

**Washington Irving Elementary  
School Improvement Plan  
Instructional Delivery  
2009-2010**

OBJECTIVE	STAFF RESPONSIBLE	TIME FRAME	RESOURCES REQUESTED	INDICATORS OF SUCCESS	DATA SOURCE(S)
<b>DISTRICT GOAL:</b> The District shall promote and recognize the academic success of all students by advocating and sustaining an instructional program and nurturing a school climate that supports student learning. The District shall strive to assure that all students show consistent academic improvement annually through national, state, and local assessments that determine and address the needs of all students.					
1.1 PTO sponsored Parent Education Nights	Various staff members and principal.	2009-2010 school year	No additional resources requested at this time	1. Brainstorm topics with staff that would be helpful to parent (Route to Reading Program, Math Algorithms, Middle School Transition, beginning reading skills: sound blending and phonics, study skill) 2. Presentations scheduled on PTO calendar 3. Event is well publicized 3. PTO mtgs well attended	1. Copies of presentation materials 2. Staff available to lead presentations suggested for each topic 3. PTO meetings are well attended.
1.2 Use PTO and Township grant funds to implement further during and after school programming for students. ( multi-cultural dance troupe, Intramural basketball, lunchtime foreign language: Spanish, French, German, Chinese, Greek)	Staff members to be identified, parent committee chairs.	Year long	Funds to pay teachers curricular rate, materials, promotion printing costs.	1. Attendance records of each event 2. Enrollment information	1. Evidence of program promotion, group rosters, work samples/culminating activities
1.3 Provide Family Reading Nights to reinforce and enrich curriculum	Reading Committee, LAS and Title staff, and principal	As listed on school calendar	Funds to pay teachers curricular rate, materials, promotion printing costs.	1. Two Family Reading Nights conducted in 09-10 school year.	1.Parent student sign in sheets from each event 2.Collection of activities and promotional material
1.4 Mapping Assessment Frameworks for grades 3, 4, 5	3rd, 4th, 5th grade teachers, principal	1st trimester	No additional resources requested at this time	1. Completed charts at each grade level (3,4,5) indicating the standards will be instructed during each trimester 2. Correlation of materials available to instruct each standard 3. Requests for additional materials to cover standards not present in current curriculum	1. Standards are instructed by grade level teachers during the designated trimester 2. Curriculum correlation to state standards is complete 3. a list of materials needed to cover the standards is generated

OBJECTIVE	STAFF RESPONSIBLE	TIME FRAME	RESOURCES REQUESTED	INDICATORS OF SUCCESS	DATA SOURCE(S)
1.5 School-wide reading buddies program	Homeroom Teachers and Student Support Specialist	on-going	No additional resources requested at this time	1 All grade levels, <b>including special education</b> , are participating <b>2. determine frequency of lessons (1 x week or 2 x month, etc)</b>	Teacher communication regarding book buddies program
1.6 Intermediate grades Math Competitions	Packer	Year long	Materials and Registration Fees	1. Eligible students participate in lunchtime activity with the GTD 2. Irving School is represented in various math competitions.	1. Attendance records of MathLetes 2. Participation In Latin School Competition and surrounding events
1.7 Administer , analyze, and share with parents PASeries reading and math data	Homeroom teachers, principal, resource staff	Year long	No additional resources are requested at this time.	1. Students in grades 3, 4, 5 take PASeries tests three times a year per district assessment calendar. Teachers print progress reports in order to analyze performance data, determine reading lexiles, and to share with parents 2. Follow up staff development regarding various reports and gathering data	1. Student performance data in the areas of reading and math 2. Staff development time set aside for further training regarding PASeries features for teachers 3. Staff development time provided for teachers to interpret data in order to make instructional decisions
1.8 Implement "Power Verb" of the week program at Irving School	Teachers and the principal	Year long	No additional resources are requested at this time.	1. Provide color-coded "Power Verb" signs for every classroom 2. Each week a different "Power Verb" and definition is read over morning announcements	1. "Power Verbs" are read consistently during morning announcements 2. Teachers incorporate "Power Verb" strategies into their lessons
1.9 Participation in Oak Park Education Foundation sponsored activities (Art Start, Global Village, Geared Up, and Architecture Adventure.	Grade level teachers as designated by each program, ed foundation representative, principal	Year long	No additional resources are requested at this time.	Teachers work in conjunction with their OPEF partners to plan lessons for students	Education Foundation student activities are communicated to parent community through homeroom teacher communications and grade level reports at monthly PTO meetings

