

STEVENSON ELEM SCHOOL

School Improvement Plan 2007

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

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 170640870252012

District Name: BLOOMINGTON SD 87

School Name : STEVENSON ELEM SCHOOL

Superintendent: DR ROBERT S NIELSEN

Principal :TINA FOGAL

District Address: 300 E MONROE ST

School Address : 2106 ARROWHEAD DR

City/State/Zip : BLOOMINGTON, IL 61701

City/State/Zip : BLOOMINGTON, IL 61704

District Phone : (309) 827-6031

School Phone : (309) 663-2351

District Email :

School Email : fogalt@district87.org

Is this for a Title I School? Yes

STEVENSON ELEM 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	84.3		Yes	96.0		Yes	95.3	Yes		
White	100.0	Yes	100.0	Yes	91.0		Yes	96.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.1		Yes	92.3		Yes				

STEVENSON ELEM 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.

STEVENSON ELEM 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 (%)	95.5	95.3	96.2	95.3	96.0	95.3
Truancy rate (%)	0.0	0.0	0.2	0.8	0.2	0.5
Mobility rate (%)	15.2	45.1	18.6	18.8	20.8	19.7
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 (#)	516	526	539	528	466	431
Economically disadvantaged (%)	36.0	35.4	36.9	44.1	40.1	43.6
Limited English proficient (LEP) (%)	0.0	18.8	21.9	13.6	11.4	5.6
Students with disabilities (%)						
White, non-Hispanic (%)	56.4	53.8	47.5	47.0	55.4	56.4
Black, non-Hispanic (%)	18.6	17.1	19.7	20.5	20.4	20.6
Hispanic (%)	18.2	19.2	19.9	19.7	10.9	5.1
Native American or Alaskan Native (%)	0.0	0.0	0.0	0.0	0.2	0.0
Asian/Pacific Islander (%)	6.8	9.9	13.0	12.9	11.2	11.4

STEVENSON ELEM 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	60.9	17.5	15.1	6.1	0.4	-
	2002	56.4	18.6	18.2	6.8	-	-
	2003	53.8	17.1	19.2	9.9	-	-
	2004	47.5	19.7	19.9	13.0	-	-
	2005	47.0	20.5	19.7	12.9	-	-
	2006	55.4	20.4	10.9	11.2	0.2	1.9
	2007	56.4	20.6	5.1	11.4	-	6.5
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

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

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	15.7	29.5	100.0	95.3	19.9	-	-	-	-
	2002	-	36.0	100.0	95.5	15.2	-	-	-	-
	2003	18.8	35.4	100.0	95.3	45.1	-	-	-	-
	2004	21.9	36.9	100.0	96.2	18.6	1.0	0.2	-	-
	2005	13.6	44.1	100.0	95.3	18.8	4.0	0.8	-	-
	2006	11.4	40.1	100.0	96.0	20.8	1.0	0.2	-	-
	2007	5.6	43.6	100.0	95.3	19.7	2.0	0.5	-	-
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

STEVENSON ELEM 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	509	-	-	-	-	-	-
	2002	516	93	82	90	-	-	-
	2003	526	88	92	82	-	-	-
	2004	539	85	81	90	-	-	-
	2005	528	89	73	76	-	-	-
	2006	466	71	79	70	-	-	-
	2007	431	68	59	70	-	-	-
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	-	-	-	-	-	-

STEVENSON ELEM 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.

STEVENSON ELEM 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	-	81.2	81.9	84.2	86.2	70.9	73.3	80.7	81.5	75.5	-	-	-	-	-
White	-	86.7	89.8	89.7	85.0	85.5	85.3	85.4	85.3	85.7	-	-	-	-	-
Black	-	64.7	70.0	66.7	90.0	36.4	47.4	63.6	-	58.3	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	70.0	54.5	-	-	-	-	40.0	-	-	-	-	-	-	-
Economically Disadvantaged	-	84.3	72.0	80.0	73.1	35.7	50.0	70.0	80.0	73.9	-	-	-	-	-

