and all students who are English Language Learners (ELL) to achieve unprecedented success. Schools visit Frost to observe our co-teaching methods, and some of our co-teaching teams have recorded their methods and strategies for Pearson publishing.

1. Curriculum:

Dedication and commitment to student success are the driving principles of all staff at Frost. All students are held to the highest standards and supported to reach their full potential. Best practices of instruction are implemented in each content area to engage and meet the individual needs of each learner. The essential outcomes of literacy are embedded throughout each curricular area to develop competent, life-long readers and writers. Instruction is differentiated through guided groups and practice to support individual student needs. Our special education and bilingual staff co-teach within classrooms to provide assistance to all learners. Technology is an invaluable resource that provides assistance to all students.

Students are placed on one of four core teams. All students on a team usually have the same teachers for math, science and social studies. They each have one of the team's two language arts teachers. Each team works together to meet the academic and social emotional needs of each student. Staff members on these teams also draw upon the support of administration, special education and ELL teachers, reading intervention teachers, a literacy coach, a psychologist, two social workers and a speech and language therapist.

Frost ensures that no student is left behind by providing systematic blocks of time where students are given additional interventions. Students who fall below the 40th percentile, based on the MAP assessment, are given an additional 40 to 80 minutes of literacy instruction. These reading intervention classrooms pre-teach essential literacy outcomes which help students build prior knowledge. In addition, opportunities for support are provided twice a week in the master schedule to core content areas to enable students to receive timely and systematic intervention and enrichment. Formative assessments help teachers identify those students who may need additional time and practice on a particular skill. After-school opportunities are also provided such as reading, math, and science clubs.

A balanced literacy approach to instruction provides the framework to help all students become effective readers and writers. At Frost, at least 80 minutes a day is devoted to literacy instruction. The curriculum taught as part of a comprehensive core curriculum was adopted by District 54 in 2006. The research-based comprehensive literacy series, *Language of Literature* from McDougal Littell, is the core of the balanced literacy program. This series supports instruction in the key literacy components: fluency, vocabulary and comprehension. A balanced literacy approach provides students with daily reading and writing activities to help them comprehend essential skills and communicate more effectively. Within the balanced model, students participate in daily shared reading, guided reading, independent reading, read alouds, word study and writing.

Math teachers guide students to solve problems and continue to develop critical thinking strategies introduced and developed in elementary school. Students continue developing proficiency in the areas of number sense, measurement, algebra, geometry and data analysis, as prescribed by both the National Council of Teachers of Mathematics (NCTM) standards and Illinois Learning Standards. Exemplars and problem-solving help students apply mathematics to a real-world context. Teachers use a concrete, representational, abstract instructional approach to build a solid foundation in mathematics. Students are asked to communicate and justify their mathematical thinking through written and spoken language. A guided math approach to teaching is also incorporated within each classroom to enhance learning for all students by providing intervention or enrichment opportunities.

Frost's science curriculum is an inquiry-based, hands-on learning experience, with instruction provided from *Holt Science & Technology* program. The goal is to engage students in the work of a scientist through exploration, explanation, elaboration and evaluation. Frost's teachers integrate trade books and use interactive texts to develop background knowledge and enhance the understanding of scientific concepts.

The social science curriculum *American Journey* by Glencoe/McGraw-Hill provides students with opportunities to understand historical, economic and political components of the world. Text materials and simulations provide highly engaging explorations that encourage the study of culture in the context of real world social science.

Spanish World Language instruction at Frost is driven by the Illinois Foreign Language Standards and is available to all students. Students are provided with daily opportunities to read, write, listen and speak Spanish. Interactive classrooms blend language learning and cultural exploration to prepare students for the global workforce. *Avancemos*, the Spanish textbook, is supplemented with a variety of technological and cultural resources such as ProQuest and United Streaming. At Frost, 169 students are enrolled in Spanish I and 167 students are enrolled in Spanish II.