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<b>DISTRICT GOAL:</b> Oak Park Elementary School District 97 will reduce the achievement gap between minority and non-minority students at each school by at least 10% points in reading and math on ISAT. Recognizing that the ISAT is a one day test that presents only a partial picture of whether the gap is being reduced, we will also have indicators of the gap closing through local assessments and examination of student work.					
2.1 Develop a watch list to support students achieving below grade level.	Title One staff, LAS, principal	1st trimester	No additional resources are requested at this time.	1. Completion of Watch list 2. Identify support services students	Attendance/tardy information, Title One participation, WORM Club, P/T conference attendance, ISAT (Rdg and Math), Image, IAA, Pearson/ED Math Assessments
2.2 Complete item analysis of ISAT to identify student strengths and weaknesses with staff.	Homeroom Teachers, Title One Teachers, LAS, principal	1st trimester	No additional resources are requested at this time.	Staff development time provided for teacher collaboration and planning of lessons	1. Item analysis is complete and staff has been provided with information 2. Direction and lessons plans developed to address student weaknesses in reading and math
2.3 Assess and monitor Double Dose Reading	Title One Teachers, Homeroom Teachers, LAS, Kaunelis, Pelling, Principal	Identification and Assessment by the end of September, 2009 - Trimester Evaluations of student performance	Funds to cover cost of Dibels/Wireless Generation assessment and reporting tool	1. Students are assessed and identified at all grade levels to determine eligibility for program participation 2. Notify parents of eligible students of program participation 3. Schedule Title One reading instruction to occur outside of homeroom reading times 4. Each trimester assess students on reading skills to make program adjustments as needed 5. Progress Reports and Report Cards 6. Student Watch List 7. Skill Based Grouping	DIBELS, ISAT, Open Court Assessments, Darryl Morris, San Diego Quick Assessment, PASeries Reading Assessments
2.4 Assess and monitor WORM Club	Worm Club Coordinator and principal	Year long	Accelerated Reader performance, DIBELS, Teacher Recommendation	1. Accelerated Reader Tests administered, 2. Increase in reading scores 3. consistent attendance 4. Write contract for students/parents 5. Formalize list of tutors	DIBELS, ISAT, Report Card Grades, PASeries Reading Assessments

