

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Paul McKinney  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Longfellow Elementary School  
(As it should appear in the official records)

School Mailing Address 311 W. Seminary Avenue  
(If address is P.O. Box, also include street address.)

Wheaton IL 60187-5001  
City State Zip Code+4 (9 digits total)

County DuPage State School Code Number\* 19-022-2000-26-2007

Telephone ( 630 ) 682-2080 Fax ( 630 ) 682-2342

Web site/URL cusd200.org E-mail pmckinne@cusd200.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Gary T. Catalani  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Unit School District 200 Tel. ( 630 ) 682-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Andrew O. Johnson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:        13   Elementary schools  
       4   Middle schools  
       0   Junior high schools  
       2   High schools  
       1   Other  
      20   TOTAL
2. District Per Pupil Expenditure:       \$5,556   
     Average State Per Pupil Expenditure:  \$5,216

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   12   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	35	33	68	8			
1	44	37	81	9			
2	44	46	90	10			
3	37	34	71	11			
4	42	36	78	12			
5	42	26	68	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>456</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 80                | % White                          |
| 7                 | % Black or African American      |
| 10                | % Hispanic or Latino             |
| 3                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	19
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	51
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	70
<b>(4)</b>	Total number of students in the school as of October 1	456
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.15
<b>(6)</b>	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 12 %  
54 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages: Spanish, Somali, Vietnamese, Turkish, Farsi/Persian, Arabic, Swahili, Urdu, French, Other

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 69

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %  
52 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>19</u>	<u>          </u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u>          </u>
Support staff	<u>2</u>	<u>          </u>
Total number	<u>41</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	5%	15%	21%	5%	10%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## PART III - SUMMARY

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Longfellow Elementary School is located in the heart of downtown Wheaton on the grounds of the first public school built in 1874 servicing students in grades 1-12 in DuPage County. The newly renovated Longfellow is one of thirteen elementary schools in a large public school district with over 14,000 students in kindergarten through high school.

Longfellow Elementary School provides educational services to approximately 400 students. All of the elementary schools, however, are fortunate that the Board of Education and our communities are committed to low class sizes and the positive impact this can have on student learning. Because of this commitment, Longfellow has three to four classrooms at each grade level (K-5) with an average of only twenty-three students per class. To complement an excellent group of classroom teachers, Longfellow has a number of other professionals helping ensure student success. A full-time Reading Specialist is available not only to assess and identify at-risk students but also provides service for identified students in small groups, collaborates with classroom teachers, and trains instructional aides to work with students in the intervention program. A full-time Title I teacher provides extra services to identified students in the area of mathematics and serves as a resource to classroom teachers. A full-time Gifted Specialist teaches intermediated gifted students in a reading and math replacement program. Longfellow has the largest gifted program in District 200 servicing fifty-two students. A full-time LLC Director oversees the operation of our very busy library, works with students and teachers to support instructional objectives of the District 200 critical content. An entire special education team works with identified students in small group settings and supports these students in the regular education classroom. In addition to the core academic subjects taught at Longfellow, all students attend daily physical education classes and weekly art and music classes taught by specialists. The Computer Instructional Aide serves as a resource to teachers and students to help use technology to enhance student learning. Longfellow also has a program for English Language Learners. With fifty-four identified ELL students speaking approximately ten languages at Longfellow these students are serviced through either an ESL or Bilingual Program. The ESL teacher teaches classes in English with a focus on reading, writing, listening and speaking. The Bilingual teacher works with small groups of Spanish speaking students and uses the students' native language to teach reading, writing, speaking and listening of English. Both programs focus on building academic and social vocabulary.

