

**Elementary School Improvement Plan Report**  
January 2006

**School Name:** Longwood Elementary School

Address: 30 W 240 Bruce Lane, Naperville, Illinois 60563

Phone: 630-428-6789

Principal: Adrienne Morgan

School Improvement Team: Melissa Booth, Deb Czajka, Laura Kegg, Allison Landstrom, Sharon Marinier, Vickie Martin, Adrienne Morgan, and Phelia Weir

**Enrollment and Demographic Data**

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

**Practice and Program Audit Analysis Summary**

The Danielson model for school improvement planning focuses on the variables that enhance student achievement. The Longwood staff has utilized the Danielson model of school improvement planning to thoroughly examine our school community needs in order to focus our planning, programming, and instructional practices to create a comprehensive improvement plan.

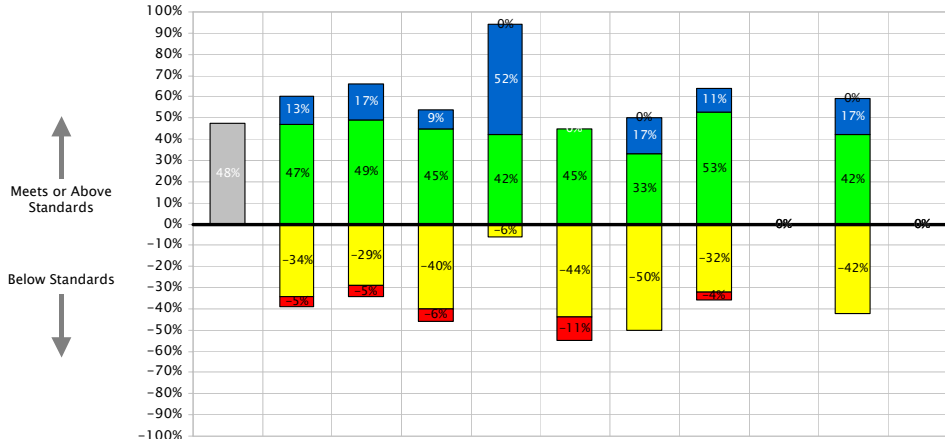
Longwood School has designed an action plan to address the following:

- Practices Affecting Students
- Practices Affecting Staff
- Linkages Beyond the School
- Aligned Curriculum
- Learning Support

# State Assessment Data and Gap Analysis

LONGWOOD

## ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		13%	17%	9%	52%	0%	17%	11%	0%	17%	0%
Meets		47%	49%	45%	42%	45%	33%	53%	0%	42%	0%
Below		34%	29%	40%	6%	44%	50%	32%	0%	42%	0%
AW		5%	5%	6%	0%	11%	0%	4%	0%	0%	0%
Proficiency	48%	60%	66%	54%	94%	45%	50%	64%	0%	59%	0%
Count		112	59	53	14	33	6	54	0	5	N/A

The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, LEP, IEP, Low Income.

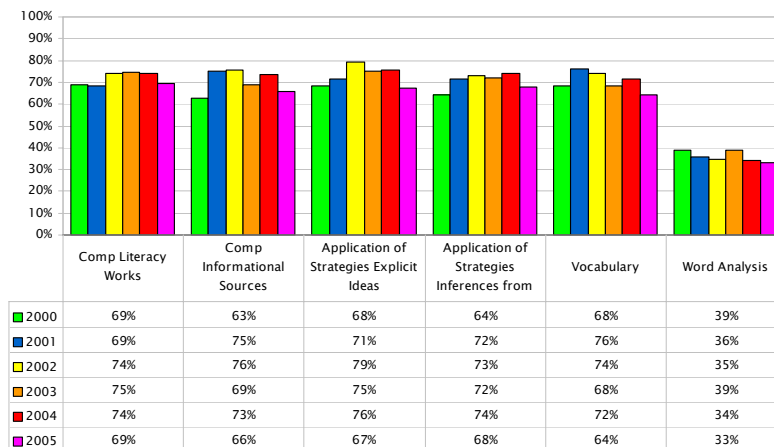


LONGWOOD ELEM SCHOOL

## ISAT Reading Standards Analysis.

All grades combined from 2000 to 2005.

