

IRVING ELEMENTARY SCHOOL

School Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Date:	ISBE Monitoring Not Started.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 170640870252006

District Name: BLOOMINGTON SD 87

Superintendent: DR ROBERT S NIELSEN

District Address: 300 E MONROE ST

City/State/Zip : BLOOMINGTON, IL 61701

District Phone : (309) 827-6031

District Email :

School Name : IRVING ELEMENTARY SCHOOL

Principal :RICHARD STEMPINSKI

School Address : 602 W JACKSON ST

City/State/Zip : BLOOMINGTON, IL 61701

School Phone : (309) 827-8091

School Email : stempinskir@district87.org

Is this for a Title I School? Yes

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes		
Is this School making AYP in Mathematics?	Yes	2007-08 Federal Improvement Status	
		2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	70.2		Yes	84.3		Yes	94.5	Yes		
White	100.0	Yes	100.0	Yes	81.0		Yes	93.1		Yes				
Black	100.0	Yes	100.0	Yes	55.3		Yes	72.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	63.0		Yes	78.1		Yes				

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

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 (%)	94.8	95.1	95.2	95.2	95.5	94.5
Truancy rate (%)	2.2	0.7	1.0	0.2	0.5	0.0
Mobility rate (%)	26.7	33.5	41.1	26.6	26.4	31.1
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 (#)	418	421	391	393	391	354
Economically disadvantaged (%)	79.4	62.5	68.3	71.2	70.8	71.8
Limited English proficient (LEP) (%)	0.0	0.2	0.0	0.0	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	50.2	49.6	48.3	44.3	44.0	44.1
Black, non-Hispanic (%)	42.6	42.8	44.2	47.3	47.1	39.8
Hispanic (%)	6.2	6.9	6.9	7.9	7.9	8.5
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.3	0.0	0.0
Asian/Pacific Islander (%)	1.0	0.7	0.5	0.3	1.0	0.8

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

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	52.1	42.7	5.0	0.2	-	-
	2002	50.2	42.6	6.2	1.0	-	-
	2003	49.6	42.8	6.9	0.7	-	-
	2004	48.3	44.2	6.9	0.5	-	-
	2005	44.3	47.3	7.9	0.3	0.3	-
	2006	44.0	47.1	7.9	1.0	-	-
	2007	44.1	39.8	8.5	0.8	-	6.8
D I S T R I C T	2001	70.6	22.1	5.1	2.1	0.2	-
	2002	68.7	22.7	5.7	2.8	0.1	-
	2003	67.5	23.1	6.1	3.3	0.1	-
	2004	65.2	24.0	6.7	4.1	-	-
	2005	63.2	25.9	6.9	4.0	0.1	-
	2006	61.7	25.2	6.5	4.2	0.1	2.3
	2007	60.6	24.3	7.4	3.8	0.1	3.9
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

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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	-	67.7	100.0	94.6	25.3	3.0	0.7	-	-
	2002	-	79.4	100.0	94.8	26.7	9.0	2.2	-	-
	2003	0.2	62.5	100.0	95.1	33.5	3.0	0.7	-	-
	2004	-	68.3	100.0	95.2	41.1	4.0	1.0	-	-
	2005	-	71.2	100.0	95.2	26.6	1.0	0.2	-	-
	2006	-	70.8	100.0	95.5	26.4	2.0	0.5	-	-
	2007	-	71.8	100.0	94.5	31.1	-	-	-	-
D I S T R I C T	2001	2.0	36.0	99.3	93.6	18.2	68.0	1.3	3.9	88.5
	2002	-	41.4	99.8	93.8	16.2	126.0	2.3	5.0	88.6
	2003	2.0	35.0	99.8	93.8	21.7	89.0	1.6	3.8	89.2
	2004	3.2	41.4	99.5	94.1	19.3	100.0	1.8	4.9	89.1
	2005	2.4	44.1	99.8	93.9	18.1	135.0	2.4	2.2	92.0
	2006	2.5	45.5	99.8	94.0	18.4	135.0	2.5	2.5	89.5
	2007	3.6	47.3	99.8	93.5	19.0	116.0	2.3	2.2	90.0
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	49,091.0	2.5	3.5	85.9