With the support of the school district, parents can enroll their children in a before and after school program at Longfellow and students have the opportunity to take advantage of our hot lunch program. Students are also able to participate in a number of extra-curricular activities including Recycle Rangers and F.A.S.T., an extended day tutoring program that provides additional instruction to at-risk students in the areas of reading and math. The twelve-week F.A.S.T. program services students in grades 3, 4, and 5 two days a week. Free busing is provided to all participating students. Participation in band, orchestra, and chorus are also options for students in the intermediate grades. Parents and community members are a regular sight at Longfellow and can be seen volunteering in our classrooms, library, and helping with programs and activities. Longfellow has an extremely active PTA that helps provide support for many enrichment activities including field trips, school and grade level cultural arts programs, and the Newcomers Picnic. Battle of the Books, Chess Club, Art Venture, and the 4<sup>th</sup> and 5<sup>th</sup> grade basketball league are lunch-time and after-school enrichment programs that are parent supported. Motivated students, active parents, a dedicated staff, and a supportive community work collaboratively to fulfill the school's mission:

*A place to prepare for and anticipate tomorrow*  
*-to promote and encourage academic excellence*  
*-to foster self-respect and cooperation*  
*-to develop responsible citizens*  
*A place to grow...*

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** The students at Longfellow participate in a standardized testing program mandated and developed by the State of Illinois. In 2006, the Illinois Standards Achievement Test (ISAT) was given to all third, fourth, and fifth grade students in reading and math, along with fourth grade students in science. The ISAT was created to measure how well students are progressing in mastering the Illinois Learning Standards.

Student results are reported using four performance level descriptions that help explain the quality of knowledge and skills the students have achieved. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. **Performance Exceeds Standards:** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results. **Performance Meets Standards:** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. **Performance Is Below Standards:** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. **Performance Merits Academic Warning:** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively. Additional information about the Illinois Standards Achievement Test (ISAT) may be found on the Illinois State Board of Education web site at [www.isbe.net/assessment](http://www.isbe.net/assessment).

On the 2006 ISAT Reading test, 88% of Longfellow third grade students and 98% of the fifth grade students scored in the meets/exceeds level. Third grade scores decreased 6% and fifth grade scores increased 17% over 2005 results. On the 2005 ISAT Math test, 92% of Longfellow third grade students and 98% of the fifth grade students scored in the meets/exceeds level. Third grade scores decreased 6% and fifth grade scores increased 10% over 2005 results. On the 2006 ISAT, 93% of Longfellow fourth grade students met or exceeded standards in Reading, and 100% met or exceeded standards in Math. Fourth grade trend data is not available for Reading or Math, because 2006 was the first year for the fourth grade Reading and Math ISAT.

While Longfellow did not have enough students to qualify for No Child Left Behind (NCLB) subgroups other than in the category of White, Non-Hispanic, scores were received for Economically Disadvantaged students at fourth grade and Students with Disabilities in both third and fifth grades. Of the Economically Disadvantaged students at fourth grade, 72% met or exceeded standards in Reading, and 100% met or exceeded standards in Math. Fourth grade trend data is not available for Reading or Math, because 2006 was the first year for the fourth grade Reading and Math ISAT.

Of the Students with Disabilities in third grade, 55% met or exceeded standards in Reading, and 73% met or exceeded standards in Math. This subgroup was not reported for third grade in 2005, because it contained less than ten students that year. Of the Students with Disabilities in fifth grade, 90% met or exceeded standards in Reading, and 90% met or exceeded standards in Math on the 2006 ISAT. This reflects a 35% increase in Reading and an 8% increase in Math.

Longfellow's strategy for continued student achievement success is to use data analysis as the basis for determining appropriate instructional interventions and improvement activities in reading and math. The activities and interventions used are designed to increase the effectiveness of instruction within the learning community and target student growth.

2. **Using Assessment Results :** At Longfellow, our students continue to be successful on the reading and math components of the ISAT. A considerable amount of time is spent by our School Improvement Team analyzing our school data to plan interventions, strategies, and professional development. The building Principal, Curriculum Leader, Reading Specialist, Title I teacher, ELL and Bilingual teachers, Speech Pathologist, and a representative from each grade level kindergarten through fifth make up our School Improvement Team. The Title I teacher administers assessments to identify at-risk students in the area of mathematics and the Reading Specialist administers assessments such as the informal reading inventory to identify at-risk students to service through the reading support program according to District 200 criteria.

