

Bloomington Public Schools

Irving Elementary School

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Bloomington, Illinois 61601

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**School Improvement
Plan**

2002-2006

Irving Elementary School

Philosophy and Mission Statement

The Irving School community fosters a positive learning environment and is supportive of the academic, social, emotional, and physical needs of our diverse student population.

It is our mission to prepare lifelong learners to be productive citizens who:

- *Communicate effectively in a variety of settings*
- *Demonstrate good character by showing respect, taking responsibility, making good choices, and accepting the consequences of their choices*
- *Use academic, critical thinking and problem solving skills, and*
- *Work cooperatively with diverse groups.*

Belief Statements

We believe that no significant learning occurs without a significant relationship within the school community.

We believe a parent/teacher/community partnership is essential and valuable. We further believe our active pursuit of this partnership results in greater student achievement.

We believe discipline with dignity must occur in a clear, consistent manner to ensure safety and learning.

We believe all students learn once basic needs are met and regular attendance is maintained. We also believe every child should be taught in a variety of ways while addressing ability and learning style.

We believe curriculum should be integrated, relevant, diverse, and reflect continuity within and among grade levels.

We believe assessment should direct and/or modify instruction, be meaningful, and reflect the curriculum and state standards. Ongoing assessment occurs in a variety of forms and results in frequent, timely feedback for students, families, and teachers.

We believe fostering a desire for and enjoyment of reading, writing, listening, and speaking is crucial to the development of literacy and communication skills.

We believe technology should enhance student educational experiences by supporting curriculum, providing the tools for success in the world of work and providing opportunities for communication that will broaden student awareness of our global society. We believe technology should be used by teachers to support engaged learning activities, provide alternative assessment, communicate with families, and manage classroom record keeping.

Intervention:	Activities:	Persons Responsible:	Time Line	Resources/ Budget:	Evidence of Attainment:	Professional Development:
<p>Students will develop and apply phonemic awareness / phonics.</p>	<p>Kindergarten-2nd Grade: The focus on rhyming will be increased through reading, listening, and speaking activities.</p> <p>Phonemic awareness assessment will be conducted with each student in order to direct instructional planning and identify need for individualized instruction.</p> <p>Individualized direct instruction for students with below age-appropriate skills will be provided.</p> <p>Grades 1 and 2 will conduct daily phonemic awareness instruction including making words, sound boxes, and word ladders. Word Play strategies applied in daily guided reading sessions.</p>	<p>K-2nd Grade Staff, Title I, SIP.</p> <p>K staff, Title I, RI teachers, and ISU graduate students.</p> <p>RI Teacher</p> <p>1st-2nd Grade teachers, Title I staff</p>	<p>All activities 2002-2006</p>	<p>00</p> <p>00 (ISU Partnership)</p> <p>18,000 Bridges / District Funds (2005-06 only)</p> <p>140,000 Title I and Reading Grant (amt. fluctuates annually)</p>	<p>Phonemic Awareness Post-test</p> <p>Houghton Mifflin Integrated Theme Tests Kindergarten Assessment Book/Checklist (District 87 Goals)</p>	<p>District sponsored Phonemic Awareness Workshops</p> <p>Grade Level Collaboration and Curricular Mapping</p> <p>External workshops</p> <p>Vertical and horizontal articulation</p>

Intervention:	Activities:	Persons Responsible:	Time Line	Resources/ Budget:	Evidence of Attainment:	Professional Development:
<p>Students will develop and apply reading strategies.</p>	<p>Building-wide:</p> <p>Sustained silent reading will be scheduled daily for each class.</p> <p>Teachers will consistently provide read-aloud experiences daily.</p> <p>A focus on comprehension strategies will include finding information in text with the use of manipulatives.</p> <p>ISAT practice items and ISAT –like items used throughout the school year K-5th.</p> <p>3rd-5th Grades:</p> <p>Students will regularly complete an Extended Reading Response using a T chart format.</p> <p>Teachers use Extended Reading Response packets for each novel study.</p>	<p>Principal, Title I staff, Teachers</p>	<p>All activities 2002-2006</p>	<p>\$250 Title I Grant</p> <p>00</p> <p>00</p> <p>00</p> <p>\$1040 Title I Grant</p>	<p>Houghton Mifflin Integrated Theme Tests</p> <p>Terra Nova</p> <p>ISAT</p> <p>Running Records</p>	<p>Participation in Title I sponsored Leveled Reading Workshop</p> <p>Bridges Training</p> <p>External workshops</p> <p>District sponsored workshops</p> <p>Vertical and horizontal articulation</p>