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	436	-	-	-	-	-	-
	2002	418	79	75	61	-	-	-
	2003	421	66	80	78	-	-	-
	2004	391	71	53	82	-	-	-
	2005	393	58	77	65	-	-	-
	2006	391	56	57	81	-	-	-
	2007	354	54	55	67	-	-	-
D I S T R I C T	2001	5,580	474	497	455	456	426	254
	2002	5,594	484	449	475	433	447	336
	2003	5,701	442	474	445	469	429	330
	2004	5,547	436	421	476	469	449	334
	2005	5,384	408	411	417	410	453	319
	2006	5,288	411	407	421	448	389	316
	2007	5,220	394	389	398	413	423	309
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	362.0	16.6	49,099	59.5	40.5	18.3	19.8	-	-
	2002	367.0	16.6	51,757	60.0	40.0	17.8	20.3	0.8	-
	2003	379.0	16.0	52,473	56.1	43.9	18.1	19.8	0.3	0.3
	2004	356.0	15.9	52,932	53.2	46.8	18.8	19.3	0.6	-
	2005	351.0	15.4	53,460	51.8	48.2	18.9	18.8	0.6	-
	2006	352.0	14.6	54,373	54.5	45.5	18.7	19.1	1.1	-
	2007	355.0	15.0	55,946	53.7	46.3	18.3	18.9	0.7	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	51.5	50.8	59.2	78.9	39.3	41.8	53.7	57.0	46.4	-	-	-	-	-
White	-	60.6	74.1	76.2	83.3	51.2	55.0	62.0	70.2	70.3	-	-	-	-	-
Black	-	40.0	35.3	46.2	77.8	21.9	26.7	48.6	43.2	28.2	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	18.2	17.6	14.3	36.4	16.7	-	28.6	19.1	16.0	-	-	-	-	-
Economically Disadvantaged	-	42.2	40.0	51.4	74.3	32.7	35.3	52.8	52.7	32.6	-	-	-	-	-

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	59.2	78.9	62.5	75.9	57.0	46.4	-	-	-	-	-	-
White	76.2	83.3	84.0	79.3	70.2	70.3	-	-	-	-	-	-
Black	46.2	77.8	41.4	64.7	43.2	28.2	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	14.3	36.4	35.0	38.5	19.1	16.0	-	-	-	-	-	-
Economically Disadvantaged	51.4	74.3	56.4	75.7	52.7	32.6	-	-	-	-	-	-

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	73.5	67.7	81.5	89.5	63.4	60.1	70.2	71.8	66.6	-	-	-	-	-
White	-	81.8	85.1	90.5	93.3	82.0	70.8	79.3	81.1	88.9	-	-	-	-	-
Black	-	63.3	50.0	76.9	88.8	37.2	40.0	62.9	61.1	51.3	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	63.7	29.4	57.1	72.7	23.8	10.5	61.9	45.0	40.0	-	-	-	-	-
Economically Disadvantaged	-	68.9	62.2	80.0	87.2	60.3	51.9	69.8	70.4	58.7	-	-	-	-	-

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	81.5	89.5	82.1	92.6	71.8	66.6	-	-	-	-	-	-
White	90.5	93.3	96.0	96.6	81.1	88.9	-	-	-	-	-	-
Black	76.9	88.8	69.0	88.2	61.1	51.3	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	57.1	72.7	80.0	76.9	45.0	40.0	-	-	-	-	-	-
Economically Disadvantaged	80.0	87.2	76.9	89.2	70.4	58.7	-	-	-	-	-	-

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Overall academic performance continues to improve. The achievement gap between racial subgroups at Irving School has narrowed over the past several years. The performance of the low-income subgroup continues to maintain pace with the non-low income subgroup. Reading scores trend lower as students grow older. Specific students with chronic attendance problems and mobility continue to be area's of concern.