In addition to ISAT data, many other assessments are used and analyzed by the team and classroom teachers. One example of this would be the use of local assessments given to students in all grade levels. These assessments, developed by our school district, are aligned with the critical content of our district's curriculum and provide us with another measure of student learning. The data received from ISAT and the district local assessments is put into Excel worksheets and analyzed. We use the information to help answer these questions: *Are students mastering the critical content? What areas of the essential learning may need attention? What training or materials are needed to assure that all students can master the curriculum across District 200?* In addition to addressing these essential questions, individual students that are on the borderline of performance levels are carefully looked at. Intervention strategies are discussed and implemented to help those students.

The School Improvement Team also looks for any trends, gaps, or areas the school can improve in to help student success. This data and analysis, along with intervention strategies to address areas of concern, is what drives the agendas for school in-services, meetings, and other school improvement professional development. A team of teachers is currently being trained in the new *Response to Intervention* initiative. The team has administered Curriculum Based Measurements in reading and math to establish building norms and progress monitor at-risk students. The team meets once a month to discuss assessment data and intervention strategies.

3. **Communicating Assessment Results:** We communicate the results of our assessments in a variety of ways. For communicating the results of ISAT and IMAGE assessments, parents receive individual student reports. On the student report, parents will find information about their student's achievement in the subjects tested. Achievement information is also shown for the school, District 200, and the State of Illinois. To help better understand the information contained on the report, parents also receive a letter from the Principal and a Parent/Guardian guide to the Illinois Standards Achievement Test and Illinois Measure of Annual Growth in English. *Understanding Your Child's ISAT Scores*, a guide written by the Illinois State Board of Education, provides a detailed explanation for interpreting the information in the ISAT student report.

Another way we communicate information about student performance is through our PTA meetings. The principal uses this time during monthly meetings to share with the PTA the successes of Longfellow School. The minutes from these meetings are posted in the school office. Parents and community members can find out about special events at Longfellow at the school website <http://longfellow.cusd200.org> and access the district website [www.cusd200.org](http://www.cusd200.org) to get district information including State Report Cards of not only Longfellow, but the other schools in the district. Student achievement is also reported at public School Board meetings and in local newspapers.

The final way that Longfellow communicates student progress is through our School Improvement Plan. The plan is available to community members through the district and school offices. The Longfellow staff uses data analysis as the basis for determining appropriate instructional interventions and strategies in the areas of reading and math for the School Improvement Plan. With the assessments and analysis of the data, students with reading and math concerns are identified and given appropriate support (i.e. extended day program, fluency lab, reading support program, Title I, special services, etc.). The staff continues to articulate, apply, and assess reading and math activities

used in classroom lessons. Building level professional development needs for staff are based on analysis of assessment data to best meet the needs of Longfellow students. Building in-service days, staff meetings, and team meetings are devoted to working with teachers on reading and math strategies in identified areas.

4. **Sharing Success:** One of the ways that Longfellow School shares its successes with other schools is through our Peer Review Process. This is a system where School Improvement Teams in the district are put in groups to go over their School Improvement Plans. The teams are able to share what is going well with the school and address how specific plans are implemented to achieve student success.

There are many opportunities for the teachers to learn from the experts in our own buildings. Longfellow teachers have presented in the District 200 after school professional development classes. These teachers have also presented to the rest of the district staff during in-service days. Several times a month the district administrators gather to meet as a K-12 or K-5 group and have the opportunity to share what is going well within their own buildings. District Information from these meetings is then brought back to the individual buildings and shared with the staff. Again, we look at the experts within our own district.

