

**Elementary School Improvement Plan Report  
January 2007**

**School Name:** Longwood Elementary School

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**Enrollment and Demographic Data**

	2002-03	2003-04	2004-05	2005-06
Total enrollment	379	404	394	414
% White	53.8	55.0	48.2	48.6
% Black	19.3	17.6	22.1	21.3
% Hispanic	14.5	13.6	9.9	10.9
% Asian/Pacific Islander	12.1	13.6	14.7	11.8
% Native American	0.3	0.2	0.3	0.0
% Multi-racial			4.8	7.5
Low Income rate	7.4	10.6	18.8	18.4
Limited English Proficient Rate	12.4	14.6	13.5	12.1
Chronic Truancy Rate	0.0	0.0	0.0	0.0
Mobility Rate	28.4	22.5	24.3	19.2
Attendance Rate	95.9	96.1	95.4	95.7
% Parent Contact	100.0	100.0	100.0	100.0
Average class size grade K	20	20.3	19.3	21.8
Average class size grade 1	21.3	21.3	21.8	19.7
Average class size grade 3	22	20.7	20.3	21.3
Minutes per day teaching reading	150	150	150	150
Minutes per day teaching math	60	60	60	60

**LONGWOOD ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2006-2007**

**Goal One**

All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

**Present Level of Performance**

A. ISAT/IMAGE/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.

The following table summarizes reading achievement performance by subgroup:

		%	Student
		M/E	Count
<b>Subgroup Reading Performance</b>	<b>White</b>	78	74
	<b>Black</b>	42	26
	<b>Hispanic</b>	83	18
	<b>Asian/Pac</b>	88	17
	<b>Native Am</b>	NA	0
	<b>Multiracial</b>	67	<10
	<b>LEP</b>	75	16
	<b>IEP</b>	34	28
	<b>FRL</b>	44	34

B. Curriculum-Based Measurement

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.

**Based on September 2006 data, 49% of Longwood students met or exceeded district performance standards on a general outcome measure of reading.**

2<sup>nd</sup> grade- Based on September 2006 data, 55% of students met or exceeded district performance standards on a general outcome measure of reading.

3<sup>rd</sup> grade- Based on September 2006 data, 46% of students met or exceeded district performance standards on a general outcome measure of reading.

4<sup>th</sup> grade- Based on September 2006 data, 53% of met or exceeded district performance standards on a general outcome measure of reading.

5<sup>th</sup> grade- Based on September 2006 data, 44% of students met or exceeded district performance standards on a general outcome measure of reading.

**Based on January 2007 data, 62% of students met or exceeded district performance standards on a general outcome measure of reading.**

1<sup>st</sup> grade- Based on January 2007 data, 49% of students met or exceeded district performance standards on a general outcome measure of reading.

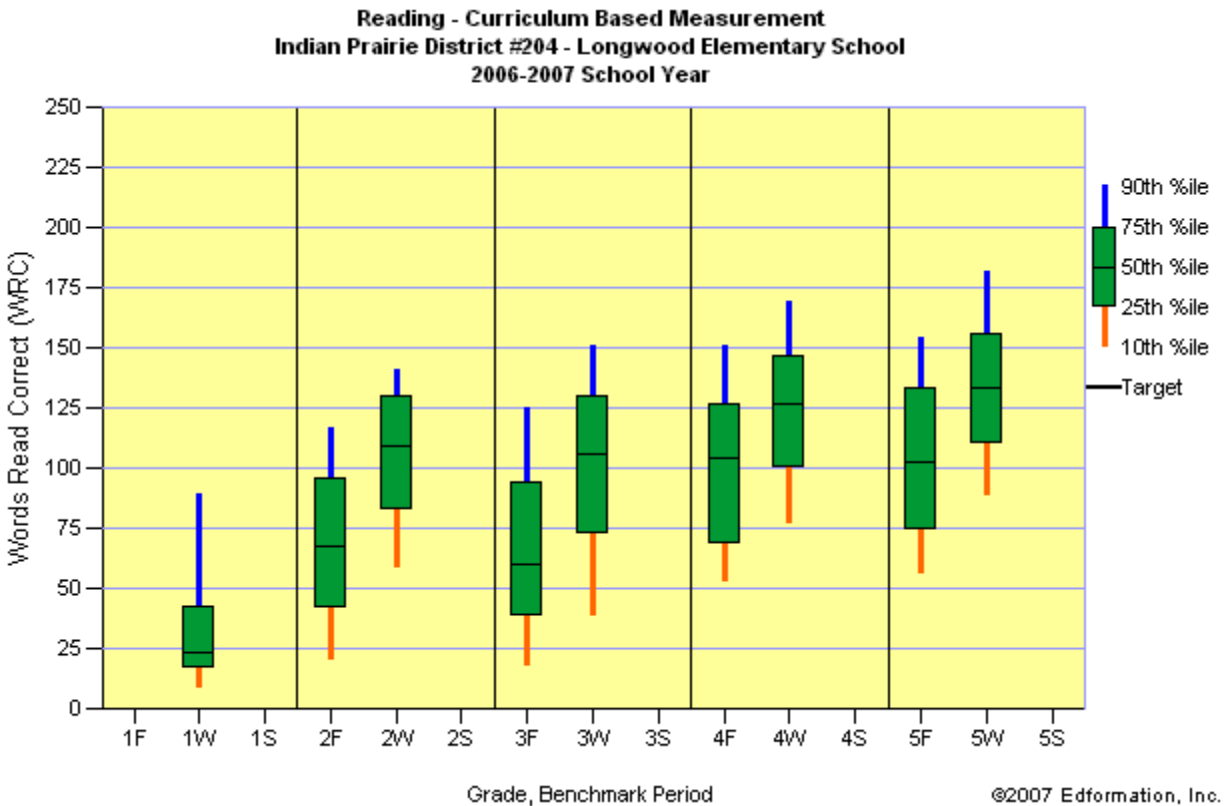
2<sup>nd</sup> grade- Based on January 2007 data, 87% of students met or exceeded district performance standards on a general outcome measure of reading.

3<sup>rd</sup> grade- Based on January 2007 data, 52% of students met or exceeded district performance standards on a general outcome measure of reading.

4<sup>th</sup> grade- Based on January 2007 data, 68% of met or exceeded district performance standards on a general outcome measure of reading.

5<sup>th</sup> grade- Based on January 2007 data, 54% of students met or exceeded district performance standards on a general outcome measure of reading.

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



## Goal Two

All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

### Present Level of Performance

#### A. ISAT/IMAGE/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.

The following table summarizes mathematics achievement performance by subgroup:

Subgroup Reading Performance		% M/E	Student Count
	White	93	74
Black	61	26	
Hispanic	83	18	
Asian/Pac	94	17	
Native Am	NA	0	
Multiracial	100	<10	
LEP	81	16	
IEP	28	54	
FRL	68	34	

#### B. 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 2006 data, 51% of Longwood students (grades 2-5) met or exceeded district performance standards on a measure of mathematics computational fluency.**

2<sup>nd</sup>- Based on September 2006 data, 70% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

3<sup>rd</sup>- Based on September 2006 data, 39% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

4<sup>th</sup>- Based on September 2006 data, 58% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

5<sup>th</sup>- Based on September 2006 data, 41% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

**Based on January 2007 data, 46% of Longwood students met or exceeded district performance standards on a measure of mathematics computational fluency.**

1<sup>st</sup>- Based on January 2007 data, 40% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

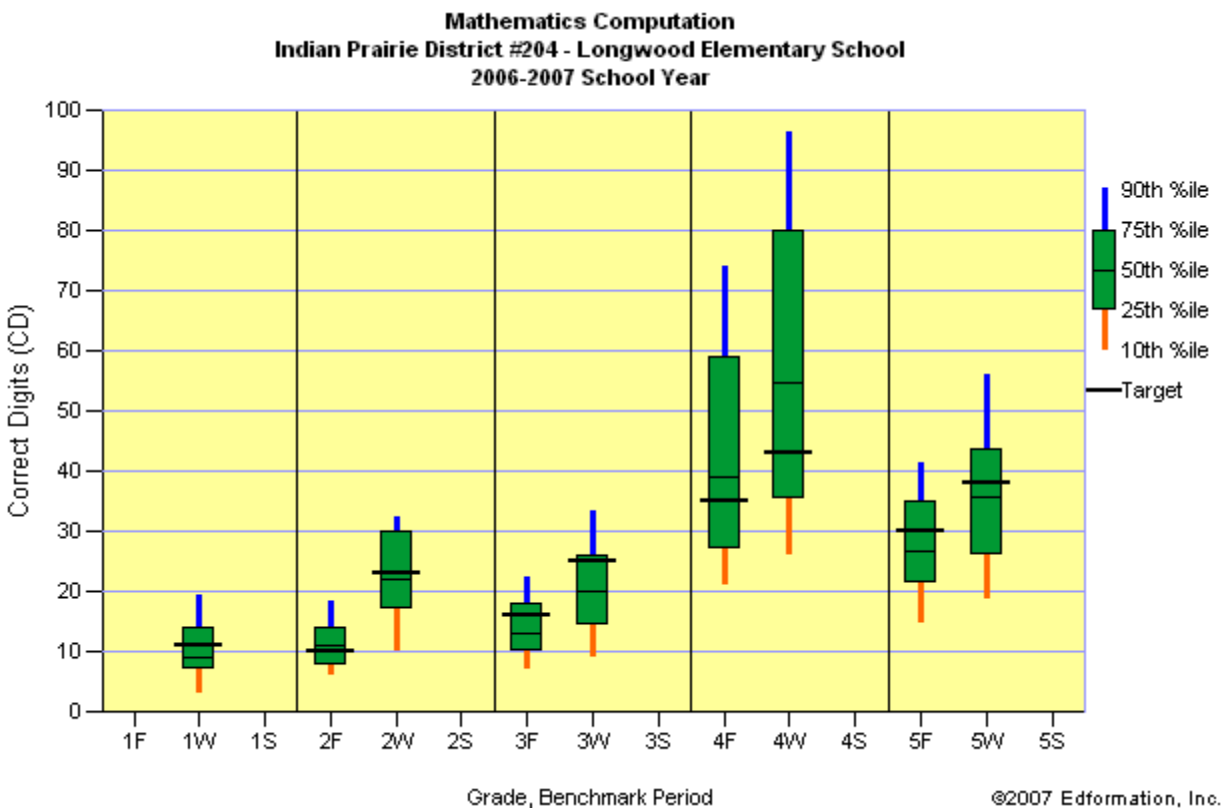
2<sup>nd</sup>- Based on January 2007 data, 49% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

3<sup>rd</sup>- Based on January 2007 data, 31% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

4<sup>th</sup>- Based on January 2007 data, 67% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

5<sup>th</sup>- Based on January 2007 data, 41% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2007 data, \_\_\_% of students met or exceeded district performance standards on a measure of mathematics computational fluency



## Action Plan for Improved Learning

**Goal 1: All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.**

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 40 min- Kdg, 4, 5 60 min-1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	All staff	Bi-monthly and tri-annual data meetings to review CBM data ISAT data
Increase comprehension by regular practice of reading responses in guided reading groups and literacy block instructional time.	Four days per week 40 min- Kdg, 4, 5 60 min-1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	All staff	CBM Maze gr 3-5 ISAT data
Examine the reading selections used at each grade level and increase the diversity of the cultures represented to reflect our school demographics.	Quarterly team meetings	Grade level teams	List of reading selections used

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Instruction in letter names and sounds using Jolly Phonics.	Daily in K, 1	Classroom teachers	CBM- LNF, LSF
Increase instruction of grammar and writing conventions using Mountain Language Program.	Daily	Classroom teachers	Grammar checklist
Review research based vocabulary interventions to be implemented whole school.	Summer, fall	RI teachers	Vocabulary probes ISAT
Require the use of a word wall for regular review of vocabulary words.	3 times per week	Classroom teachers	CBM- Maze

Provide early intervention for Kindergarten students to obtain letter-sound relationships.	30 minutes week, second semester	KIT tutor, RI teacher	CBM- Early lit
Provide early and intensive intervention for 1 <sup>st</sup> graders without basic decoding strategies.	30 minutes per week for 6 weeks	Early Steps tutor, RI teacher	CBM Early Lit
Assess students who move into Longwood within the first week, provide information to the teachers for grouping and provide remedial work if needed.	Within the first week of enrollment	Admin, PPS staff	CBM Rdg, CBM Math

3. Objective – Area of Focus: Communicate ideas in writing for a variety of purposes.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Maximize instructional time for extended responses. Each grade level to map out extended response projects.	Grade level teams weekly	Classroom teachers	ISAT
Intensify instruction in essay writing of narratives, persuasive, expository and descriptive essays.	Weekly practice in grades 2-5	Classroom teachers	ISAT CBM

**Goal 2: All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.**

1. Objective – Area of Focus: Demonstrate and apply knowledge and number sense, applying math facts and computational operations.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Require daily practice using Otter Creek Math facts.	Daily	Classroom teacher	CBM- Math
Remediate instruction for students not demonstrating the skill using review packets.	Monthly	2 <sup>nd</sup> grade teachers	CBM -Math
Explore the use of a Math lab for remedial instruction.	First semester	Building Leadership Team and Math committee	CBM Math score triangle data
Intensify the Math instruction provided by having vertical curriculum collaboration across grade levels.	First semester	Grade level teams	CBM Math triangle data

2. Objective – Area of Focus: Analyze and interpret patterns and relationships in data, solve problems and predict results from the data.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Utilize daily calendar time, counting, regrouping, etc.	Daily	Classroom teacher	ISAT CBM- Numeracy
Use graphing of reading and math skills development when reviewing CBM benchmarking or strategic monitoring of students.	Tri-annually	Flooding teachers	CBM graphs

**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.	Sept, Jan, May	Classroom teachers	CBM graphs
Increase participation in conferences and curriculum night by providing student activities.	Sept, April	administration	Participation rates by ethnicity
Welcome each move student's family with a phone call 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 ESL staff	Parent Involvement surveys
Explain curriculum used at Longwood with parents.	4 evenings Curriculum night. Family Reading Night, Math Night, Family Writing Night	All staff	Parent involvement surveys
Increase parental involvement by reading at home.	monthly	RI teachers	Reading responses from students and parents

## **Progress Summary**

Longwood Elementary School focused on providing a safe and academically focused learning environment for all students. School Improvement goals were:

### **Goal # 1 All students will meet or exceed reading standards as measured by the Illinois State Assessments.**

School Improvement Activities:

- Implemented the Harcourt Brace literacy program.
- Provided Kindergarten Intervention Tutoring for students not meeting expectations.
- Utilized Compass Learning Program to strengthen skills development.
- Piloted the "Anna Plan" using small group guided reading groups in first & second grade.
- Piloted the RICS (Reading Intervention in Content Subjects) program in third through fifth grade.
- Provided summer learning opportunities for students functioning below grade level.
- Provided tutoring and homework support before and after school for targeted students.
- Developed scope and sequence for specified Reading areas.
- Trained educators to administer Curriculum Based Measurement Reading assessments to monitor progress.
- Provided Prep for Success assistance in small groups teaching students good test taking skills.
- Developed a Family-School connection through evening activities such as family reading nights and the World Fair.

*Results: 73% of students assessed met or exceeded standards.*

### **Goal #2 All students will meet or exceed mathematics standards as measured by the Illinois State assessments.**

School Improvement Activities:

- Utilized grade level meetings to focus on math programming and instruction.
- Utilized standardized tests data to identify students not meeting grade level expectations.
- Implemented the Otter Creek Math Fact program.
- Provided tutoring and homework support before and after school for targeted students.
- Utilized Compass Learning Program to strengthen skills development.
- Provided parents with supplemental home resources to reinforce skills.
- Provided Prep for Success assistance in small groups teaching students good test taking skills.

*Results: 86.5% of students assessed met or exceeded standards.*

In previewing goals for the 2006-2007 school year, Longwood staff will continue to focus on the Reading and Math achievement of all students. All student's progress will be benchmarked three times a year in Reading and Math. Students who are not meeting grade level expectations will be monitored more frequently. Longwood will be utilizing a "flooding model" providing additional, small group, guided reading opportunities for all students. Teachers will focus instruction on the performance descriptors of the Illinois Learning Standards. Students will continue to reinforce math facts using the Otter Creek Math Fact program. Longwood staff will continue professional development to meet the needs of all students.