Although Irving School met AYP in all categories, we still remain committed to the progress of all students. While we target intervention based on a broad collection of individual student data, we continue to focus on the performance and improvements for students based upon various assessment data and specifically, ISAT performance.

STRENGTHS

- * Student performance in reading for all grades has continued to exceed the state requirements.
- * The percentage of black students who meet and exceed in reading in 3rd & 4th grades has continued to rise.
- * Math scores (and the percentage of students who meet and exceed) have increased steadily in grades 3, 4, and 5.
- * Irving School has been identified as a Spotlight School for 2005, 2006 and 2007 as a result of their high performance on the ISAT and the high number of students who come from low-income homes.
- * Irving School has been cited for Academic Improvement in 2007 for demonstrating an upward trend in state test results (reading and math).

CONCERNS

- * Fifth grade student performance in reading has been relatively low for the last 5 years years.
- * The performance for students with IEP's has been low in reading and improving, but erratic in math.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

LONG TERM STRATEGIES & INTERVENTIONS THAT HAVE CONTRIBUTED TO SUCCESS

1. Early Start 2004 / 2007
2. Increased Home / School Connections
3. After School Opportunities for Intervention
4. Support from Other Agencies / Community
5. Early Intervention Emphasis
6. Use of SRI and Reading Counts
7. All Day Kindergarten
8. Participation in the Standards Aligned Classroom project
9. All Students K-3 receive an additional 30 minutes of reading
10. Use of Heggarty Instruction in grade K-2

SHORT TERM STRATEGIES & INTERVENTIONS THAT HAVE CONTRIBUTED TO SUCCESS

1. Increased Test & Data Analysis
2. After School Intervention for Grades 3-5 from Oct-Feb
3. Increased Use of On-line Tools for Students
4. Creative Scheduling
5. Student Incentives

FACTORS THAT HAVE BEEN IDENTIFIED AS "ROADBLOCKS"

INTERNAL

1. Chronic student attendance issues
2. Limited use of research based and scientifically proven assessments and curriculum

3. Lack of personnel to support 5th grade reading instruction

EXTERNAL

1. Limited exposure to language prior to school experience
2. High amount of student mobility
3. Parent support for students at home is inconsistent

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

Many interventions are in place to develop skills in deficit areas. Our goal is to continue to use successful programs which have resulted in high Irving student achievement. Other programs used at other schools will be investigated, utilized, and adapted as necessary to make sure all students have the opportunity to succeed.

Reading and math will be a primary focus for school improvement.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

The Stanford Achievement Test, SAT 10, provides annual measures of performance for language, reading, math, science, and social studies. This information is provided to parents and teachers to help them better understand each child's needs.

* In reading, the percentage of students performing at or above grade level increased as the grade level increased, specifically at 3rd and 4th grades. Students who have not transitioned schools generally performed higher than those students who have attended multiple elementary schools.

* The achievement gap between black and white students in reading is diminishing or remaining stable, with 5th grade being the exception.

* Math scores also increased in the upper grades.

The Dynamic Indicators of Basic Early Literacy Skills, DIBELS, are an individually administered measurement of early literacy development. Subtests include initial sound fluency, letter naming fluency, phoneme segmentation, nonsense word fluency, and oral reading fluency. Benchmarks are administered three times a year. Students with more intensive needs are progressed monitored every two to three weeks as a part of our Response to Intervention program. Irving is in its second year of using this assessment.

* The DIBELS winter benchmark noted significant improvement for students in kindergarten and first grade. Students in grades 2, and 3 still lag in oral reading fluency.

* Students who have received significant intervention have demonstrated improvement in the DIBELS measures and many of them are on target to catch up with grade level peers.

Scholastic Reading Inventory (SRI) allows for a reading lexile to be obtained for all of our students and facilitates students reading appropriate material. Students are benchmarked quarterly throughout the year.