Reading Specialists meet annually and work together during the summer on curriculum work such as a vocabulary initiative. This is another opportunity for Longfellow to share its successes. Another major way that Longfellow shares its successes is through the use of our Curriculum Leaders. Every elementary building in the district has a teacher who is released in the afternoons as a curriculum intern. Under the supervision of the Assistant Superintendent for Educational Services, one of the Curriculum Leader's many roles is to share with other Curriculum Leaders the activities that are implemented in each building that have a positive impact on student learning.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** *Language Arts:* Students will learn to read and comprehend a broad range of literature representative of various cultures and eras, for the purpose of developing as a reader and seeking enjoyment. Students will also learn to use word recognition, vocabulary, and knowledge of the printed word to read with understanding and fluency. Students will demonstrate the correct use of standard English in written pieces. Students will express thoughts and ideas in written form to communicate for a variety of purposes. Students will listen, interact with others, and respond appropriately in a variety of situations. Students will also express ideas in a thoughtful, organized manner when speaking. Students will use the language arts to gain, access, and communicate information.

### *Mathematics*

Students will be able to demonstrate and apply an understanding of numbers and their operations. Students will be able to estimate, make, and use measurements and determine acceptable levels of accuracy. Students will be able to use algebraic and analytical methods to identify and describe patterns and relationships. Students will use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space. Students will select, organize, and analyze data using statistical methods and determine the probability of results.

### *Science*

Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will understand the functional concepts, principles, and interconnections of the life, physical, and earth/space science. Students will understand the relationships among science, technology, and society in historical and contemporary contexts.

### *Social Science*

Students will understand, analyze, and compare the political systems of the United States and other nations. Students will understand, analyze, and compare economic structures of the United States and other nations. Students will recall, understand, and analyze significant events, trends, personalities, and movements in history as these shape United States and world cultures. Students will demonstrate a knowledge of world geography, and an understanding of its effects on United States and the world community. Students will understand, analyze, and compare social systems with an emphasis on the United States. Students will use reading and writing strategies to comprehend expository materials. Students will access, use, and evaluate information from a variety of sources.

### *Handwriting*

Students should be able to communicate ideas with automaticity in legible written form.

### *Physical Education*

Students will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. Students will achieve and maintain a health enhancing level of physical fitness based upon continual self-assessment. Students will develop team-building skills by working with others through physical activity. Students will know the language of the arts. Students, through creativity and performance will understand how the works of art are produced. Students will understand the role of the arts in civilization, past and present.

### *Art*

Students will know the language of the arts related to the elements and principles of design. Through creating, producing, and performing, students will understand how works of art are produced. Students will understand the role of the arts in civilizations, past and present.

### *Music*

Students will know the language of the arts. Students will understand how works of art are produced

through creating and performing. Students will understand the role of the arts in civilizations, past and present.

- 2. Reading:** At Longfellow, the reading curriculum is balanced. In the early grades, one area of our reading instruction consists of explicitly taught phonics. The Jolly Phonics program is used in our kindergarten and first grade classrooms and we feel that it addresses the early literacy sequence of skills our children need to develop into lifelong readers. Michael Heggerty's Phonemic Awareness curriculum is also used for kindergarten and first grade. A strong phonemic awareness program is incorporated in our early reading curriculum due to the overwhelming research that supports the role of phonemic awareness as a predictor of how well children will learn to read. To encourage children to transfer their skills to text, students spend up to thirty minutes daily reading an instructional level book and confer with their classroom teacher at least once a week. Longfellow teachers have incorporated this leveled reading as a result of the research that supports children who read at an instructional level consistently make the greatest gains in reading.

As children progress through the reading curriculum, the focus turns to comprehension, vocabulary and fluency. Longfellow's vocabulary framework includes four principles taken from the book What Research Has to Say about Reading Instruction (Farstrup and Samuels, 3<sup>rd</sup> ed. 2002). These principles include exposing children to vocabulary through a wide array of text, teaching individual words, teaching strategies such as using context and prefix/suffixes to determine meaning, and fostering word consciousness. Our comprehension framework was developed using Keene and Zimmermann's research focusing on what comprehension behaviors good readers use to understand text. The information in the book, Mosaic of Thought (Keene and Zimmermann, 1997), was presented at an professional development in-service and all grade levels (K-5) now focus on several reading comprehension strategies (visualizing, summarizing, questioning, inferring, connecting, and synthesizing) using our reading anthology and trade books.