OBJECTIVE	STAFF RESPONSIBLE	TIME FRAME	RESOURCES REQUESTED	INDICATORS OF SUCCESS	DATA SOURCE(S)
2.5 To improve the ISAT scores of at risk students and students with IEPs by implementing Response to Intervention Strategies	homeroom teachers, Team Facilitator, School psychologist, resource staff, principal	Year long	Trimester report card grades, DIBELS, Pearson, Curriculum Based Measures information	1. Students with IEPs are enrolled in intervention programs including Double Dose, WORM Club 2. Homeroom teachers meet monthly with staff from Intervention planning team to discuss student progress and concerns 3. identify intervention appropriate intervention strategies 4. Irving representatives serving on the District's RTI Committee	Report card grades, attendance/participation in intervention program, progress reports, ISAT scores in Spring 09, student watch list, progress monitoring data
2.6 Administer Dibels Screening as a curriculum based measure to screen all students K-5 and progress monitor title one students using Wireless Generation technology	LAS, Title One Staff, LDR staff, GTD, and Student Support Specialist	Year long	Funds necessary to cover cost of Dibels program and Wireless Technology contract	1. All students in grades K-5 are screened by the end of September, 2009 2. Students are identified for Title One Services 3. Parents are notified of child's eligibility status 4. Students are placed in appropriate Title One programs	1. Data generated from screener tests and progress monitoring check points throughout the year 2. Program placement decisions based on individual student progress.
2.7 ISAT Family Nights	School improvement team members, teachers for math and reading grades 3-5, principal, staff volunteers	Dec 19-Feb 23; every Tuesday Night	Funds to cover the cost of food and materials, staff paid for through Title One funds	1. Staff identified as volunteers and reading and math teachers selected for grades 3-5 2. Students identified for participation 3. Parents notified of event 4. Childcare and dinner arrangements are confirmed 5. Majority of eligible families take advantage of this opportunity	1. Collection of parent communication and materials used 2. Attendance sign in sheets 3. Student scores on 2010 ISAT tests
2.8 Pilot Route to Reading Program (differentiated reading program in conjunction with the 95% Group) in grades 2 and 4	LAS, Title One Staff, 2nd and 4th grade homeroom teachers, Student Support Specialist, GTD, Principal	2009-2010 School Year	Funds to cover materials costs, staff development, and conference attendance	1. Release time for 2nd and 4th grade teachers to meet with LAS and Title Staff 2. Follow up staff development meetings on Wednesdays 3. Introduction of program to the entire staff, building master schedule to "flood" grades two and four, trainers working with all staff and modeling lessons for teachers 4. Consensus building regarding full implementation next year	1. Progress monitoring of all students in grades 2 and 4 every three to four weeks 2. Tracking student progress on specific phonics skills 3. Identifying student groupings based on progress monitoring 4. Feedback from staff regarding benefits and difficulties of the program
2.9 Use of ISAT Coach materials for students in grades 3, 4, and 5.	Student support specialist and homeroom teachers in grades 3, 4, and 5	Mid -October, 09 thru the end of February ,10.	Funds from school budget to purchase materials	1. Identify preparation materials that most closely mirror the ISAT test 2. materials are ordered and in the building 3. Time is set aside for bi-monthly and weekly lessons in each grade level	1. Materials are used in a meaningful manner with students in grades 3, 4, and 5. 2. Student work samples from Coach materials to guide instructional decisions. 3. Spring, 2010 ISAT scores

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2.10 Concordia University Reading Masters Degree candidates working directly with up to 57 at risk readers at Irving School for 12 hours of contact time after school.	Principal and Concordia University Supervisor	Mid-January through March	No additional funds are requested at this time	1. Arrangements are confirmed with Concordia Supervisor and Irving School 2. Students are identified for participation in the program 3. Obtain parental consent 4. Childcare arrangements are made for each tutoring sessions from dismissal until 4:00 pm 5. Locations are determined for each tutor	1. Attendance rates of eligible students 2. Samples of lessons and materials are maintained 3. If possible pre and post assessments administered
2.11 Purchase literary magazine subscriptions for each title one student: Cricket Magazine for ages 9-14, Spider Magazine for ages 6-9, and Ladybug Magazine for students ages 5-6	LAS, Title One Staff, principal	09-10 school year	No additional funds are requested at this time	1. Generate mailing list of title one students 2. place order with publisher 3. confirm billing arrangements	Survey Title One students at the end of the year regarding their interest in reading and magazine selection.
2.12 Lunchtime Reading Club: LAS will meet 2 times a week with struggling readers to provide motivational reading instruction based on fluency and comprehension.	LAS, homeroom teachers, principal	09-10 school year	Funds to pay curricular rate to LAS and materials	1. Students are identified 2. Parent consent obtained 3. Reading Club meetings scheduled on the master calendar	Students will be evaluated based on DIBELS, ISAT summative scores in reading, and teacher observation
2.13 Implement Read Naturally and SPIRE curriculum with Title One students	LAS and Title One staff	09-10 school year	Funds earmarked district through Title One \$	1. Teachers receive staff development in program implementation 2. Necessary materials are obtained. 3. Title One Schedule reflects time set aside for instruction	Evaluation will be based on student assessment components of each program
2.14 Staff participates in professional development opportunities: West 40 ISAT conferences, NCLB Conference in Chicago, 95% Group/RTI conference and participation in 95% group site visits, 2 day professional development at Irving School with Dr. Michael Haggerty re: phonemic awareness and phonics instruction.	Principal, homeroom teachers, LAS, Title One Staff, Student Support Specialist, GTD	09-10 school year	Funds to cover enrollment and material fees covered through grant money and school budget	1. All teachers attend conferences and staff development opportunities pertaining to their position 2. Staff incorporates new knowledge into classroom curriculum	1. Conference enrollment forms. 2. Sharing with entire faculty highlights of conferences and professional development meetings. 3. Information obtained is used to base instructional decisions for the rest of the year and in the 2010-2011 school year

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<p><b>1.1 PTO sponsored Parent Education Nights</b></p>	<p>1.1 Gifted Services Spreadsheet</p>	<p><b>Staff Responsible</b> Various staff members and principal.</p>	<p><b>Time Frame</b> 2009-2010 school year</p>	<p><b>Resources Requested</b> No additional resources requested at this time</p>	<p><b>Indicators of Success</b> 1. Brainstorm topics with staff that would be helpful to parent (Route to Reading Program, Math Algorithms, Middle School Transition, beginning reading skills: sound blending and phonics, study skill). 2. Presentations scheduled on PTO calendar. 3. Event is well publicized 3. PTO mtgs well attended</p>	<p><b>Data Source(s)</b> 1. Copies of presentation materials 2. Staff available to lead presentations suggested for each topic 3. PTO meetings are well attended.</p>	<p><b>Strategic Plan Reference</b></p>
<p>1.2 Use PTO and Township grant funds to implement further during and after school programming for students. ( multi-cultural dance troupe, Intramural basketball, lunchtime foreign language: Spanish, French, German, Chinese)</p>		<p>Staff members to be identified, parent committee chairs.</p>	<p>year long</p>	<p>funds to pay teachers curricular rate, materials, promotion printing costs.</p>		<p>1.evidence of program promotion, group rosters, work samples/culminating activities</p>	

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1.3 Provide Family Reading Nights to reinforce and enrich curriculum		Reading Committee, LAS and Title staff, and principal	As listed on school calendar	funds to pay teachers curricular rate, materials, promotion printing costs.	1.Two Family Reading Nights conducted in 09 10 school year	1.Parent student sign in sheets from each event 2.Collection of activities and promotional material	
1.4 Mapping Assessment Frameworks for grades 3, 4, 5		3rd, 4th, 5th grade teachers, principal	1st trimester	No additional resources requested at this time	1. Completed charts at each grade level (3,4,5) indicating the standards will be instructed during each trimester. 2. Correlation of materials available to instruct each standard 3. Requests for additional materials to cover standards not present in current curriculum.	1. Standards are instructed by grade level teachers during the designated trimester. 2. Curriculum correlation to state standards is complete. 3. a list of materials needed to cover the standards is generated.	
1.5 School-wide reading buddies program		Homeroom Teachers and Student Support Specialist	on-going	No additional resources requested at this time	1 All grade levels, including special education, are participating 2. determine frequency of lessons (1 x week or 2 x month, etc)	Teacher communication regarding book buddies program	
1.6 Intermediate grades Math Competitions		Packer	year long	Materials and Registration Fees	1. eligible students participate in lunchtime activity with the GTD 2. Irving School is represented in various math competitions.	1. Attendance records of Mathletes 2. Participation In Latin School Competition and surrounding events	

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1.7 Administer , analyze, and share with parents PASeries reading and math data		Homeroom teachers, principal, resource staff	year long	No additional resources are requested at this time.	1. Students in grades 3, 4, 5 take PASeries tests three times a year per district assessment calendar. Teachers print progress reports in order to analyze performance data, determine reading lexiles, and to share with parents. 2. Follow up staff development regarding various reports and gathering data	1. Student performance data in the areas of reading and math 2. Staff development time set aside for further training regarding PASeries features for teachers 3. Staff development time provided for teachers to interpret data in order to make instructional decisions.	
1.8 Implement "Power Verb" of the week program at Irving School		Teachers and the principal	year long	No additional resources are requested at this time.	1. Provide color-coded "Power Verb" signs for every classroom. 2. Each week a different "Power Verb" and definition is read over morning announcements.	1. "Power Verbs" are read consistently during morning announcements. 2. Teachers incorporate "Power Verb" strategies into their lessons.	
Participation in Oak Park Education Foundation sponsored activities (Art Start, Global Village, Geared Up, and Architecture Adventure.		Grade level teachers as designated by each program, ed foundation representative, principal	year long	No additional resources are requested at this time.	Teachers work in conjunction with their OPEF partners to plan lessons for students	Education Foundation student activities are communicated to parent community through homeroom teacher communications and grade level reports at montly PTO meetings.	



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2.1 Develop a watch list to support students achieving below grade level.		Title One staff, LAS, principal	1st trimester	No additional resources are requested at this time.	1. Completion of Watch list 2. Identify support services students	attendance /tardy information , Title One participation, WORM Club, P/T conference attendance , ISAT (Rdg and Math), Image, IAA, Pearson/E D Math Assessments,	
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2.2 Complete and item analysis of ISAT to identify student strengths and weaknesses with staff.		Homeroom Teachers, Title One Teachers, LAS, principal	1st trimester	No additional resources are requested at this time.	Staff development time provided for teacher collaboration and planning of lessons	1.Item analysis is complete and staff has been provided with information . 2. Direction and lessons plans developed to address student weaknesses in reading and math	
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2.3 Assess and monitor Double Dose Reading		Title One Teachers, Homeroom Teachers, LAS, Kaunelis, Pelling, Principal	Identification and Assessment by the end of September, 2009 - Trimester Evaluations of student performance	Funds to cover cost of Dibels/Wireless Generation assessment and reporting tool	1. Students are assessed and identified at all grade levels to determine eligibility for program participation 2. Notify parents of eligible students of program participation 3. Schedule Title One reading instruction to occur outside of	DIBELS, ISAT, Open Court Assessments, Darryl Morris, San Diego Quick Assessment, <b>PASeries Reading Assessments</b>	
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2.4 Assess and monitor WORM Club		Worm Club Coordinator and principal	year long	Accelerated Reader performance , DIBELS, Teacher Recommendation	1. Accelerated Reader Tests administered , 2. Increase in reading scores, 3. consistent attendance <b>4. Write contract for students/parents</b> <b>5. Formalize list of tutors</b>	DIBELS, ISAT, Report Card Grades, PASeries Reading Assessments	

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2.5 To improve the ISAT scores of at risk students and students with IEPs by implementing Response to Intervention Strategies		homeroom teachers, Team Facilitator, School psychologist, resource staff, principal	year long	trimester report card grades, DIBELS, Pearson, Curriculum Based Measures information	1. students with IEPs are enrolled in intervention programs including Double Dose, WORM Club 2. Homeroom teachers meet monthly with staff from Intervention planning team to discuss student progress and concerns 3.	report card grades, attendance /participation in intervention program, progress reports, ISAT scores in Spring 09, student watch list, progress monitoring data	
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2.6 Adminster Dibels Screening as a curriculum based measure to screen all students k-5 and progress monitor title one students using Wireless Generation technology		LAS, Title One Staff, LDR staff, GTD, and Student Support Specialist	year long	Funds necessary to cover cost of Dibels program and Wireless Technology contract	1. All students in grades K-5 are screened by the end of September, 2009 2. Students are identified for Title One Services. 3. Parents are notified of child's eligibility status 4. Students are placed in appropriate Title One programs	1. Data generated from screener tests and progress monitoring check points throughout the year. 2. Program placement decsions based on individual student progress.	
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2.7 ISAT Family Nights		School improvement team members, teachers for math and reading grades 3-5, principal, staff volunteers	Dec 19-Feb 23; every Tuesday Night	Funds to cover the cost of food and materials, staff payed for through Title One funds	1. Staff identified as volunteers and reading and math teachers selected for grades 3-5 2. Students identified for participation 3. Parents notified of event 4. Childcare and dinner arrangements are confirmed 5. Majority of eligible families take advantage of	1. Collection of parent communication and materials used 2. Attendance sign in sheets 3. Student scores on 2010 ISAT tests	
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<b>2.8 Pilot Route to Reading Program (differentiated reading program in conjunction with the 95% Group) in grades 2 and 4</b>		LAS, Title One Staff, 2nd and 4th grade homeroom teachers, Student Support Specialist, GTD, Principal	2009-2010 School Year	Funds to cover materials costs, staff development, and conference attendance	1. Release time for 2nd and 4th grade teachers to meet with LAS and Title Staff 2. Follow up staff development meetings on Wednesdays 3. Introduction of program to the entire staff, building master schedule to "flood" grades 2 and 4, trainers working with all staff and modeling lessons for teachers 4. Concensus building regarding full implementation next year	1. Progress monitoring of all students in grades 2 and 4 every three to four weeks 2. Tracking student progress on specific phonics skills 3. Identifying student groupings based on progress monitoring 4. Feedback from staff regarding benefits and difficulties of the program,	
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2.9 Use of ISAT Coach materials for students in grades 3, 4, and 5.		Student support specialist and homeroom teachers in grades 3, 4, and 5	mid -October, 09 thru the end of February ,10.	Funds from school budget to purchase materials	1. identify preparation materials that most closely mirror the ISAT test 2, materials are ordered and in the building 3. Time is set aside for biweekly and weekly lessons in each grade level	1. Materials are used in a meaningful manner with students in grades 3, 4, and 5. 2. Student work samples from Coach materials to guide instructional decisions 3. Spring, 2010 ISAT scores	
2.10 Concordia University Reading Masters Degree candidates working directly with up to 57 at risk readers at Irving School for 12 hours of contact time after school.		Principal and Concordia University Supervisor	Mid-January through March	No additional funds are requested at this time	1. Arrangements are confirmed with Concordia Supervisor and Irving School 2. Students are identified for participation in the program 3. Obtain parental consent 4. childcare arrangements are made for each tutoring sessions from dismissal until 4:00 pm 5. Locations are determined for each tutor.	1. attendance rates of eligible students 2. samples of lessons and materials are maintained 3. If possible pre and post assessments administered	

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2.11 Purchase literary magazine subscriptions for each title one student: Cricket Magazine for ages 9-14, Spider Magazine for ages 6-9, and Ladybu Magazine for students ages 5-6		LAS, Title One Staff, principal	09-10 school year	No additional funds are requested at this time	1. Generate mailing list of title one students 2. place order with publisher 3. confirm billing arrangements	Survey Title One students at the end of the year regarding their interest in reading and magazine selection.	
2.12 Lunchtime Reading Club: LAS will meet 2 times a week with struggling readers to provide motivational reading instruction based on fluency and comprehension.		LAS, homeroom teachers, principal	09-10 school year	Funds to pay curricular rate to LAS and materials	1. Students are indentified 2.. Parent consent obtained 3. Reading Club meetings scheduled on the master calendar	Students will be evaluated based on DIBELS, ISAT summative scores n reading, and teacher observation	
Implement Read Naturally and SPIRE curriculum with Title One students		LAS and Title One staff	09-10 school year	Funds earmarked district through Title One \$	1. Teachers receive staff development in program implementation 2. Necessary materials are obtained 3. Title One Schedule reflects time set aside for instruction	Evaluation will be based on student assessment components of each program	