* Students in grades 2, 3, 4, and 5 have read over 23 million words (generally in material at their reading level) during the first five months of the school year.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The factors discussed in Section 1, Part A of this plan are same factors that would have contributed to many of these results. Additionally, specific intervention curriculum aligned to the DIBELS assessment has contributed to the success of lower grade students and begins to filter into the upper grades. Students reading appropriate material at their reading level (thanks to SRI measures) has led to increased library circulation and increased lexile scores.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

Multiple measures of student achievement assure an accurate estimate of each student's potential is acquired. Accurate information allows for appropriate and targeted interventions. Students who have the need for curriculum extensions are identified earlier and provided alternate activities when appropriate.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

Irving School is one of six elementary schools in Bloomington District 87. Our 360 students are served in grades kindergarten through five and reflect a rich cultural mix. Title I services are available at Irving School and this results in extra support in reading, all day kindergarten, additional 30 minutes of reading in grades K-3 and after school tutorial programs. Student mobility is quite high, and several strategies are in place to help acclimatize new students and families. Our staff of over 40 professionals includes art, music, and physical education specialists, a full-time counselor, a school nurse, teachers trained to work with academically talented students, and many caring educators. Irving School provides services for students with learning disabilities and speech and language disorders. Many innovative programs have been initiated over the years, and teachers have the freedom (and are encouraged) to embrace new strategies. Climate builders such as the Annual Back to School Carnival and other community activities have established a positive and caring tone in the school that encourages participation, learning, and success.

Irving School has made substantial progress in improving test scores during the last four school years. Reading scores have increased dramatically and Irving was able to make Adequate Yearly Progress (AYP) in all areas tested. Irving School has narrowed, and in some cases eliminated, the achievement gap for low-income and African-American students. There are a number of factors (both long term and short term) that created this improvement. The first and foremost is an incredibly talented, creative, and dedicated staff. Irving teachers have worked long and hard to make good things happen for students. A second factor that must be considered is the remarkable attitude and positive spirit of our students. These powerful factors combined with strategies and interventions listed below resulted in success for many more students.

LONG TERM STRATEGIES / INTERVENTIONS

1. After School Opportunities for Intervention
2. Support from Other Agencies / Community
3. Targeted Academic and Behavior Interventions
4. Early Intervention Emphasis
5. Use of SRI and Reading Counts
6. 30 minutes of additional reading in grades K-3
7. All Day Kindergarten
8. Participation in the Standards Aligned Classroom project

9. School-wide behavior management system

SHORT TERM STRATEGIES / INTERVENTIONS

1. Increased Test & Data Analysis
2. Increased Use of On-line Tools for Students
3. Student Rewards
4. Creative Test Scheduling

Our school improvement goals continue to focus on reading and math improvement for all students. Vocabulary is an important emphasis in both areas. Activities will be conducted in class and during after school programs to help develop vocabulary, practice strategies for problem solving, and allow for guided practice for individual students. Students who have a demonstrated need will be targeted by analyzing our Fall SAT-10 test scores, DIBELS results, and the Scholastic Reading Inventory.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

There are a number of factors (both long term and short term) that created Irving's improved student performance. The first and foremost is an incredibly talented, creative, and dedicated staff. Irving teachers have worked long and hard to make good things happen for students. A second factor that must be considered is the remarkable attitude and positive spirit of our students. These powerful factors combined with strategies and interventions listed in the Data section have resulted in success for many more students.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Our efforts need to continue to provide reading and math instruction that is effective and interventions that work.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

All Irving School certified staff are highly qualified for every school year.

A variety of staff development and technology trainings with a concerted effort to expand our knowledge base concerning Response to Intervention have been (and will continue to be) the focus of staff development dollars.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Highly qualified staff have contributed to high rates of student success.

Staff are becoming more effective and efficient with research based curriculums and are using them with at-risk students. Student performance should continue to improve as materials that focus on specific remediations continue to be utilized.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Material will be obtained to allow more instructors to provide appropriate interventions as we strive for everyone to be highly qualified.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

The involvement and support of programs by parents at Irving School has had a positive impact on student learning. Families are involved in various ways including: PTO membership, Family Reading Nights, Open House, Back to School Carnival, Title I meeting, parent conferences, home visits, volunteers, parent trainings, After School Programs, Book Fairs, Holiday Parties, Field Day, Musical Programs, and Field Trips.