STEVENSON ELEM 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	84.2	86.2	76.5	86.8	81.5	75.5	-	-	-	-	-	-
White	89.7	85.0	87.5	96.9	85.3	85.7	-	-	-	-	-	-
Black	66.7	90.0	57.1	-	-	58.3	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	80.0	73.1	70.3	72.3	80.0	73.9	-	-	-	-	-	-

STEVENSON ELEM 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	-	91.3	93.0	96.8	98.3	90.3	95.0	93.0	90.7	93.0	-	-	-	-	-
White	-	93.4	94.9	97.5	97.5	95.8	94.1	97.6	91.2	92.9	-	-	-	-	-
Black	-	82.4	90.0	93.4	100.0	72.7	94.8	81.8	-	83.3	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	60.0	81.8	-	-	-	-	70.0	-	-	-	-	-	-	-
Economically Disadvantaged	-	84.2	92.0	96.0	96.0	78.6	83.3	85.0	86.7	87.0	-	-	-	-	-

STEVENSON ELEM 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	96.8	98.3	94.1	96.1	90.7	93.0	-	-	-	-	-	-
White	97.5	97.5	95.0	96.9	91.2	92.9	-	-	-	-	-	-
Black	93.4	100.0	85.7	-	-	83.3	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	96.0	96.0	92.6	94.1	86.7	87.0	-	-	-	-	-	-

STEVENSON ELEM 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?

Stevenson School met AYP in all categories. We know every school has room for improvement and recognize we can improve student learning through the review of student data. The data below will be used to guide the staff at Stevenson School to maximize learning and increase achievement of all students.

Stevenson School's overall reading and math scores have increased over the past several years. Broken down by grade level, comparing 2005/2006 test scores to 2006/2007 test scores, the third grade students reading scores have increased from 84.1% to 87.7% and the fourth grade reading test scores have increased 76.5% to 86.7%. However, the fifth grade reading scores saw a decline 76.5% to 77.8% in the 2006/2007 school year. In math all grade levels increased from the previous school year. Third grade increased from 96.8% to 98.3%, fourth grade from 94.1% to 96.4% and fifth grade from 90.7% to 92.1%.

As we look at our sub groups, our black students at the third grade level in reading demonstrated growth from the previous year. In 2005/2006 school year 66% of the students meet or exceeded compared to the 2006/2007 school year 90% of the students meet or exceeded. At the fourth grade level 57.1% meet or exceeded in 2005/2006 compared to 66.7% meet or exceeded in 2006/2007. In the 2005/2006 school year Stevenson School did not have a fifth grade black sub group in reading but if we compare black students in 2004/2005 to students in 2006/2007 there was a decrease in the percentage of students that meet or exceeded by 5.3% (63.6 to 58.3). If we reviewed these test scores over a span of three to four years, the number of black students who have meet or exceeded has slightly increased each year in third and fourth grade. Fifth grade black students reading scores have fluctuated over the past five years.

In math, 100% of our black students at the third grade level in 2006/2007 meet or exceeded standards. This was an increase of 6.3% from the previous school year. Fourth grade also demonstrated an increase, with 85.7 % meeting or exceeding in 2005/2006 and 100% in 2006/2007. In the 2005/2006 school year Stevenson School did not have a fifth grade black sub group in math but if we compare our black students in 2004/2005 2006/2007 in the meet or exceeds category there was 1.5% increase in 2006/2007. Over the past three years at least 83.5 % our black students in third, fourth and fifth grade have meet or exceeded in math.

Low income students at the third grade level in reading demonstrated a decline from the previous year. In 2005/2006 school year 80% of the students meet or exceeded compared to the 2006/2007 school year 73.1% of the students meet of exceeded. In fourth grade 70.3% meet or exceed in reading in 2005/2006 compared to 75% meeting or exceeding in 2006/2007. And finally, 80% of the 2005/2006 fifth grade low income students meet or exceeded compared to 76.9% meeting or exceeding in the 2006/2007 school year. Low income

students reading scores in all grades have fluctuated over the past three years.

At the third grade level in math 80% of the low income students meet or exceeded in 2005/2006 compared to 73.1% in 2006/2007. Seventy-five percent of our fourth grade low income students meet or exceeded in 2006/ 2007 compared to 70.3% in 2005/2006. Our fifth grade low income students saw a small decrease in math scores in 2006/2007 compared to 2005/2006. Scores decreased 2.1%. Looking at math scores over a three year span, low income students in third grade slightly increased in third and fourth grade, and fluctuated in fifth grade.