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Staff participates in professional development opportunities: West 40 ISAT conferences, NCLB Conference in Chicago, 95% Group/RTI conference and participation in 95% group site visits		Principal, homeroom teachers, LAS, Title One Staff, Student Support Specialist, GTD	09-10 school year	Funds to cover enrollment and material fees covered through grant money and school budget	1. All teachers attend conferences and staff development opportunities pertaining to their position 2, Staff incorporates new knowledge into classroom curriculum	1. Conference enrollment forms 2. Sharing with entire faculty high lights of conferences and professional development meetings 3. Information obtained is used to base instructional decisions for the rest of the year and in the 2010-2111 school year	
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District Goal: Each school in Oak Park Elementary School District 97 will enhance its school climate and culture, resulting in a learning organization that is student-centered, parent-friendly, professionally rewarding and conducive to all students to reach their full potential as evidenced by an 85% satisfaction rate on bi-annual school surveys given to teachers, parents and students.					
3.1 To continue PESA initiative looking at alternative implementation	Social Worker, Parent Coordinator, Principal	Times are set on the school calendar	Child Care, Budget for Food, PESA Materials, Parent Phone Tree	1. Parents are enrolled in workshops (10 max) 2. Workshops are completed 3. Attendance data 4. Parent Evaluations	Workshop registration, attendance data, parent evaluations
3.2 Administer and evaluate bully surveys in grades 3-5	Social Worker, Student Support Specialist, Social Work Intern, Principal	Each Trimester	Bully Survey, Parent Letter	1. Survey, including examples, administered during each trimester 2. Share process/results with student body 3. Reduction in the number of incidences of bullying indicated on student surveys	Survey data generated each trimester
3.3 Develop anti-bullying curriculum through Character Education and Bully Survey Results	Social Worker, Student Support Specialist, Principal	Year Long	Bullying Curriculum, Bullying Survey Results, Village of OP Dept of Health/Lifeskills program.	1. Reduction in the number of bullying indicated on student surveys 2. Consistency in Character Education program (Character Counts, Life Skills)	Bully Survey data
3.4 Support and maintain Irving School's Student Council	Student Council Sponsors, School Staff, Principal, School Community	Year Long	Teacher/Parent involvement	1 Rotation of student council members throughout the year 2. Five student council sponsored/organized events throughout the year	Collection of announcements and communication
3.5 To increase the inclusion of Special Education Students	Special Education Teachers, Regular Education Teachers, Social Worker, Student Support Specialist, Support Staff	Year Long	Teacher assistants in regular education classes for support. Curricular activities where applicable	1. Special Education students are grouped with Regular Education peers during lunch and at assemblies 2. Special Education students attend grade level field trips when applicable 3. Acceptance/Diversity presentations at staff discretion 4. Special Education students have representation on the Irving Student Council 5. Participation in school wide events 6. Book buddies pairing special education students with a regular education class 7. Background information to regular education teachers 8. "Circle of Friends;" intermediate grades social group for Special Education Students and their Regular Education peers	Teacher/Staff observations of inclusion activities
3.6 Implement Peer Mediation at Irving School	Chang , Bell-Bey	Beginning of the year	No additional resources are requested at this time	1. Staff member identified for peer mediation training 2. Identify training dates, source 3. Students are trained to facilitate peer mediation 4. Make mediation dates and process known to staff and students 5. Students mediate conflicts	Information gathered for review