Our school makes contact with 100% of our families as reported in the school report card.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

Parents who connect with school, reinforce what has been taught in class, and regularly attend school activities tend to help maximize their children's performance. Many of parents are a vital part of the home-school team. Conversely, parents who struggle to be involved in any way with school, many times have students who struggle at school.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

We will continue to encourage parent involvement in a variety of ways. Every opportunity for a positive parent contact results in increased student learning.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

Irving School made AYP and no deficiencies have been noted by the state of Illinois. Our teachers continually strive to improve instructional practices. Our focus will continue to be using new information and best practices to improve our students reading and math skills.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

No deficiencies have been identified from your most recent AYP Report.

If a school has met all the state-required performance targets identified in the School Report Card, the SIP should set forth other targets for improvement derived from and supported by data analysis.

Schools are not accountable for AMAO. This is a district level requirement only.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 1

Title : All students will increase their reading achievement

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Reading is a multi-faceted skill. Vocabulary development, word recognition, and phonemic awareness all lead to fluency. Fluent reading does not automatically result in reading comprehension - instruction and interventions may be necessary. Understanding that reading comprehension is our final goal, Irving School teachers will work with each student to give them the skills (and if needed, the prerequisites) to be successful.

Students will receive additional reading intervention (30 minutes) throughout the day from certified staff as the primary method. Students will also receive support by being paired by grade level (primary/intermediate), community support and after school programming. Research based strategies and methods will be used.

Measures of growth and ways to diagnose strengths and weaknesses will include SAT 10, ISAT, Houghton Mifflin Skills Tests, Scholastic Reading Inventory, DIBELS, running records, and the kindergarten "Blue Book".

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 1

Title : All students will increase their reading achievement

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : All students will increase their reading achievement

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Reading Rounds: Additional 30 minutes of reading for K-3	2007	2001	During School	Title I	100,000
2. After School Reading for grades 3-5	11/1/07	2/29/08	After School	Title I	6,000
3. Targeted intervention using research based materials will be provided by Title I reading teachers.	2007	2008	During School	Title I	100,000
4. The number of students scoring at grade level using the Scholastic Reading Inventory in grades 3, 4, and 5 will increase.	2007	2011	During School	Local Funds	5,000
5. The number of students at the DIBELS benchmark will increase.	2007	2011	During School	Local Funds	5,000

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : All students will increase their reading achievement

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Continued participation in the Standards Aligned Classroom project.	2007	2011	During School	Local Funds	1,000
2. Curriculum trainings for research based reading materials will be attended.	2007	2011	During School	Title I	2,000
3. Response to Intervention workshops/data will be a focus. Data based decision making and curriculum planning will be shared during SIP Days.	2007	2011	During School	Title I	5,000
4. Staff will be trained in Love and Logic to correct behaviors so students will have a better focus on reading	2007	2011	During School	Title I	5,000

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : All students will increase their reading achievement

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Conduct parent / child reading activities on a regularly scheduled basis. Activities would include Family Reading Night and Book Fairs.	2007	2011	After School	Local Funds	500
2. Use reading motivation programs (Pizza Hut Book-It / Reading Counts) to encourage reading at home with parents.	2007	2011	After School	Local Funds	0
3. Conference with parent to share SAT-10, SRI, and ISAT results.	2007	2011	After School	Local Funds	0

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : All students will increase their reading achievement

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Students will be monitored using the DIBELS assessment, Study Island, SAT 10 and ISAT. DIBELS and Study Island will be administered every 3 weeks. SAT 10 is a a Fall measure for grades 1 & 2. ISAT information and achieving AYP will be the ultimate goal on a yearly basis.

The percentage of students who meet or exceed on the ISAT reading assessment will exceed 62.5% in 2008 and 70% in 2009.