	Focus on graphic organizers. Increase teacher models, free writing, and individual conferencing.					
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	<p>recreated Math Matters materials to match curriculum. (3rd Grade curriculum project.)</p> <p>Implement Drops in the Bucket Daily Review</p> <p>Use math problem solving unique to each grade focusing on written explanation. Use District Problem-solving Rubric.</p> <p>Complete math journaling.</p>	Teachers		00		
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Evidence of Attainment:

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SCH DIST 87 DATA AND ANALYSIS Adequate Yearly Progress Report for 2005

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	2005-06 Federal Improvement Status										
Is this School making AYP in Mathematics?				Yes	2005-06 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		47.5			47.5			89.0		67.0	
All		100.0	Yes	100.0	Yes	53.8		Yes	67.5		Yes				
White		100.0	Yes	100.0	Yes	69.8		Yes	83.0		Yes				
Black		100.0	Yes	100.0	Yes	40.7		Yes	52.5		Yes				
Hispanic															
Asian/Pacific Islander															
Native American															
Multiracial Ethnic															
LEP															
Students with Disabilities															
Economically		100.0	Yes	100.0	Yes	48.2		Yes	63.9		Yes				

IRVING ELEMENTARY SCHOOL - BLOOMINGTON SCH DIST 87
DATA AND ANALYSIS
Assessment Data

Groups	Reading 00 Meets/Exceeds			Reading 01 Meets/Exceeds			Reading 02 Meets/Exceeds			Reading 03 Meets/Exceeds			Reading 04 Meets/Exceeds			Reading 05 Meets/Exceeds		
	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	67.0	41.0	-	56.0	55.0	-	60.6	40.5	-	39.4	39.3	-	51.5	41.8	-	50.8	53.7	-
Economically disadvantaged	-	-	-	55.0	39.0	-	51.1	31.0	-	28.0	32.7	-	42.2	35.3	-	40.0	52.8	-
LEP	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Students w/disabilities	100.0	14.0	-	-	-	-	21.4	22.2	-	11.1	16.7	-	18.2	0.0	-	17.6	28.6	-
White, Non-Hispanic	-	-	-	65.0	67.0	-	71.8	50.0	-	56.7	51.2	-	60.6	55.0	-	74.1	62.0	-
Black, Non-Hispanic	-	-	-	44.0	40.0	-	44.0	34.7	-	28.2	21.9	-	40.0	26.7	-	35.3	48.6	-
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Asian or Pacific Islander	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Hispanic	-	-	-	40.0	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Multi-racial/ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-

Note: Hyphens in the table indicate that data is not relevant for your SIP.

	Mathematics 00 Meets/Exceeds			Mathematics 01 Meets/Exceeds			Mathematics 02 Meets/Exceeds			Mathematics 03 Meets/Exceeds			Mathematics 04 Meets/Exceeds			Mathematics 05 Meets/Exceeds		
Groups	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8	Gr 3	Gr 5	Gr 8
Total	83.0	52.0	-	69.0	61.0	-	77.4	70.2	-	68.1	63.4	-	73.5	60.1	-	67.7	70.2	-
Economically disadvantaged	-	-	-	66.0	41.0	-	70.2	72.4	-	64.7	60.3	-	68.9	51.9	-	62.2	69.8	-
LEP	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Students w/disabilities	100.0	46.0	-	33.0	-	-	35.7	22.2	-	42.9	23.8	-	63.7	10.5	-	29.4	61.9	-
White, Non-Hispanic	-	-	-	79.0	69.0	-	79.0	60.0	-	83.9	82.0	-	81.8	70.8	-	85.1	79.3	-
Black, Non-Hispanic	-	-	-	55.0	48.0	-	69.2	73.9	-	55.9	37.2	-	63.3	40.0	-	50.0	62.9	-
American Indian or Alaskan Native	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Asian or Pacific Islander	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Hispanic	-	-	-	60.0	-	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-
Multi-racial/ethnic	-	-	-	-	-	-	-	-	-	-	-	-	0.0	0.0	-	0.0	0.0	-

Summary from Illinois School Report Card

Irving Elementary School is one of six elementary schools in Bloomington District 87. Our 400 students are served in grades kindergarten through five and reflect a rich cultural mix. Irving School students receive extra support in reading instruction through a Federal Title I grant and also through a Bridges Grant provided by the State Board of Education. In addition to literacy instruction, our grant supports activities that promote family participation. Children with academic, language, social, or emotional disabilities are served with a variety of interventions designed to meet their special needs. Full-day kindergarten is provided for all students.

Progress has been made in raising the test scores of all students in reading, math, and science. However, our greatest gains have been with certain sub populations. Scores were raised and the achievement gap was reduced for our students in the categories of race and economically disadvantaged. The State Board of Education recognized Irving School as a Showcase School as a result of the school improvement process and increased test scores.

Third Grade Results

- In 2003, 28% of Economically Disadvantaged third grade students met or exceeded standards in reading. In 2005, 35% are now meeting or exceeding state standards. This is a gain of 7% points.
- In 2003, 56% of all African American third graders met or exceeded state standards in math. In 2005, 62% met or exceed state standards in math. This is a gain of 6% points.

Fourth Grade Results

- In 2003, 47% of Economically Disadvantaged fourth grade students met or exceeded standards in science. In 2005, 71% are now meeting or exceeding state standards. This is a gain of 24% points.
- In 2003, 43% of African American fourth graders met or exceeded state standards in science. In 2005, 67% are now meeting or exceeding state standards in science. This is also a gain of 24% points.

Fifth Grade

- In 2003, 33% of Economically Disadvantaged fifth grade students met or exceeded standards in reading. In 2005, 53% are now meeting or exceeding state standards. This is a gain of 20% points.
- In 2003, 62% of Economically Disadvantaged fifth grade students met or exceeded standards in math. In 2005, 70% are now meeting or exceeding state standards. This is a gain of 8% points.
- In 2003, 22% of African American fifth graders met or exceeded state standards in reading. In 2005, 49% are now meeting or exceeding state standards in math. This is a gain of 27% points.
- In 2003, 39% of African American fifth graders met or exceeded state standards in reading. In 2005, 63% are now meeting or exceeding state standards in reading. This is a gain of 24% points.

While some of these gains may be viewed as significant, the intense effort to further reduce and *eradicate* this achievement gap continues. We are committed to continuous improvement of our practices to maximize the achievement of every child. The strategies listed below are new in the 2005-2006 school year:

- Detailed diagnostic reading assessments were completed for every student in grades kindergarten through 2nd grade. This data has enhanced the individualized instructional planning for all students and targeted intervention for our most needy students.
- Detailed diagnostic reading assessments were completed for students reading below grade level in grades 3-5. This data was also used to enhance classroom instruction and identify students for extra intervention.
- A new assessment initiative is being implemented in October 2005 which will provide diagnostic information on every student in grades 3-5. Thus, improving instruction for each child and providing a measure of progress in specific skill areas.
- After-school and extended-year programs for reading improvement were expanded to include all grade levels.

- School-day intervention was expanded to include intense phonemic awareness training in all kindergarten and first grade classrooms.
- A school-wide initiative to provide differentiated instruction for all learners has resulted in improved instructional planning. The greater result is the increased meaningful participation of students in academic activities. The ultimate result will be measured by increased achievement.
- With the exception of first year teachers, all classroom teachers participated in the Standards Aligned Classroom Project. The staff recently initiated a self-audit and study of our teaching and learning practices. The study will help us benchmark our practices to the practices of consistently high-performing schools, diagnose issues of communication and policy implementation, and provide resources for improvement in targeted areas.

Any improvement endeavor for our children cannot be achieved by our school alone. We are fortunate to have community partners such as Illinois State University, the Discovery Learning Program, Junior Achievement, Rotary Club, local faith-based organizations, State Farm, and many others to help our children grow. We invite all of our school community to be a part of the learning process. There are many ways groups and individuals can contribute to the achievement of our students. Please call the school principal to learn more about how you can help.

Title I Addendum to School Improvement Plan

A. The comprehensive plan for the schoolwide program includes all of the eight components required:

Component	Documentation
i. A comprehensive needs assessment has been completed	Analysis of Current Conditions included in the SIP
ii. Schoolwide reform strategies are being implemented	<ul style="list-style-type: none"> • Analysis of Current Conditions – What is Working • Summer School Requirement – Letters to parents • Implementation of technology for teachers and students • Ruby Payne Workshops • Integrated Theme Tests to chart progress in reading • Principal/Teacher meetings to discuss student progress/issues affecting progress • Implementation of Houghton Mifflin Reading Series • Horizontal and Lateral articulation regarding curriculum and practices. • Building-wide emphasis on requiring full sentences. • Building-wide emphasis on using categorization as a means to develop vocabulary.
iii. Instruction by qualified staff	<ul style="list-style-type: none"> • A highly qualified teaching staff in grades K-5 delivers instruction to students at Irving School. In addition, the Title 1 resource teachers assist regular/special education teachers by implementing an inclusive/collaborative instructional method. All personnel records regarding certification are maintained at the ESC in the Personnel Assistant's office.
iv. Required professional development is being provided	<ul style="list-style-type: none"> • Grade Level Meeting – Focus on Language Arts • Ruby Payne Workshops • Title 1 Conference • Writing Workshops • District Sponsored Courses
v. Strategies to increase parental involvement are being implemented	<ul style="list-style-type: none"> • The school coordinates programs/activities to encourage parent participation. Parent Facilitators conduct a survey of parents in order to gather data that will ensure we are meeting the needs of parents. A list of additional strategies is attached.
vi. Strategies are in place to assist preschool children in the transition from early childhood programs to the school wide program.	<ul style="list-style-type: none"> • The Title 1 Parent Facilitator works with the Parent Facilitator at Sarah Raymond (preschool) and K teachers to carry out this process. An explanation of these activities is attached.
vii. Teachers are involved in the decisions	<ul style="list-style-type: none"> • Irving School employs a variety of assessment

<p>regarding the use of additional student assessments.</p>	<p>opportunities for our students. Irving’s teachers provide prompt assessment of the reading attributes of all new students and initiate the necessary instruction. The Title 1 staff also administer Running Records to students at Irving School who we believe are in need of intervention. The Terra Nova Test was implemented in District 87 as a result of needing baseline data in reading for grades 1 and 2. In addition, the teachers use the following:</p> <ul style="list-style-type: none"> • Integrated Theme Tests • Reading logs and related items are collected • District wide writing benchmarks/rubrics • District wide reading benchmarks
<p>viii. Activities are in place to ensure that students having difficulty mastering required standards would be provided effective, timely additional assistance.</p>	<ul style="list-style-type: none"> • Running Records Assessment • After School Reading • Summer School • Early Start (summer program) • Intensive literacy program – 120 minutes a day • Title 1 Resource teacher • Smaller Class Size • Intervention plan for at-risk students • College tutors • Peer assistance • Parental support • Parental classes to learn reading strategies for home use • Home-school reading connection • Textbook intervention materials
<p>B. There is evidence that the school wide plan was completed as a collaborative effort.</p>	<ul style="list-style-type: none"> • After Irving School went through the quality review process several years ago, the structure for school improvement remained. While the entire staff contributes to the plan through data analysis, grade level planning, and curricular mapping, a committee of 10 continues to drive the development of the plan. This group is also responsible for constituent surveys each year. This year, the group will focus on data supported methods for raising test scores.
<p>C. The LEA can show that staff is continuing to evaluate the school wide program on a regular basis and that changes are being made based upon evaluation findings.</p>	<ul style="list-style-type: none"> • This is demonstrated through the “Evidence of Attainment” section included in the SIP book.
<p>D. If the school wide plan includes funds from other federal grant programs, there is evidence that the intent and purpose of those federal grants funds are being met.</p>	

Irving Elementary School Professional Development Activities 2004-2005

ACTIVITY	Participants
Literacy	
Fourth Grade Conference	2
4-Square Writing Workshop	5
Assessment of Literacy Learning – Graduate Course	4
ISAT Reading Workshop	3
Vocabulary Development Workshop	1
Teaching Math Concepts within Literature	22
Content Area Literacy – Graduate Course	3
Parents as Partners in Reading	5
Interactive Writing and Balanced Literacy	2
Reading First	1
Writing Workshop – Graduate Course	1
Guided Reading Workshop	3
Area Reading Council Workshop	1
Increasing Reading Fluency	2
Research Based Reading Instruction	2
Math	
ISAT Math Problem Solving Workshop	2
Bridging in Grade 1 Mathematics	4
Teaching Math Concepts within Literature	22
Raising Achievement	
Learning Standards Accountability Measure	34
Differentiated Instruction 6 week course	14
Differentiated Instruction National Conference	5
Differentiated Instruction Workshop	3
Test Taking Skills Curriculum Development	2
Achievement Gap Research Project	1
ISAT Analysis	34
Terra Nova Analysis	28
Alternative Assessment Practices/Building Assessments	34
Climate/Management	
Asperger's Awareness and Intervention	2
Communication and Team Building	37
Behavior Management Graduate Course	1
Dealing with Disruptive Children	2
Strategies for Helping Students with ADHD	
Crisis Prevention Intervention	1
Bias, Bigotry, and Hate – Conference	1
Character Counts International Conference	2
Love and Logic	5

Instructional Technology	
Internet for Educators	1
Educational Software Workshop	1
FTP Training	1
Miscellaneous	
The Brain and the Arts	1
Non-competitive Cooperative Activities	1
Challenger Learning Experience	2
Augmentative Communication	1
Additional Graduate Level Courses	4