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3.7 Continue use of uniform progress report intermediate grades to be distributed to every student each trimester mid-term	Teacher representatives from grades 3,4,5, Principal	Progress reports developed and distributed at each trimester mid-term	No additional resources are requested at this time	1. Reports are distributed to each child in grades 3-5 3.10.2 Letter to parents explaining how grades are determined (1,2,3,4)	Principal copies of progress reports
3.8 Identify ways to recruit a more diverse population in PTO and SIT	SIP members, Principal, members of various parent groups (PTO and SIT)	On-going	phone tree	1. Increased diversity of school organizational boards and memberships	Membership / attendance rosters
3.9 Initiate school-wide Reading Buddies program	Homeroom teachers	On-going	No additional resources are requested at this time	1. All grade levels/classes are participating .2 Culminating activities	Communication regarding reading buddies program
3.10 Track student behavior and administrative referrals by using D97 Referral Form	Homeroom teachers, support staff, office staff	On-going	D97 referral form, SWIS	1. Each student referred to the office is accompanied with referral form 2. Results are communicated to staff member making referral 3. Student discipline is entered in SWIS	Reports are generated that track student discipline and trends
3.11 Implement Irving School Wellness Committee Recommendations, including "Smoothie Fridays" and Irving Pacers walking club	Staff and parents on the Irving Wellness Committee.	Year Long	Funds from Smoothie Fridays will offset costs of additional programming	1. Meet monthly as a group to delegate tasks and coordinate planning 2. Report to PTO each month	Evidence of program promotion, group rosters
3.12 Continue Parent Outreach and Support Team	Student Support Specialist, principal, parent volunteers	2009-2010 school year	New parent dinner and postage for mailings covered through PTO funds	1. Invitations mailed and phone calls to each family new to the Irving Community inviting them to our New Parent Welcome 2. Completion of veteran parent information sheet	1. Attendance rate at the New Parent Welcome Dinner 2. feedback from new parents.
3.13 Fully implement PBIS at Irving	Student Support Specialist, Principal, Irving Staff and Teachers, Parent Representatives	2009-2010 school year	Funds for materials and celebrations provided through district monies	1. Develop Cool Tools (be respectful, be responsible, be safe, be peaceful) and expectations matrix 2. Work with PBIS team and Irving Faculty to Develop Discipline Referral Form 3. Provide every homeroom with "Cool Tools" assemblies each trimester 4. Post Information Banners and Signs throughout the building 5. Read the Eagle Essentials each morning during announcements 6. Encourage the use of "Eagle Slips" for positive behavior 7. Weekly drawings of Eagle Essentials winners and staff member of the week 6. Track discipline data in SWIS 8. Plan three school-wide celebrations	1. Discipline referral information entered in SWIS 2. Using referral data to identify and update school wide goals for behavior
3.14 Participate in mobile dental clinic sponsored through the Infant Child Welfare Society providing free dental screenings, referrals, and sealants to students	School Nurse, Cooperating dentist and hygienists, principal	2009-2010 school year	Program sponsored through a grant opportunity	1. Schedule date and make a room reservation for dental clinic visit 2. notify parents of opportunity 3. enroll students for visits to the dentist on scheduled date 4. provide follow up information to families	Track number of Irving families that taken advantage of this program over the last three years
3.15 Devop a "LIVE GREEN" student group (K-5) at Irving to promote the understanding of environmental issues, the importance of recycling, and to provide input on the Irving School Yard Project	GTD, students, principal, a parent representative from the Irving School Yard Project	2009-2010 school year	No additional funds are requested at this time.	1. Promote the program through materials displayed in the common spaces at Irving and morning announcements 2. Schedule specific meeting dates for group meetings 3. Establish list of goals to be accomplished	Attendance data and track benefits of the group to the Irving Community

**Washington Irving Elementary  
School Improvement Plan  
2009-2010**

[illegible]

**Washington Irving Elementary  
School Improvement Plan  
2009-2010**

Strategic Plan Reference				
2.5 Increase collaboration among specialist, support staff, and classroom teachers				
1.10 Develop a program to promote a positive classroom and school environment where children feel safe and welcome				
1. 10 Develop a program to promote a positive classroom and school environment where children fee safe and welcome				
1.10 Develop a program to promote a positive classroom and school environment where children feel safe and welcome 3.9 Maximize interaction between special education and general education				
3.9 Maximize interaction between special education and general education				
2.1 Expand peer mediation prgrams to all schools and all age levels				



**Washington Irving Elementary  
School Improvement Plan  
2009-2010**

Strategic Plan Reference				
3. 12 Actively engage parents and guardians in their students' educational program				
2.7 Establish a language arts program that includes authentic literary experiences				

**Washington Irving Elementary  
School Improvement Plan  
2009-2010**

[illegible]

**DISTRICT GOAL:** The District shall promote and recognize the academic success of all students by advocating and sustaining an instructional program and nurturing a school climate that supports student learning. The District shall strive to assure that all students show consistent academic improvement annually through national, state, and local assessments that determine and address the needs of all students.

Objective

Action Steps

Progress to Date

**DISTRICT GOAL:** Oak Park Elementary School District 97 will reduce the achievement gap between minority and non-minority students at each school by at least 10% points in reading and math on ISAT. Recognizing that the ISAT is a one day test that presents only a partial picture of whether the gap is being reduced, we will also have indicators of the gap closing through local assessments and examination of student work.

**District Goal: Each school in Oak Park Elementary School District 97 will enhance its school climate and culture, resulting in a learning organization that is student-centered, parent-friendly, professionally rewarding and conducive to all students to reach their full potential as evidenced by an 85% satisfaction rate on bi-annual school surveys given to teachers, parents and students.**

**Notes**