Each subgroup will make AYP in reading for 2008.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Rich Stempinski	Principal
Erin Knuth	Title Teacher
Shirley Jacobs	Media Center Specialist

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 2

Title : Improve Math and math problem skills for all students

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Number Sense, Measurement, Geometry, Probability, Statistics, and Data Analysis will all continue to be evaluated each year. Irving has continued to make AYP with 84.3% of our students meeting or exceeding expectations in 2007. We will continue to identify relative weaknesses, especially sub groups and work to improve those areas. Based upon 2007 ISAT data, the area of measurement appears to be a relative weakness.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 2

Title : Improve Math and math problem skills for all students

No deficiencies have been identified from your most recent AYP Report.

Schools are not accountable for AMAO. This is a district level requirement only.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Improve Math and math problem skills for all students

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Math vocabulary will be emphasized at all grade levels.	2007	2011	During School	Local Funds	0
2. Provide students with more hands on experience using measurement tools.	2007	2011	During School	Local Funds	0
3. Increase oportunities for students to solve problems individually and in cooperative work groups.	2007	2011	During School	Local Funds	0

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Improve Math and math problem skills for all students

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Days to share best practices in teaching math.	2007	2011	During School	Local Funds	0
2. Attend ROE trainings to obtain strategies to develop math skills.	2007	2011	During School	Local Funds	500

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Improve Math and math problem skills for all students

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parent orientation and open house will provide information to parents concerning math expectations.	2007	2011	During School	Local Funds	0
2. Conduct evening activities that give parents opportunities to learn how best to help their children with math skills.	2008	2011	After School	Local Funds	250

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Improve Math and math problem skills for all students

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

The percentage of students who meet or exceed on the ISAT math assessment will exceed 80%.

Each subgroup will make AYP in math for 2008.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Rich Stempinski

Principal

Stacey Rogers

5th Grade Teachers

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

Irving School provides the families access to the School Report Card information through the district website, the school website, the Irving School newsletter, teacher classroom newsletters, and hard copies upon request. Parents are given individual student results at conferences.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

Developing the School Improvement Plan is an essential goal for the entire Irving community. It is an ongoing process which includes the following to enhance development:

- Parent Surveys
- Teacher School Improvement Days (two per year)
- PTO Meetings with ongoing presentations, input and updates
- Meet the Teacher Open House/Orientation
- Title I Meeting
- Administrative meetings
- Elementary principal meetings
- IIRC staff training

Each of these groups and activities contribute to the goals of the Irving School Improvement Plan.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

Not Applicable

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Teachers who are new to the district and the school participate in the New Teacher Professional Development Series. This program brings new teachers from all elementary schools together for half day training and mentoring sessions with administrators and/or outstanding veteran teachers. The new teachers participate in workshops, hands-on training and discussion on district curriculum, the Illinois Learning Standards, teaching reading, communicating with parents and other topics. They take time to reflect on their experiences and formulate personal and professional goals. The teachers also receive print and other resources to support their continued growth.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

The district has provided the following:

- Technical assistance including the analysis of local standardized achievement test scores, state test scores and subgroup performance
- Data management including the preparation of requested reports on individual students and groups of students
- Opportunities for collaboration among elementary school principals to improve the school improvement planning process
- Professional development on the use of IIRC for administrators and school teams
- Professional development for teachers on the Illinois Learning Standards, Performance Descriptors and Assessment Framework
- Workshop on the changes in the ISAT for administrators and school teams
- Opportunities for all teachers to participate in the Standards Aligned Classroom project and assessment training
- Other assistance at the request of and in collaboration with the building principals.

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

Not Applicable

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Rich Stempinski	Principal
2. Stacey Rogers	5th Grade Teacher
3. Shirley Jacobs	Media Center Teacher
4. Joe Ferguson	5th Grade Teacher
5. Erin Knuth	Title I Teacher
6. Ginnell Barke	Title I Teacher
7. Amy Hubble	3rd Grade Teacher
8. Gigi Ehrlich	2nd Grade Teacher

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SD 87

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. 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).
4. 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.
5. 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.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent