



## **Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Total enrollment	379	404	394	414	457	476
% White	53.8	55.0	48.2	48.6	42	38.2
% Black	19.3	17.6	22.1	21.3	21.4	22.1
% Hispanic	14.5	13.6	9.9	10.9	14	15.1
% Asian/Pacific Islander	12.1	13.6	14.7	11.8	12.9	16.8
% Native American	0.3	0.2	0.3	0.0	0.4	0
% Multi-racial			4.8	7.5	9.2	7.8
Low Income rate	7.4	10.6	18.8	18.4	15.1	22.7
Limited English Proficient Rate	12.4	14.6	13.5	12.1	16.8	18.7
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0	0
Mobility Rate	28.4	22.5	24.3	19.2	24.4	23.5
Attendance Rate	95.9	96.1	95.4	95.7	95.2	95.2
% Parent Contact	100.0	100.0	100.0	100.0	100.0	100.0
Average class size grade K	20	20.3	19.3	21.8	23.8	19.3
Average class size grade 1	21.3	21.3	21.8	19.7	25.8	23.3
Average class size grade 3	22	20.7	20.3	21.3	22.0	19.0
Minutes per day teaching reading	150	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75	75

## **LONGWOOD ELEMENTARY SCHOOL PRESENT LEVEL OF PERFORMANCE**

### **Reading**

#### **A. ISAT/IAA**

Based on March 2006 assessment data, 73% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2007 assessment data, 74% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

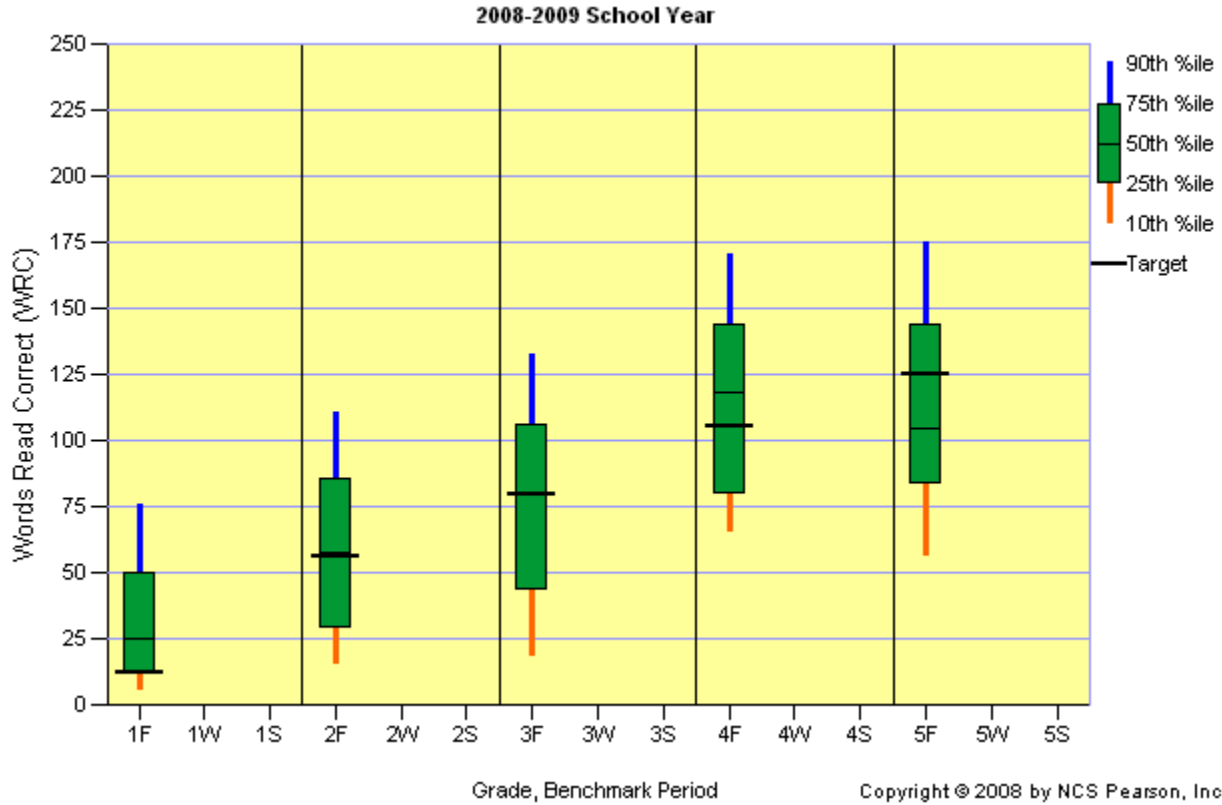
Based on March 2008 assessment data, 78.2% of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

#### **B. Curriculum Based Measurement – General Outcome Measure**

District performance standards in the area of reading achievement correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period. These formative assessments are used to monitor students' progress towards Illinois Learning Standards.

Based on September 2007 data, 58% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on September 2008 data, 58% of students met or exceeded district performance standards on a general outcome measure of reading.



The following table summarizes reading achievement performance by subgroup as measured on the ISAT:

	<b>05-06</b>			<b>06-07</b>		<b>07-08</b>	
	% M/E	Student Count	% M/E	Student Count	% M/E	Student Count	
<b>Subgroup Reading Performance</b>	White	78	74	80	79	81.8	66
	Black	42	26	55	38	64.9	37
	Hispanic	83	17	77	18	76.5	17
	Asian/Pac	88	17	72	18	91.3	23
	Native Am	NA	0	NA	0	0	0
	Multiracial	67	6	91	11	76.9	13
	LEP	75	16	67	12	64.3	14
	IEP	25.9	27	17	23	39.1	23
	FRL	45.4	33	46	39	54.5	33

## Math

### A. ISAT/IAA

Based on March 2006 assessment data, 86.5% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2007 assessment data, 82.9% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2008 assessment data, 85.3% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

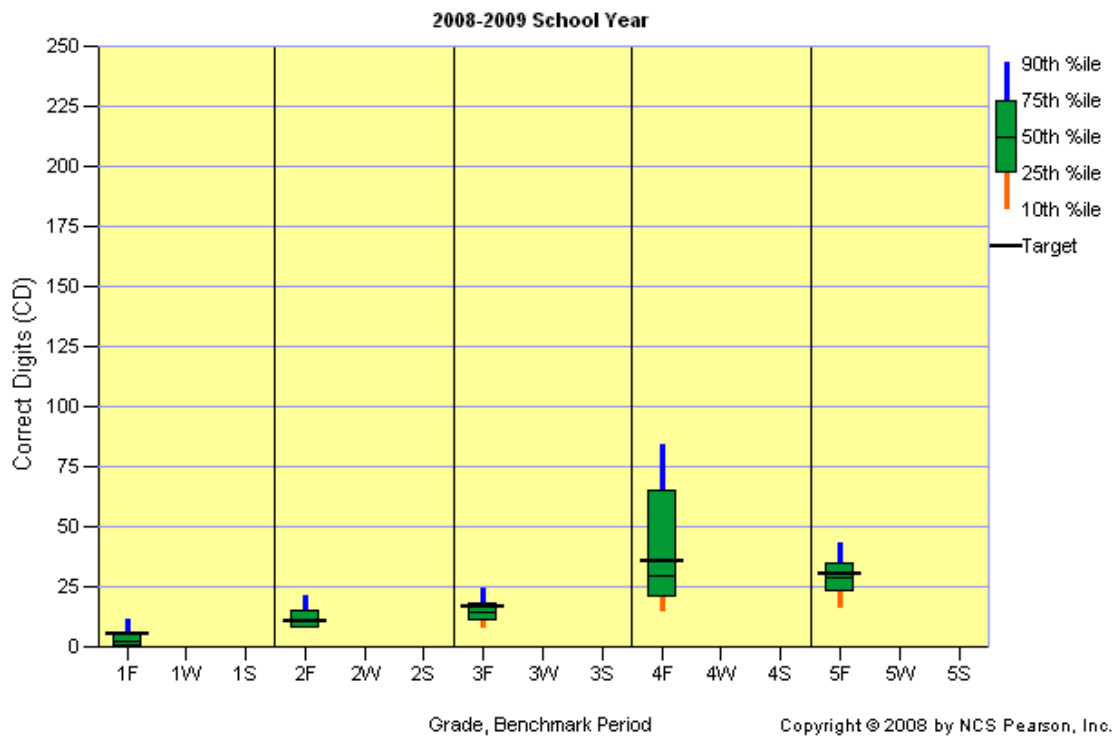
The following table summarizes mathematics achievement performance by subgroup:

<b>Subgroup Math Performance</b>		<b>% M/E</b>	<b>Student Count</b>
	<b>White</b>	92.4	66
	<b>Black</b>	67.6	37
	<b>Hispanic</b>	82.4	17
	<b>Asian/Pac</b>	100	23
	<b>Native Am</b>	NA	0
	<b>Multiracial</b>	81	11
	<b>LEP</b>	78.6	14
	<b>IEP</b>	52.2	23
	<b>FRL</b>	63.6	33

### A. Curriculum-Based Measurement

District performance standards in the area of mathematics computation correspond to the approximate national median or 50<sup>th</sup> percentile rank at each grade level for each benchmark period.

Based on September 2008 data, 46.7% of Longwood students (grades 2-5) met or exceeded district performance standards on a measure of mathematics computational fluency.



## Writing

### A. ISAT/IAA

Based on March 2008 assessment data, 71.8% of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

## SCHOOL IMPROVEMENT PLAN GOAL STATEMENT AND ACTION PLAN 2008-2009

### Action Plan for Improved Learning

**Goal 1: To improve the number of students who will meet or exceed literacy performance standards as measured by the Illinois Standards Achievement Test, Illinois Alternative Assessment, and Curriculum Based Measurement from 78.2% to 83%.**

1. Objective – Area of Focus: Identify main idea, supporting details; make comparisons across reading selections.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase amount of instructional reading time by dividing students into small (6-8 students) guided reading groups. (Referred to as Flooding).	Four days per week Grades K,1,2,3,5 For 35-60 minutes depending upon grade level need	All staff	Systematically review CBM data ISAT data
Improve the core reading instruction by using literacy coaches for co-teaching during the lit block.	Five days a week Grade 4	4 <sup>th</sup> grade teachers and RI	CBM benchmarking data
Increase comprehension by regular practice of reading responses in guided reading groups and literacy block instructional time.	Four days per week Grades K,1,2,3,5 For 35-60 minutes depending upon grade level need	All staff	CBM Maze gr 3-5 ISAT data, flooding integrity checklists
Increase consistency of instruction by training on a school wide comprehension strategy of questions before/during/after reading using a visual aide and common language.	Fall SIP project	Project members led by BLT	R CBM data and ISAT data, flooding integrity checklists
Improve core Reading/ Lit block instruction by focusing on essential performance descriptors, differentiating instruction and increasing student-teacher ratio with co-teaching opportunities.	Classroom conferences at benchmarking (Sept, Jan, Mar)	Classroom teachers and support staff	Class and grade level triangle data reflects 70% or higher effective core instruction

2. Objective – Area of Focus: Use word analysis and vocabulary skills to comprehend selections.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Increase vocabulary instruction through the use of the Marzano six step process.	Summer and fall SIP project	Project members led by BLT	ISAT scores analysis & common assessment tool
Improve the consistency of direct instruction of the district curriculum by aligning the Mountain Language program with district curriculum for use as a supplemental practice	Fall SIP project	Project members led by BLT	ISAT scores analysis & curriculum map

Increase consistency of instruction by developing a school wide decoding strategy visual aide and common language.	Spring SIP project	Project members led by BLT	Flooding integrity checklists
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**Goal 2: To develop an intervention system using the three tiered model to reduce the literacy achievement gap by an additional 10% between all students and other subgroups such as African American students and students with IEP's as measured by the Illinois Standards Achievement Test, Illinois Alternate Assessment and Curriculum Based Measurement.**

1. Objective – Area of Focus: Identify main idea, supporting details; make comparisons across reading selections.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Using the three tiered model, provide students who fall below expectations with additional intervention opportunities such as KIT, Early Steps, Lexia and Read Naturally.	Intervention system to begin in October	Classroom teachers and Intervention team	R-CBM progress and strategic monitoring data
Examine the reading selections used during guided reading/ flooding groups to increase the diversity of the cultures represented that reflect our school demographics.	Second semester quarterly team meetings	Grade level teams	List of reading selections used
Analyze assessment data to identify classrooms with successfully culturally relevant teaching occurring during the reading block. Identify specific strategies used in those classrooms.	Spring professional learning community focus	Principal E team & BLT	CBM scores by ethnicity, walk through engagement data
Increase the amount of reading instruction by giving students with IEP's an additional intervention time (third tier) using Lexia, Read Naturally, SOAR to Success or SRA based upon student's identified deficits.	Monthly CBM data reviews with support staff	Student service coordinator, PPS team, classroom teachers	Monthly data meetings to review CBM data ISAT data
Improve the instructional methodology used in the general education classroom using non-linguistic representation pedagogy school wide.	Fall professional development focus	Interventionist, all staff	Japanese lesson study
Develop a master schedule to facilitate co teaching, an intervention time, cross grade level interventions and common planning time for professional learning communities.	August 2008	Principal and BLT	Master schedule
Determine necessary interventions through flooding meetings, data days and individual problem solving meetings based upon supporting data such as AIMsweb, ISAT, teacher recommendation, Rigby, etc .	Benchmarking times (Sept, Jan, Mar)	Intervention team	R- CBM benchmark data

**Goal 3: All parents will receive communication to share academic progress and engage their assistance to improve achievement for their child.**

1. Objective – Area of Focus: Parent communication and involvement

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Share Curriculum Based Measurement benchmarks with parents during parent/teacher conferences & end of the year report cards.	Sept, Jan, May	Classroom teachers	CBM graphs
Increase participation in conferences and curriculum night by providing student activities, interpreters, phone conferences and other accommodations.	Sept, April	administration	Participation rates by ethnicity
Welcome each new student’s family with a phone call, a list of parent interpreters and a curriculum packet.	Within first week of transfer	Classroom teacher, Admin	Increased participation rates

2. Objective – Area of Focus: Parent Education

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide parent education on homework, reading at home, educational games and post high school education.	3 times over the year	Classroom Teachers, RI, & ESL staff	Parent Involvement surveys
Explain curriculum used at Longwood with parents.	3 evenings Curriculum night. Family Reading Night, Family Writing Night	All staff	Parent involvement surveys
Increase parental involvement through read at home program.	monthly	RI teachers	Reading responses from students and parents

**Progress Summary**

The Building Leadership team will evaluate the progress made towards the goals, the effectiveness of the strategies and the evidence of progress or completion of each goal at the end of each quarter. The BLT will make decisions to continue, modify, abandon and add strategies to ensure over progress towards the goals.