Daily physical education and health instruction provide students with the knowledge and ability needed to maintain active, healthy lifestyles. Instruction is differentiated to student needs, abilities and interests.

Fine arts instruction further develops the cultural knowledge and skills of Frost students. Elective course offerings provide students with the opportunity to explore a variety of fine arts including art, music, orchestra, choir, band and media production.

2. Reading/English:

Frost has a balanced literacy philosophy that meets the needs of all learners with high expectations for success. Our focus includes shared, guided, independent reading, word study and writing. The ultimate goal is for all readers and writers to become proficient and successful.

Shared reading and read alouds are instructional approaches where the teacher models strategies and skills. Students are introduced to a variety of genres and texts to help strengthen their skills as readers. At the junior high level, we follow a roadmap that includes selections that focus on our district essential outcomes and Illinois Learning Standards. Teachers model reading strategies to increase reading comprehension, vocabulary and fluency. Students react and reflect through meaningful conversations that allow the teacher to assess their learning.

A critical component of balanced literacy is guided reading. Students work daily in small, flexible groups facilitated by the teacher at the student's instructional reading level. This gives students an opportunity to apply the strategies they know to new text with the teacher providing support. As students begin to analyze text, they increase their ability to improve their comprehension, vocabulary and word analysis skills. At-risk students receive targeted instruction on a daily basis in guided reading.

Through independent reading, students continue to apply reading strategies and skills. The books and materials chosen are at a reading level that students can comprehend while expanding vocabulary and instilling an intrinsic enjoyment for reading as they gain meaning.

Writing is essential for good communication. The teacher models and demonstrates the process of putting ideas into written language using a variety of mini-lessons that focus on the writing process. The learners develop their ideas to write multiple paragraphs. Students are given opportunities to engage in purposeful writing using narrative, expository and persuasive structures to communicate for a variety of purposes.

Frost provides a variety of ways for students to become proficient readers and writers. Students are introduced daily to a variety of texts that promote comprehension. Whether they are working in a small group or receiving direct instruction in a large group setting, students are challenged to become better readers, writers and thinkers. As our students look to the future, they see the value in reading and writing as lifelong skills that promote and encourage success. Frost's balanced literacy approach ensures all students' needs are not only met, but that students are pushed to achieve high standards.

3. Mathematics:

Math instruction at Frost is based on the Holt McDougal-Littell *Middle School and High School Mathematics* program. This curriculum allows all students to experience a full year of algebra.

Seventh-grade students are placed in a pre-algebra class, an accelerated pre-algebra class or an accelerated algebra I class. Eighth-grade students are placed in an algebra class, an accelerated algebra I class or an accelerated geometry class.

The geometry class is aligned with the freshman high school course. Teachers use the same book and assessments. High school staff trained the junior high teachers to implement this class with the same rigor as the high school. Students taking the high school level class at Frost have access to more AP classes in mathematics during high school.

The mathematics department regularly articulates with the high schools that eighth-grade students will attend to continually improve instruction.

Frost students receive 60 minutes of math daily. There are no remedial or lower level classes. However, resource teachers co-teach pre-algebra and eighth grade algebra classes. All math classes follow a guided math model ensuring that students receive individualized and differentiated instruction daily.

Pre-assessments are administered at the start of each unit. The results of these assessments coupled with MAP data enables teachers to accurately group students based on need. Whole group instruction takes place during the first half of each class. Guided math occurs during the second half. During guided math, students work independently or in teacher-directed small groups. At-risk students receive explicit, scaffolded instruction from the teacher during this time.

At the end of each unit, math PLCs analyze assessment results and determine which strategies were most effective. Students who did not show mastery of the essential skills will be re-taught using the strategies discussed by the PLC. Students who were proficient will participate in enrichment activities. Setting time aside for intervention and enrichment ensures that students are not missing new instruction while being re-taught. Constant evaluation of student data prevents students from being tracked throughout their junior high experience

Math teachers meet with students several times a trimester to set individual goals for improvement and discuss strategies for achieving these goals. During this time, teachers and students discuss MAP results to see where progress has been made and which areas need improvement. Teachers and students look at the number sense, geometry, data and probability, algebra, and measurement strands.

4. Additional Curriculum Area:

Holt Science & Technology is the core science program at Frost. Concepts are presented in an age-appropriate, engaging way that builds on prior knowledge and develops background for students to participate successfully in a scientific and technological society.

Teachers integrate other curricular areas, in a multidisciplinary approach, into the science classroom. Teachers collaboratively plan and develop inquiry-based activities that align classroom instruction to investigations completed during laboratory activities. While engaged in laboratory investigations, students cooperatively create personal and real-world connections, and have opportunities to debate and research before making hypotheses or drawing conclusions. Students use the scientific method of inquiry by collecting data, identifying controlled and experimental variables, designing an experiment and identifying trends in the data. The seventh-grade science curriculum focuses on inheritance and variation of traits, molecules to organisms: structures and processes, and structure and properties of matter. In eighth grade, students learn about human interactions with Earth, energy and transformations, interactions, stability and change and the solar system, galaxy and universe.

Frost science teachers participate in the College Board's Pre-AP: Strategies in Science – Creating a Learner-Centered Classroom training. Teachers learned specific strategies to address inquiry-based learning, improve inductive thinking, discern discrepant events and write dynamic problems. By integrating these strategies into their daily science instruction, teachers provide the foundational skills necessary for students to be successful in high school science AP courses.

Science teachers also promote an interest in science, technology, engineering and mathematics fields for adolescent girls through the Girls in Engineering, Math and Science (GEMS) program. The program, funded by a Motorola grant, applies content and skills learned in the classroom to the interests and experiences of the participants. Girls investigate crime scenes, discuss forensic evidence, build simple machines and roller coasters to model laws of physics, and analyze the ingredients of perfume and develop their own version.

Frost also offers Project Lead the Way, a summer program with the high school district for students entering eighth grade. This pre-engineering program explores robotics, electronics and drafting and design software. Frost students also participate in the National Fluid Power Association's Power Fluid Challenge sponsored by our community college. Teams of boys and girls built a machine that moved an object using hydraulics. Frost reaches out to community resources to enhance its science instruction and expose students to science and technology careers.

5. Instructional Methods:

The PLC framework guides all instructional practice taking place at Frost. All teachers have been trained directly by Drs. Rick and Becky DuFour on PLC and utilize collaborative processes to

- Clarify essential learning outcomes in each subject and grade level.
- Develop common assessments to measure student proficiency levels of essential learning outcomes in each subject and grade level.
- Provide differentiated supports in the form of intervention or enrichment based on the results of common assessments.

Students at Frost are encouraged to learn cooperatively, and independently, with assistance from a variety of adults during large group, small group and independent instruction. The school day is structured with the knowledge that students receive and process information differently and at varying rates. Differentiation is imperative. Modifications and accommodations are made for students that are at-risk and enrichment is provided for students who benefit from extending concepts.

A daily intervention and enrichment block is part of Frost's master schedule. This provides additional doses of time and support to students in need of Tier 2 and Tier 3 interventions. This time is also set aside for enrichment and extension lessons for students demonstrating mastery of grade-level appropriate skills. Tiered homework interventions are in place throughout the school day to maximize student work completion.

Data from in-house, district and state assessments is collected and systematically reviewed by all grade-level teams as teachers provide differentiated supports to meet the needs of each student. All teachers can identify those students at risk academically by name and the specific area where they need to improve. Students set specific academic goals in reading and math and reflect upon their progress toward these goals at regular intervals throughout the year. Furthermore, students' self-assessment and reflection of their achievement on common assessments helps increase critical thinking and problem-solving skills, which ultimately helps students see important connections between their academic careers and lives.

Frost teachers are aware that professional pedagogical toolboxes must include a depth and breadth of strategies, such as flexible and cooperative grouping and conferring with students on an individual basis,

as well as small group and whole class direct instruction. The staff at Frost continues to investigate effective ways to impact student learning and achievement. Teachers continuously improve their instructional practices by observing their co-workers and other schools. PLCs work together to determine interesting and valuable ways to model and facilitate students through the learning process.

6. Professional Development:

Frost's professional staff development program is aligned with its School Improvement Plan. Frost's current improvement plan, which was developed by the entire staff, sets forth four goals:

- We will increase student performance in math with an emphasis on math achievement for students with disabilities and students who receive free or reduced lunch.
- We will increase student performance in reading with an emphasis on reading achievement for students with disabilities and students who receive free or reduced lunch.
- We will increase student performance in writing.
- Every student in every class will display a predetermined proficiency level on every essential outcome aligned common assessment.

Frost has a School Leadership Team (SLT) that consists of administrators, staff members and a parent. The SLT is responsible for supporting the continued education of staff members on the most current research into the best instructional practices. The SLT also plans and delivers in-service training by analyzing progress toward the goal of the School Improvement Plan.

The Frost staff has participated in training to become a PLC. A PLC framework consists of building a solid foundation of collaboratively developed instructional goals and professional values to provide an opportunity for all students to learn. The SLT utilizes staff development time to create effective and efficient PLCs. Time is devoted to working together to analyze data and research, to discuss and to improve instruction in order to make an impact on student achievement. One 90-minute staff development session occurs each week. This time is used not only for PLCs, but also for the whole staff to come together to focus on data analysis, differentiation, integrating technology and the understanding of Frost's curricular areas. The major staff development areas we have focused on to improve student achievement are Quantum learning, World of Difference training, co-teaching, PLC, PBIS, guided reading and math, supporting students who live in poverty, and writing across the curriculum.

Staff also benefits from District 54's professional development program. This program begins with new teacher mentoring. It also includes in-district training in terms of in-services and Salary Lane classes, as well as opportunities to attend out-of-district workshops and conferences. Staff attending workshops outside of the school building shares new knowledge gained with colleagues.

7. School Leadership:

The mission of Frost is "In order to prepare students for success beyond junior high school, Frost works collaboratively to create a positive culture that supports and enriches student achievement." Our mission was developed collaboratively and drives everything we do at Frost. It mirrors our priorities and guides us as leaders.

The Frost SLT is composed of our school administrators and teacher leaders representing a multitude of departments and all grade levels. The primary focus of our SLT is to lead the process of accomplishing the goals in our School Improvement Plan.

Our SLT led the collaborative process of developing our mission and vision. This was achieved through collective inquiry into best practices, a thorough analysis of school data, building the capacity of our staff

to understand its purpose, and consensus building. Our SLT has also implemented interventions and an enrichment program that is timely, targeted and systematic.

We recognized the need to ensure the success of all of our students. The SLT provides the support and dedication staff needs to implement changes to accomplish our mission and achieve the goals in our School Improvement Plan.

Our SLT also understands the importance of a positive school culture and has made staff recognition a priority. This area was identified through a survey given to all staff. Through their leadership, teams recognize teachers and students; staff members recognize each other; and administrators regularly recognize individual staff members, teams, and the whole staff for our many accomplishments (2009 and 2010 Illinois Academic Excellence Award, 95 percent or more students meeting/exceeding standards on the state assessment in reading and math, PBIS Implementing Award, Ranked in the Top 50 Illinois Middle Schools, etc). This focus on those who help meet our mission and vision has led to improving student achievement.

The Frost principal is responsible for supporting the staff, students and community in achieving our mission and carrying out the goals in our School Improvement Plan. He is responsible for establishing an environment that allows teachers to teach and students to learn. He commits our time and resources into the systems and philosophies we believe (and research suggests) will result in improved student learning: PBIS, PLCs, proactive student problem solving (Response to Intervention), and positive student and staff morale through recognition. Our principal is responsible for supporting our staff and our community so we can ensure every student is successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: Yearly Publisher: State of Illinois

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	93	92	94	94
Exceeds	55	46	40	45	34
Number of students tested	278	305	328	322	264
Percent of total students tested	99	98	100	94	94
Number of students alternatively assessed	4	5	1	6	3
Percent of students alternatively assessed	1	2	0	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	85	76	82	74	71
Exceeds	18	21	18	15	7
Number of students tested	33	29	39	27	14
2. African American Students					
Meets and Exceeds		75	79	71	81
Exceeds		25	0	24	14
Number of students tested		20	19	17	21
3. Hispanic or Latino Students					
Meets and Exceeds	93	88	86	88	82
Exceeds	29	29	18	24	12
Number of students tested	42	41	51	42	17
4. Special Education Students					
Meets and Exceeds	95	72	72	71	74
Exceeds	59	15	6	10	6
Number of students tested	41	39	50	42	34
5. English Language Learner Students					
Meets and Exceeds	91	78	74		
Exceeds	14	11	6		
Number of students tested	22	27	31		
6. Asian					
Meets and Exceeds	100	98	98	100	92
Exceeds	60	73	68	65	54
Number of students tested	42	40	44	37	24
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed.</p>					

11IL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Illinois Standards Achievement Test

Edition/Publication Year: Yearly Publisher: State of Illinois

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	85	87	87	78
Exceeds	37	29	26	23	16
Number of students tested	276	301	330	321	264
Percent of total students tested	99	98	100	94	94
Number of students alternatively assessed	4	5	1	6	3
Percent of students alternatively assessed	1	2	0	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	82	64	72	59	50
Exceeds	9	7	10	0	0
Number of students tested	33	28	39	27	14
2. African American Students					
Meets and Exceeds	80	65	75	65	52
Exceeds	10	15	5	18	14
Number of students tested	10	20	20	17	21
3. Hispanic or Latino Students					
Meets and Exceeds	88	77	73	76	65
Exceeds	15	23	8	7	12
Number of students tested	41	39	52	42	17
4. Special Education Students					
Meets and Exceeds	93	47	50	45	35
Exceeds	17	13	6	5	3
Number of students tested	42	38	50	42	34
5. English Language Learner Students					
Meets and Exceeds	63	58	52		
Exceeds	5	4	0		
Number of students tested	19	24	31		
6. Asian					
Meets and Exceeds	95	87	93	95	75
Exceeds	40	36	41	38	8
Number of students tested	40	39	44	37	24
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: Yearly Publisher: State of Illinois

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	92	91	95	91
Exceeds	54	39	43	51	39
Number of students tested	292	338	343	275	317
Percent of total students tested	99	100	98	95	93
Number of students alternatively assessed	4	1	7	4	7
Percent of students alternatively assessed	1	0	2	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	96	81	79	80	67
Exceeds	32	19	14	27	22
Number of students tested	25	43	29	15	18
2. African American Students					
Meets and Exceeds	100	61	75	85	57
Exceeds	35	11	20	30	5
Number of students tested	20	18	20	20	21
3. Hispanic or Latino Students					
Meets and Exceeds	91	89	81	90	88
Exceeds	35	15	19	30	27
Number of students tested	34	54	47	20	33
4. Special Education Students					
Meets and Exceeds	92	79	60	68	60
Exceeds	29	7	14	16	9
Number of students tested	38	43	43	31	47
5. English Language Learner Students					
Meets and Exceeds	88	72	71		
Exceeds	25	9	6		
Number of students tested	16	32	17		
6. Asian					
Meets and Exceeds	97	100	94	97	96
Exceeds	74	66	55	59	57
Number of students tested	34	44	47	29	28
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Illinois Standards Achievement Test

Edition/Publication Year: Yearly Publisher: State of Illinois

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	90	93	91	90
Exceeds	26	13	15	18	12
Number of students tested	290	335	342	275	317
Percent of total students tested	99	100	98	95	93
Number of students alternatively assessed	4	1	7	4	7
Percent of students alternatively assessed	1	0	2	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92	81	86	73	67
Exceeds	12	2	0	13	6
Number of students tested	26	43	29	15	18
2. African American Students					
Meets and Exceeds	85	88	95	80	57
Exceeds	15	6	5	15	0
Number of students tested	20	17	20	20	21
3. Hispanic or Latino Students					
Meets and Exceeds	94	78	85	81	88
Exceeds	9	0	4	0	3
Number of students tested	33	54	47	21	33
4. Special Education Students					
Meets and Exceeds	79	58	77	53	57
Exceeds	5	2	0	0	2
Number of students tested	38	43	43	32	47
5. English Language Learner Students					
Meets and Exceeds	93	60	38		
Exceeds	7	0	0		
Number of students tested	14	30	16		
6. Asian					
Meets and Exceeds	100	98	87	93	93
Exceeds	35	25	23	21	21
Number of students tested	34	44	47	29	28
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	92	92	95	92
Exceeds	55	42	41	48	37
Number of students tested	570	643	671	597	582
Percent of total students tested	99	99	99	94	94
Number of students alternatively assessed	8	6	8	10	10
Percent of students alternatively assessed	1	1	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	90	79	81	76	69
Exceeds	24	19	16	19	16
Number of students tested	58	72	68	42	32
2. African American Students					
Meets and Exceeds	97	68	77	78	69
Exceeds	31	18	10	27	10
Number of students tested	29	38	39	37	42
3. Hispanic or Latino Students					
Meets and Exceeds	92	88	84	89	86
Exceeds	32	21	18	26	22
Number of students tested	76	95	98	62	50
4. Special Education Students					
Meets and Exceeds	94	76	67	70	65
Exceeds	44	11	10	12	7
Number of students tested	79	82	93	73	81
5. English Language Learner Students					
Meets and Exceeds	89	75	73	100	
Exceeds	18	10	6	10	
Number of students tested	38	59	48	10	
6. Asian					
Meets and Exceeds	99	99	96	98	94
Exceeds	66	69	62	62	56
Number of students tested	76	84	91	66	52
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed. In 2005-06, 27 students took the IMAGE and in 2006-07, 31 students took the IMAGE.</p>					

11IL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	87	90	89	85
Exceeds	31	21	21	20	14
Number of students tested	566	636	672	596	581
Percent of total students tested	99	99	99	94	94
Number of students alternatively assessed	8	6	8	10	10
Percent of students alternatively assessed	1	1	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	86	75	78	64	59
Exceeds	10	4	6	5	3
Number of students tested	59	71	68	42	32
2. African American Students					
Meets and Exceeds	83	76	85	73	55
Exceeds	13	11	5	16	7
Number of students tested	30	37	40	37	42
3. Hispanic or Latino Students					
Meets and Exceeds	91	77	79	78	80
Exceeds	12	10	6	5	6
Number of students tested	74	93	99	63	50
4. Special Education Students					
Meets and Exceeds	86	53	62	49	48
Exceeds	11	7	3	3	2
Number of students tested	80	81	93	74	81
5. English Language Learner Students					
Meets and Exceeds	76	59	47	50	
Exceeds	6	2	0	0	
Number of students tested	33	54	47	10	
6. Asian					
Meets and Exceeds	97	93	90	94	85
Exceeds	38	30	32	30	15
Number of students tested	74	83	91	66	52
<p>NOTES: For test years 2005-06 and 2006-07, students who were identified as English Language Learners (ELL) were required to take an alternative test called the Illinois Measure of Annual Growth in English (IMAGE). Beginning in school year 2007-08, all students, with the exception of students with significant cognitive disabilities who took an alternative assessment called the Illinois Alternate Assessment, were required to take the ISAT regardless of English proficiency. The lower percent of students tested in 2006-07 and 2005-06 was due to ELL students taking the state required IMAGE assessment. The state does not count these students as alternatively assessed. In 2005-06, 27 students took IMAGE and in 2006-07, 31 students took IMAGE.</p>					

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