In the 2005/2006 school year Stevenson school did not have any students with an IEP at the third grade level in reading. However if we preview scores over a three year span scores increased in the 2006/2007 school year. In fourth grade 50% of the students meet or exceeded in 2006/2007, no comparison group available. And finally our fifth grade students did not have a sub group in the 2005/2006 school year. If we compare students with an IEP in the 2004/2005 school year to the 2006/2007 school year we saw a 2.5% decrease.

In math, 75% of our third grade students in the 2006/2007 school year meet or exceeded. There was not a comparison group the 2005/2006 school year but looking at theses scores over a four year span scores fluctuated. In fourth grade 66.7% of the students meet or exceeded in 2006/2007, no comparison group available in previous years. Our fifth grade students with an IEP saw a decrease when comparing scores in the 2004/2005 to 2006/2007.

STEVENSON ELEM 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.

Stevenson School has seen an increase in our low income population over the past seven years. Comparing 2001/2002 percentage to the 2006/2007 percentage the low income population has increased 7.6%. The mobility rate here at Stevenson School has also seen an increase of 4.5% over the past seven years. A factor to consider as we review our low income population and mobility rate is the enrollment at Stevenson School has decreased 16% over the past seven years but both low income and the mobility figures have seen an increase.

Increased achievement of all students can be attributed to the quality and dedication of our staff. The staff here at Stevenson School take an active role in the professional development opportunities in our district and community.

Stevenson School also offers a variety of programs in our building to enhance and improve student achievement.

After school tutoring is offered to our students in the fall and the spring of each school year. Students stay after school, twice a week for 9 weeks. They are ability grouped and provided intense instruction in their areas of deficits, specifically reading and math.

Stevenson staff is dedicated to differentiating their instruction. Each grade level recognizes the individual needs of their students. The Language Arts instruction at a variety of grade levels is grouped by ability. These practices enable teachers to meet the wide range of individual needs at their grade level.

Over the past several years Stevenson School has piloted a few early literacy programs in the primary grades (Heggerty and DIBELS). These programs were designed to target the beginning readers. They are designed to be short fluency measures used to regularly monitor the development of early literacy and reading skills. The programs have been researched and demonstrate to be a reliable and valid indicator of early literacy development and a very powerful predictor of later reading achievement.

Title One is another contributing factor to test scores at Stevenson School. Our Title program is used to assist students struggling with their early literacy skills. Students are placed in the Title One program using research based assessments, are progress monitored and dismissed when are performing at grade level benchmarks.

Many teachers at Stevenson have participated or are currently participating in the Standards Aligned Classroom (SAC) initiative. SAC offers a rigorously tested, research-based teaching program with proven strategies for aligning classroom instruction and assessment to the

Illinois Learning Standards. This program allows students to become more engaged in learning, thereby improving their performance and building their confidence.

STEVENSON ELEM 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?

As our students change so do the school improvement strategies we utilize. Each year the staff at Stevenson Elementary use local and state test scores to make decisions. All subject areas and their sub groups are reviewed to determine areas of instructional weakness. Student sub groups are also reviewed to determine if one particular group is not being sufficiently addressed.

Professional development needs will change as our school improvement goals change. Bloomington Public School District 87 is dedicated to provide staff a variety of professional development opportunities in and outside of the district.

Reviews of these tests scores indicate the need for improvement in a few areas. The staff here continue to provide the interventions necessary and attend professional development opportunities to meet those challenges.

STEVENSON ELEM 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?

Students in grades 1-5 are administered the Stanford Achievement Test-10 (SAT-10) in the fall of each year. Students are tested in Reading, Mathematic, Language Arts, Spelling, Science and Social Studies. Students in grades 1 and 2 also participate in a SAT-10 post test in the spring.

Our fall 2007 SAT-10 data indicates:

*In reading, overall an average 68% of our first through fifth grade students meet or exceeded in the reading category.

*An area of weakness in reading was sounds, letters and listening at the first grade level. Sixty eight percent of the students indicate the need for intervention or support in sounds and letters and 52.5% in Reading – Listening.

*In math, the number of students that meet or exceeded steadily increased from first to fifth grade. The average of those students who exceeded or meet was 64%.

*Our black population scored lower than students in all other subgroups in both reading and math. In reading 50% of our black students meet or exceeded and 36.4% meet or exceeded in math.

*There continues to be a gap between our low income and non low income students. In reading, 51.3% of our low income students meet benchmarks compared to 79.1% of the non low income students. In math, 46.5% of our low income students meet benchmarks while 75.9% of their non low income students.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They include fluency measures used to regularly monitor the development of pre-reading and early reading skills. Administered 3 times a year to all K-3rd graders, data is used to select students for intervention and to measure program effectiveness.

Last year was the first year our district implemented this program. Students in kindergarten and first grade were provided intense instruction in the areas of early literacy and reading skills, specifically initial sound fluency, letter naming, phoneme segmentation and nonsense word fluency. Scores below indicate the effectiveness of this program.

*In 2006/2007 Fifty-two percent of our first grade students were at some risk compared to 25.3% in the 2007/2008. (These students were exposed to DIBELS in kindergarten)

*In 2006/2007 Forty-two percent of our second grade students were at some risk compared to 25.5% in the 2007/2008. (These students were exposed to DIBELS in first grade)

The DIBELS instrument is designed in such a way that the expectations increase as the year progresses and at each grade level. As we consider the above percentages, scores indicate the impact of this program is strong.

STEVENSON ELEM 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.

Several factors impact these excellent results in student scores. Teachers use the state standards as their guide for teaching. Formative and summative assessments are used. Grade levels use a consistent approach in implementing all objectives expected, in addition to enrichment and intervention. Parents actively participate in their child's learning. Commitment to excellence is achieved through a team approach with all staff striving to enrich every academic area. Every staff member holds the expectation that all children will succeed.

Analysis of student achievement is discussed in detail in Section I, Part A of this plan.

Only two years of DIBELS data was available for analysis, however we believe the positive trend is related to a variety of factors:

*New research-based intervention curricula were selected to provide prescriptive instruction based on analysis of individual student weaknesses.

*Interventionists committed to implementing each tool precisely as designed.

*Classroom teachers in grades K- 1 fully implemented the Heggerty phonemic awareness program with all students.

*Frequent data collection occurred every 2.5 weeks to assure continued progress of each child receiving intervention services. The intervention team reviewed students who lacked adequate progress and made recommendations for programmatic changes.

STEVENSON ELEM 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?

Continued analysis of data allows us to determine areas of strength and need. Based on the data, intervention and enrichment are tailored to maximize the strengths and address the needs.

Expand the DIBELS to Grade 3

The sub groups of black and low income should continue to be a focus.

First grade sounds, letters and listening should also be a focus.

STEVENSON ELEM 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?

Stevenson School is one of six elementary schools in Bloomington Public School District 87. Our 470 students are served in grades kindergarten through fifth grade and reflect a rich culture mix. In addition to serving regular education students, our highly qualified staff teaches English Language Learners (ELL), children with special needs, speech and language services and academically talented services for student who qualify. A fulltime social worker/counselor and nurse assist Stevenson students. Title I services are offered as a resource language arts program for qualified children in the primary grades. Every Stevenson student has weekly instruction in music, art, and physical education by a certified teacher/specialist.

Stevenson School continues to achieve the adequate yearly progress status required by the state. In addition our school ranks at or above both district and state scores in the meets and exceeds categories. Stevenson Elementary is rated in the top ten schools whose demographics are comparative to us. Our School Improvement Plan (SIP) is based upon the state and district goals with particular emphasis on reading and math.

The teachers study test scores routinely to monitor progress of their entire grade level and subgroups. A new two year plan has been developed which will focus on strengthening vocabulary, improving reading comprehension, writing, math problem solving and computation. This plan is based upon a variety of test scores and student observation. Title I services, After School Reading/Math programs, individual tutoring through the university and community volunteers and Junior Achievement assist our teachers in achieving these goals with students.

Any improvement effort for our children can only be successful if the school, parents and community are working together in this most important endeavor of student achievement. We are fortunate to have not only supportive parents helping children but also a caring PTO providing learning opportunities and fun activities for families. Our Building Leadership Team (BLT) gives guidance to enhance school climate. Many community partners assist Stevenson School including Rotary Club, Kiwanis, State Farm, Verizon, Junior Achievement, McLean County Farm Bureau, Big Buddy program, Challenger Learning Center, Discovery Museum, Ameren and many others who care about the future of children. The growth of Stevenson School can be reviewed through teacher newsletters, PTO meetings, Tiger Talk newsletter, Stevenson website with many classroom links and this School Report card.

STEVENSON ELEM 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 Stevenson's improved student performance. The first and foremost is an incredibly talented, creative, and dedicated staff. Stevenson's 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.

As previously indicated Stevenson School has seen an increase in their low income population and the mobility rate over the past several years. These will be our challenges since mobility rate and low income tend to correlate with lower achievement.

STEVENSON ELEM 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?

Stevenson School needs to continue to address the needs of all students. continued efforts to meet the personal needs of students and families must be vigorous.

STEVENSON ELEM 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 certified staff at Stevenson School were determined to be "highly qualified" by NCLB guidelines.

School-based professional development focused on meeting the needs of a wide range of learners.

STEVENSON ELEM 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?

This data is not available at this time.

STEVENSON ELEM 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?

Professional Development is a must in our school. The staff must continue to review data yearly to guide their instruction and needs in the professional development area.

STEVENSON ELEM 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 Stevenson School has had a positive impact on student learning. Families are involved in various ways including: PTO membership, Family Reading Nights, Open House, Carnival, Title I meetings, parent conferences, home visits, volunteers, Parent trainings, Multicultural Nights, Orientation, After School Programs, Computer Night, Book Fair, Fall Festival, Math Night, Language Arts Night, Play Day, Musical Programs, Spelling Bee, Invention Convention, Career Day, Rhythms, Butterfly Parade, Field Trips, Specials Needs Community Trainings, Butterfly Garden, Walk for the Cure, Destination Imagination, Student Led Conferences, Theatre Club and Art Club.

Staff here at Stevenson School are aggressive in encouraging parent involvement area. Staff email and classroom websites are readily available to all our Stevenson families. Staff send home weekly newsletters and student work folders to encourage parent involvement.

STEVENSON ELEM 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 and other volunteers are involved daily with children both directly and indirectly. Because of their services our staff can devote more time to individual student needs for enrichment and intervention. Not only do they devote their time but also provide a great deal of financial support for many important projects that are dedicated to student learning. Parent goals are coordinated with the state goals. Families have a great understanding of the standards because of their communication with teachers.

STEVENSON ELEM 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?

Parents and staff working together and communication regularly have a significant impact on student achievement and success.

Effort to involve parents in the school through a combination of social and educational events should be continued. Seeking information from less involved parents will potentially increase the involvement of these parents as we target and respond to their needs.

Continued effort to communicate with parents regarding the curriculum and grade level outcomes is a high priority. This understanding of the rigorous expectations at each grade level may further enhance parent support of student learning.

STEVENSON ELEM 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.

Our teachers continually seek to improve instructional practices. This commitment to excellence and continuous professional development is based on best practices and typically research-proven programs. We focus on the "science" of teaching in the academic areas measured through NCLB, but also examine and improve the school climate which we believe has a significant impact on student engagement and learning. This includes such things as management, appearance, positiveness, etc.

As previously described, continued efforts to meet the personal needs of students and families must be vigorous.

STEVENSON ELEM 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.

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 1

Title : All students will increase their ability to write explanations and/or use oral justification skills in a variety of math concepts.

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.

All students will acquire the mathematical skills needed to explain concepts as evaluated using district recommended assessments.

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 1

Title : All students will increase their ability to write explanations and/or use oral

justification skills in a variety of math concepts.
No deficiencies have been identified from your most recent AYP Report.

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

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : All students will increase their ability to write explanations and/or use oral justification skills in a variety of math concepts.

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. Students will complete problem solving activities by developing strategies through reading, writing and orally explaining math problems using the district math series.	2007	2009	During School	Local Funds	0
2. Students will complete problem solving activities by utilizing math vocabulary lists consistently throughout the grade levels.	2007	2009	During School	Local Funds	0
3. Students will extend their use of manipulatives to enhance understanding in order to facilitate explanations.	2007	2009	During School	Local Funds	0
4. Students will use computer software to improve problem solving.	2007	2009	During School	Local Funds	0
5. Students will participate in after school tutoring with the focus of math	2007	2009	After School	Local Funds	\$10,000
6. Students will participate in Math Olympians	2007	2009	During School	Local Funds	0

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : All students will increase their ability to write explanations and/or use oral justification skills in a variety of math concepts.

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. Teachers will participate in Standards Align Classroom professional development	2007	2009	During School	Local Funds	\$1,000
2. Differentiated Instruction will be the focus of improvement strategies.	2007	2009	After School	Local Funds	\$500
3. ISAT prep materials will be utilized	2007	2009	During School	Local Funds	\$250
4. Staff will participate in professional development at district level or outside of district	2007	2009	After School	Local Funds	\$500

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : All students will increase their ability to write explanations and/or use oral justification skills in a variety of math concepts.

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. Students and parents will work together on problem solving homework using rubrics and graphic organizers.	2007	2009	Before School	Local Funds	0
2. Students and parents will participate in curriculum nights.	2007	2009	Before School	Local Funds	0
3. Open House and Title I Orientation	2007	2009	Before School	Title I	\$50
4. Math activities will be included in teacher newsletters.	2007	2009	Before School	Local Funds	0
5. The Title I Parent Coordinator will help develop Family Training Nights.	2007	2009	Before School	Title I	\$100

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : All students will increase their ability to write explanations and/or use oral justification skills in a variety of math concepts.

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

Staff will formally prepare and review the School Improvement Plan(SIP)two times a year during the designated approved days on the district-wide calendar. In addition to the School Improvement Day activities, teachers will discuss progress during district and school grade level meetings. Designated time during each teacher institute/workshop is scheduled for the study of the SIP. In addition to discussion, staff will use teacher check lists, student conferencing, observations, ongoing formal and informal assessment and student profiles.

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 _____
Tina Fogal	Principal
Melinda Smith	SIP Chair
Melaney Stanley	Classroom Teacher

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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.

All students will acquire the mathematical skills required to increase computation and estimation as evaluated using district recommended assessments.

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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

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

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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. Students will complete daily math computation and estimation activities by developing/enhancing computational procedures, solve real life computation problems and apply a variety of estimation strategies using the district math	2007	2009	During School	Local Funds	0
2. Students will use computer software programs to practice computation skills.	2007	2009	During School	Local Funds	0
3. Students will complete daily math computation and estimation activities by using Fun Facts Strategies to improve computation.	2007	2009	During School	Local Funds	0
4. Students will participate in After School Tutoring	2007	2009	After School	Local Funds	\$10,000
5. Students will participate in Math Olympians	2007	2009	During School	Local Funds	0

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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. Smartboard Training	2007	2009	After School	Local Funds	0
2. Challenger Training	2007	2009	After School	Other	\$550/teacher
3. ICE Training	2007	2009	After School	Local Funds	\$250/teacher
4. Presenting at National Council for Measurement in Education Conference	2007	2009	After School	Local Funds	0
5. Standards Aligned Classroom	2007	2009	After School	Local Funds	\$1,000
6. Staff will participate in professional development at district level or outside of district	2007	2009	After School	Local Funds	\$500

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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. Students and parents will work together on problem solving homework using rubrics and graphic organizers.	2007	2009	After School	Local Funds	0
2. Students and parents will participate in curriculum nights, Spotlight on Students, Open House and Title I Orientation Sessions.	2007	2009	After School	Local Funds	\$150
3. Math activities will be included in teacher newsletters.	2007	2009	After School	Local Funds	0
4. The Title I Parent Coordinator will help develop Family Training Nights.	2007	2009	After School	Title I	\$100

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : All students will increase their number sense ability through a variety of instructional strategies.

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

Staff will formally prepare and review the School Improvement Plan(SIP) two times a year during the designated approved days on the district-wide calendar. In addition to the School Improvement Day activities, teachers will discuss progress during district and school grade level meetings. Designated time during each teacher institute/workshop is scheduled for the study of the SIP. In addition to discussion, staff will use teacher check lists, student conferencing, observations, ongoing formal and informal assessment and student profiles.

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 _____
Tina Fogal	Principal
Melinda Smith	SIP Chair
Melaney Stanley	Classroom Teacher

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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.

All students will read proficiently by increasing their reading skills in a variety of contexts as evaluated using district recommended assessments.

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part A. Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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

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

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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. Students will develop and apply comprehension strategies in various genres by applying the Reading Strategies Guide posters from Houghton	2007	2009	During School	Local Funds	0
2. Students will improve their reading through implementation of the Scholastic Reading Inventory (SRI) and Reading Counts.	2007	2009	During School	Local Funds	\$16,000
3. Students will expand phonemic awareness and phonics through the practice of skills from Houghton Mifflin Phonics K-4 and DIBELS/RTI (K-3)	2007	2009	During School	Local Funds	\$600
4. Students will enhance their language arts skills by attending and studying in the After School Reading Program.	2007	2009	After School	Local Funds	\$10,000
5. Students will utilize the knowledge they learn from Balanced Literacy for Special Education program.	2007	2009	During School	Local Funds	0

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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. DIBELS training	2007	2009	After School	State Funds	\$500
2. Targeted interventions using Title One	2007	2009	During School	Title I	\$100,000
3. Students will increase reading skills by increasing the amount of independent reading as measured in Reading Counts	2007	2009	During School	Local Funds	\$20,000
4. Students will participate in After School Tutoring	2007	2009	After School	State Funds	\$10,000
5. Heggerty Phonemic Awareness materials used in early grades	2007	2009	During School	Local Funds	\$500
6. Standards Aligned Classroom Initiatives	2007	2009	After School	Local Funds	\$500
7. Curricular Trainings offered through district and ROE	2007	2009	After School	Local Funds	\$1,000

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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/Teacher Conferences	2007	2009	After School	Local Funds	0
2. Family Reading Nights	2007	2009	After School	Local Funds	\$500
3. Use local business's reading incentive programs	2007	2009	After School	Local Funds	0

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section II-Action Plan

Part E - Monitoring Process for Objective 3

Title : All students will increase their reading skills in a variety of contexts.

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

Staff will formally prepare and review the School Improvement Plan(SIP) two times a year during the designated approved days on the district-wide calendar. In addition to the School Improvement Day activities, teachers will discuss progress during district and school grade level meetings. Designated time during each teacher institute/workshop is scheduled for the study of the SIP. In addition to discussion, staff will use teacher check lists, student conferencing, observations, ongoing formal and informal assessment and student profiles.

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 _____
Tina Fogal	Principal
Melinda Smith	SIP Chair
Melaney Stanley	Classroom Teacher

STEVENSON ELEM 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.

Stevenson School provides the families access to the School Report Card information through the district website, the school website, the Tiger Talk school newsletter and teacher classroom newsletters.

Hard copies of the State School Report Card are available upon request. Parents are given individual student testing results at conferences.

STEVENSON ELEM 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 Stevenson 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
- Administrative meetings
- Elementary principal meetings
- IIRC staff training
- Title I parent meetings
- Building Leadership Team (BLT) composed of staff and parents
- Spotlight Night for Families
- School Improvement (SIP)/Staff Development Team

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

STEVENSON ELEM 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.

STEVENSON ELEM 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 a new teacher professional development at the beginning of the school year. This program brings new teachers from all elementary schools together for half day training 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. A helping teacher

SAC

STEVENSON ELEM 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

STEVENSON ELEM 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.

STEVENSON ELEM 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. Tina Fogal	Principal
2. Melinda Smith	Fifth Grade Teacher
3. Joann Walters	Title One Teacher
4. Melanie Smith	Second Grade Teacher
5. Erin Stombaugh	First Grade Teacher
6. Lauren Cottrell	Third Grade Teacher
7. Chris Bohne	Learning Center Specialist
8. Chris Baldwin	Kindergarten Teacher

STEVENSON ELEM SCHOOL - BLOOMINGTON SD 87

Section IV-A Local Board Action

DATE APPROVED by School Board : //

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