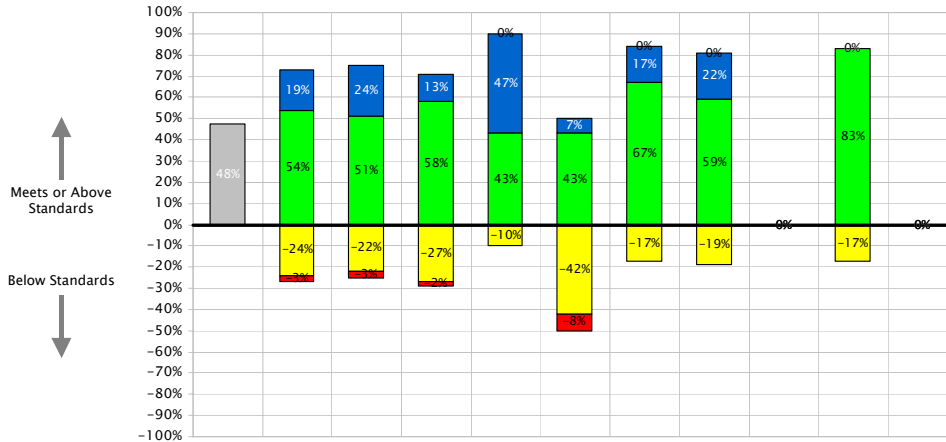
(% of multiple-choice items answered correctly)



\*In reviewing the chart of "ISAT Reading Standards Analysis All Grades Combined", please note that the standard of Word Analysis reflects a test given only to third graders. The chart displays the average score as the average of third graders plus the average of fifth graders. The average score therefore is displayed incorrectly. The actual average score of Word Analysis should be double of what is displayed.



### ISAT Math – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		19%	24%	13%	47%	7%	17%	22%	0%	0%	0%
Meets		54%	51%	58%	43%	43%	67%	59%	0%	83%	0%
Below		24%	22%	27%	10%	42%	17%	19%	0%	17%	0%
AW		3%	3%	2%	0%	8%	0%	0%	0%	0%	0%
Proficiency	48%	73%	75%	71%	90%	50%	84%	81%	0%	83%	0%
Count		112	59	53	14	33	6	54	0	5	N/A

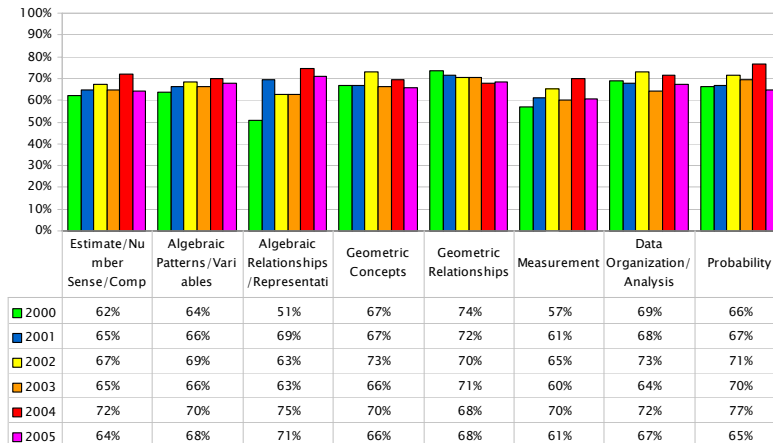
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP.



LONGWOOD ELEM SCHOOL

### ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.  
(% of multiple-choice items answered correctly)



Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



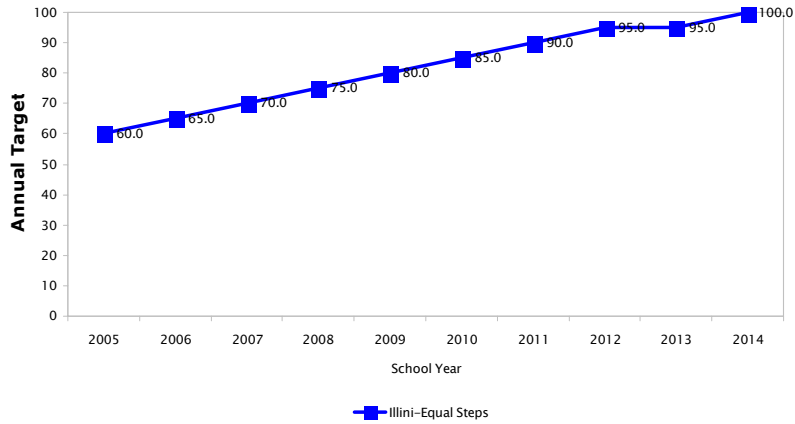
# NCLB Adequate Yearly Progress Composite

LONGWOOD

## ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 60.0% Meeting/Exceeding in Reading.

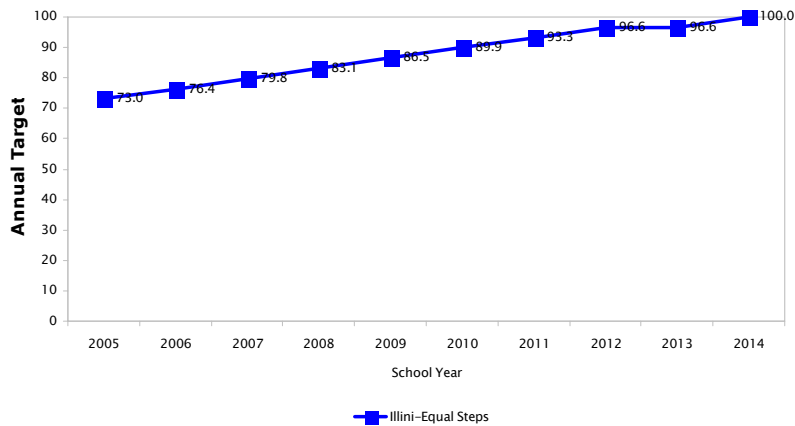


LONGWOOD

## ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.

Illini–Equal Steps



The base 2005 score is: 73.0% Meeting/Exceeding in Math.



## Action Plan

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

#### Evidence of Need

In 2004 the composite score for ISAT reading proficiency was 72%. We need to increase the percentage of students who meet or exceed grade level reading standards following the District 204 Building Equal Step Model towards 100% Efficiency.

#### 1.1 Objective

The Longwood Staff will utilize a Balanced Literacy Model of instruction to address the academic needs of all students, increase the level of reading proficiency, and support high level student learning.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Provide staff development opportunities through the use of articulation meetings and peer mentoring to share effective systems and practices of balanced literacy instruction	Winter 05- Winter 06	Literacy Committee RI Teachers Entire Staff	Meeting Agendas and Minutes
1.1.2 Utilize building meeting time for grade level and cross grade level articulation, literacy programming, and instruction	Winter 05- Winter 06	Literacy Committee Entire Staff	Meeting Agendas and Minutes
1.1.3 Utilize literacy articulation meetings to identify and develop building-wide balanced literacy components	Winter 05- Winter 06	Literacy Committee RI Teachers Entire Staff	Meeting Agendas and Minutes
1.1.4 Utilize the Family Involvement and Education program to promote the importance of the home-school partnership and literacy instruction	Winter 05- Winter 06	Literacy Committee RI Teachers Entire Staff	School programs/ activities and parent communication

#### 1.2 Objective

The Longwood staff will provide academic intervention programs to targeted students in order to provide additional learning opportunities that will increase students' skill set and move students toward grade level standards and expectations.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Utilize standardized test data, district assessment, and classroom assessment data to identify students not meeting grade level expectations	Winter 05- Winter 06	Entire Staff	Standardized Test Data District Assessments
1.2.2 Provide prep for success academic reinforcement programs to targeted primary and intermediate students in order to build students' skill levels	Winter 05- Winter 06	Literacy Committee Entire Staff	Resource materials

1.2.3	Provide early intervention programs for kindergarten students requiring intensive exposure to literacy skills	Fall 05- Spring 06	RI, Support, and KDG teachers	Resource materials
1.2.4	Provide summer learning opportunities for primary students needing additional academic reinforcement in the area of literacy	Spring 05- Summer 05	RI Teachers	Summer School Curriculum
1.2.5	Utilize compass learning program for skill building and reinforcement	Winter 05- Winter 06	Entire Staff	Compass Learning Curriculum
1.2.6	Provide parents with supplemental home resources to use with students for additional reinforcement	Winter 05- Winter 06	Entire Staff Literacy Committee	Resource materials

### 1.3 Objective

The Longwood staff will address identified reading focus areas and will utilize research based instructional practices to provide additional skill reinforcement in order to increase students' mastery in the reading focus areas.

	Activities	Timeline	Responsibility	Evidence Source
1.3.1	Identify reading focus areas per grade level relating to state Language Arts standards	Winter 05- Winter 06	Literacy Committee Entire Staff	Illinois Language Arts standards Lesson Plans
1.3.2	Develop scope and sequence for identified reading focus areas for each grade level	Winter 05- Winter 06	Literacy Committee Entire Staff	Scope and sequence chart
1.3.3	Utilize the compass learning program to address reading focus areas	Winter 05- Winter 06	Entire Staff	Compass Learning Curriculum
1.3.4	Develop skill resource program with grade level expectations for student reinforcement of key concepts	Winter 05- Winter 06	Literacy Committee Entire Staff	Resource Materials

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

#### Evidence of Need

In 2004 the composite score for ISAT math proficiency was 83%. We need to increase the percentage of students who meet or exceed grade level math standards following the District 204 Building Equal Step Model towards 100% Efficiency

## 2.1 Objective

The Longwood staff will utilize the Everyday Math Program to address the academic needs of all students, increase the level of math proficiency, and support high level student learning.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Provide staff development opportunities through the use of articulation meetings and peer mentoring to share effective systems and procedures of the Everyday Math Program	Winter 05- Winter 06	Math Committee Entire Staff	Meeting Agendas and Minutes
2.1.2 Utilize building meeting time for grade level and cross grade level articulation, math programming, and instruction	Winter 05- Winter 06	Math Committee Entire Staff	Meeting Agendas and Minutes
2.1.3 Provide students with additional resources to expand basic math fact knowledge	Winter 05- Winter 06	Math Committee Entire Staff	Resource Materials
2.1.4 Utilize the Family Involvement and Education program to promote the importance of the home-school partnership and math instruction	Winter 05- Winter 06	Math Committee Entire Staff	School programs/ activities and parent communication

## 2.2 Objective

The Longwood staff will provide academic intervention programs to targeted students in order to provide additional learning opportunities that will increase students' skill set and move students toward grade level standards and expectations.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Utilize standardized test data, district assessment, and classroom assessment data to identify students not meeting grade level expectations	Winter 05- Winter 06	Entire Staff	Standardized Test Data District Assessments
2.2.2 Provide prep for success academic reinforcement programs for primary and intermediate students to help build student skill level	Winter 05- Winter 06	Math Committee Entire Staff	Resource materials
2.2.3 Provide early intervention programs for kindergarten students requiring intensive exposure to math skills	Fall 05- Spring 06	RI, Support, and KDG teachers	KDG Intervention Curriculum
2.2.4 Provide summer learning opportunities for primary students needing additional academic reinforcement in the area of math	Spring 05- Summer 05	RI Teachers	Summer School Curriculum
2.2.5 Utilize compass learning program for skill building and reinforcement	Winter 05- Winter 06	Entire Staff	Compass Learning Curriculum

2.2.6	Provide parents with supplemental home resources to use with students for additional reinforcement	Winter 05- Winter 06	Entire Staff Literacy Committee	Resource materials
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### 2.3 Objective

The Longwood staff will address identified math focus areas and will utilize research based instructional practices to provide additional skill reinforcement in order to increase students' mastery in the math focus areas.

