

Irving Elementary

See it ! Be it ! Believe it ! Achieve it !

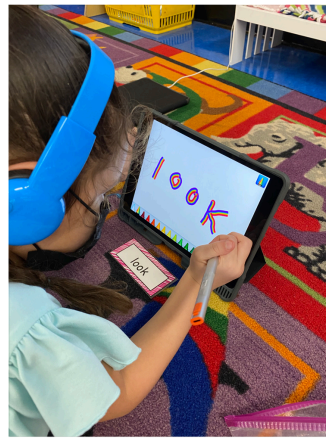
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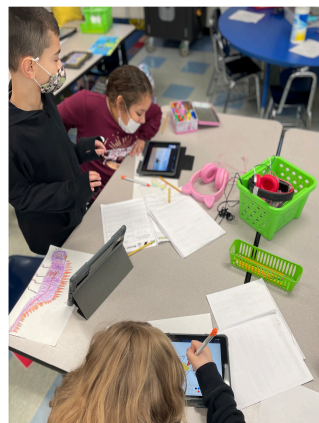
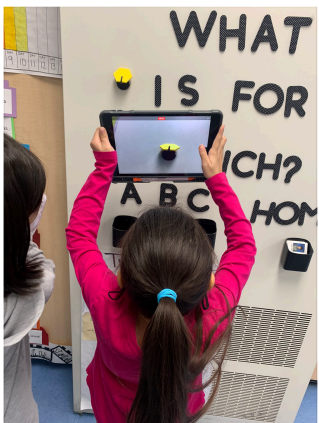
Today

Irving serves students, grades Pre-K through 5, living in Berwyn, IL. Irving is in the 11th year of full one to one iPad implementation. We are proud to say that this implementation has enabled us to instill a passion for deeper learning and exploration through the use of Apple products. Our students are fortunate to be able to take their devices home to extend their learning.



Vision

The vision of Berwyn South School District 100 is to inspire a passion for learning in every child. Our mission is to give all students the necessary academic skills and knowledge to lead meaningful lives and become contributing members in society; technology is a necessary tool to help enhance our vision towards deeper learning. Irving collaborates with District 100 iCoaches to guide our analysis of assessment data and understanding of various technologies. Our School Improvement Team tracks Apple's [Elements of Learning](#), along with our use of technology, to improve teacher instruction, student engagement and learning.



Demographics

Title 1 Public School

Pre-K - 5

Early Childhood

Structure Classroom

Instructional Classroom

Staff 62

Student 367

Apple Teacher



Apple Tools and Services

MacBook

iPad

Apple TV

Logitech Crayon

Apple Professional Learning

Learning

Because of the pandemic, educators in our school designed lessons using iPad and Macbook to enhance all aspects of instruction and assessment; planning and execution required teachers to become entrenched in Apple devices that enabled exclusive and hybrid [virtual learning](#) for months on end. The iPad was an indispensable tool to continue with education. For example, many of our students often did not have a designated study zone, and because of the size and mobility of the iPad, they were able to find [home space](#) from family noise. Another benefit of the iPad was the camera; students were able to easily take pictures and videos to share [demonstrations of their learning](#). Throughout the pandemic, staff got more efficient and confident in the design of instruction. They adapted our in-person curriculum and resources by creating Keynote and Pages to teach lessons. Along with staff's confidence using Apple products, students gained the ability to use content to create a variety multimedia presentations. For example, students [iMovies and Keynote](#) to explain information to their teachers, peers and Irving community.

Students and staff have brought the lessons learned from remote and hybrid learning into our present year of in-school learning. Our learning management system has given [families](#) in their student's day to day learning. Teachers are enhancing our curriculum and resources by utilizing Apple products to communicate information in a more engaging and clear way to our students. And finally, students have continued to utilize the iPad and Apple products to [demonstrate and communicate](#) to a larger audience.

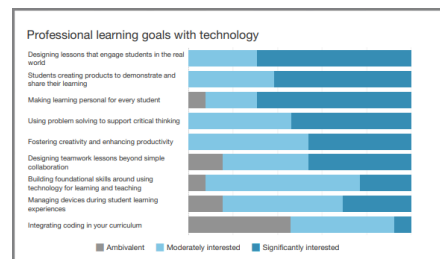
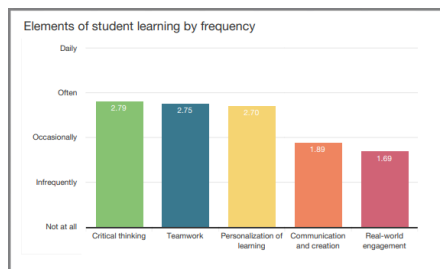
Click each learning experience to view Irving during the pandemic.



Success

Staff and grade level teams have spent time discussing results of the Apple survey. The District Coaching Department helped us understand each element more clearly as well as how to use Apple technology to enhance each element in our teaching and learning. Irving has used [walk-throughs](#) and informal/ formal evaluations to further assess the implementation of the recommendations.

Elements of Student Learning: Because our staff survey indicated the need to shore up the element of "Real-world engagement", two units were developed. First, students read Stone Fox by John Reynolds Gardiner featuring a nine-year-old boy, his dog, and Native American man; the boy is determined to win the National Dogsled Race. [Tom Thurston](#) who has led the Iditarod for the past three years. Secondly, [Black History](#) featuring ShaRhonda Knott Dawson from Brondi House highlighted real world engagement. Brondi house utilized Keynote to produce a impactful and meaningful assembly for students to learn about foundational Black History.



WHAT'S NEXT

In terms of next steps as a school, our teams would benefit from an in-depth analysis of such work as Terrell's portfolio. We need to better understand the student's needs and collaborate on ways to best teach Terrell the necessary skills he needs to move forward.

- What is the depth of learning exhibited in his portfolio?
- What evidence shows his level of engagement in his portfolio?
- What skills does he need to better communicate his ideas?
- How can technology help?

Terrell's Portfolio