	Activities	Timeline	Responsibility	Evidence Source
2.3.1	Identify math focus areas per grade level relating to state math standards	Winter 05- Winter 06	Math Committee Entire Staff	Illinois math standards Lesson Plans
2.3.2	Develop scope and sequence for identified math focus areas for each grade level	Winter 05- Winter 06	Entire Staff	Scope and sequence chart
2.3.3	Implement the Math Masters' program to reinforce the importance of mastery of basic math facts (addition, subtraction, multiplication, and division)	Winter 05- Winter 06	Entire Staff	Math Facts Test scores
2.3.4	Utilize the compass learning program to address math focus areas	Winter 05- Winter 06	Entire Staff	Compass Learning Curriculum
2.3.5	Develop skill resource program with grade level expectations for student reinforcement of key concepts	Winter 05- Winter 06	Entire Staff	Resource Materials

### Progress Summary

During the 2004-2005 school year, the Longwood Elementary School staff continued our efforts to provide a rigorous educational learning environment to meet the academic needs of all students. Our school improvement goals remained focused on the areas of reading and math.

In the area of Reading, 63.2% Longwood students met or exceeded grade level expectations and in the area of Mathematics 67.9% of students met or exceeded grade level expectations.

In order to move all Longwood students toward the goal of meet and exceed on the Illinois Standards Achievement Test, Longwood school improvement discussions and activities centered upon research based strategies and interventions, staff development in the areas of balanced literacy and math instruction, the creation of additional blocks of student learning time outside of the school day, and the strengthening of the home-school partnership by sharing academic reinforcement activities to be utilized by parents at home. The Longwood staff benefited from grade level and cross grade level articulation meetings, which have allowed staff members the opportunity to share knowledge and expertise, as

well as, discuss grade level curricular standards and expectations in order to make better informed decisions about planning and instruction.

As a building, we continue to focus upon the academic learning needs of those students who are not meeting grade level expectations. We are addressing this issue in a variety of ways.

- Utilizing standardized test data, district and classroom assessments to identify students not performing at grade level
- Providing academic reinforcement opportunities through before school, after school, and summer school learning programs
- Implementing early intervention programs for primary students requiring additional academic reinforcement in the area of literacy
- Executing research based student strategies and interventions to promote student academic growth
- Monitoring the progress of students who are not meeting grade level standards through the use of articulation meetings with grade level and support team members
- Using assessment information to identify academic areas that require a more targeted instructional approach
- Sharing supplemental educational resources with parents to utilize during the school year as well as during school breaks
- Implementing "Ready, Set, Kindergarten", a kindergarten readiness program to identify the kindergarten readiness skills of incoming kindergarten students and to provide parents with kindergarten skill resource packets
- Utilizing grade level and cross-grade level articulation meetings to increase building wide collaboration and to discuss state curricular standards and learning goals

During the 2005-2006 school year the Longwood staff school improvement activities and interventions will also include: the implementation of the Harcourt Brace literacy curriculum, the monitoring of student progress through the use of curriculum based measurements, academic tutoring at the first through fifth grade level, the utilization of the Otter Creek math fact program, and the monthly distribution of the Longwood Home and School Connections academic newsletter. As we look to the development and implementation of the 2005-2006 school improvement goals and action plans, we will continue to further develop and refine our instructional skills and practices, student based interventions and our knowledge base and expertise. The Longwood staff is dedicated to the educational success of our children. We are committed to providing a safe, academically focused learning environment.

If you have any questions about the school report card or our school improvement goals, please contact Adrienne Morgan, the Longwood Elementary School principal at (630) 428-6789.