- 3. Mathematics, Science, Art, Etc.:** Our district has recently adopted a new math curriculum using Houghton Mifflin and Children's Math World. Within this adoption, we have rewritten our math critical content to align with the National Council of Teachers of Mathematics and with the Principles and Standards for School Mathematics. Our curriculum materials and critical content follow standards-based mathematics. We ask the essential questions of: *What do we want children to know about mathematics and what should they be able to do? How do we determine when students know the mathematics we want them to know? What mathematics do we want teachers to know and be able to do?* When Longfellow teachers plan lessons, they use the seven standards for school mathematics: Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, and Reasoning and Proof.

To assist teachers in implementing this new curriculum, professional development in math has been a major focus of the district and building for the past two years. During the district directed in-service days, teachers met with their grade level colleagues across the district to enhance their knowledge and discuss topics such as understanding how to communicate in math, making connections in math, and representation or understanding of the concepts. The Curriculum Leader provides updated information to the staff relative to ISAT changes and information regarding research-based practices for teaching and learning math. This information also is used by the School Improvement Team to assist in planning our building level professional development.

With the implementation of the new math program, the district provided classroom teachers with all of the appropriate math materials in order to maximize student success. These materials are checked frequently and replaced as needed. The PTA and building principal also provide the teachers funds to purchase math manipulatives.

As a part of this math emphasis, at Longfellow we study not only what is learned, but how it is

learned. All this focus on math has helped us to ensure student success and achieve our goal of helping students become life-long learners.

- 4. Instructional Methods:** Longfellow teachers use a variety of different instructional methods to improve student learning. Knowing that all students do not learn in the same way, teachers employ many strategies to ensure student success. In the past couple of years, differentiation has been a focus of the district and Longfellow. Differentiation may be guided reading groups at some grade levels, leveled novels at other grade levels, materials that are provided in the way of pictures (pixems), life skills, word cards, transitional books, modified assignments, alternative curriculum which parallels grade level but meets the needs of at-risk students or special education students. Intermediate grades classroom tests are adapted to fit the IEP program of special education students. Many of the professional development opportunities have included ways to reach all our students.

Longfellow teachers also incorporate the Four Blocks Method when it comes to Language Arts. This includes Reader's Workshop, Guided Reading, Word Study, and Writer's Workshop. Within this block of time, students can be seen working in cooperative groups, peer editing, and working independently as well as working as a whole class. Walking through Longfellow classrooms, you might also see older students working with younger students as reading or math buddies.

Computer Lab is used by all of our students on a weekly basis with assistance from the Lab teacher who works with each classroom teacher to find key programs to provide technology education and to enhance classroom lessons—this allows for differentiation including programs that are available in Spanish or programs at a variety of grade levels at once. All teachers in the areas of reading, writing and math use a common vocabulary. F.A.S.T. (Friends All Learning Together) is our after school tutoring program for at-risk students. Longfellow classroom teachers and instructional aides use the same instructional methods that are used during the regular school day. Buddy classes meet weekly to enhance learning, social and emotional skills with projects, reading, or learning games. Throughout the day, students can also be seen leaving the classroom to work with various specialists. Within these small group settings, the specialists use similar instructional methods to not only help address the students' individual needs, but also to help students use the skills developed in these sessions back in the regular education classroom. All of these programs and instructional methods contribute to improving student learning at Longfellow.

Teachers and specialists (ELL, Bilingual, Speech, Title I, Reading, Special Education) meet regularly to discuss student progress and plan the next "steps" in the teaching progress for individual students. The Reading Specialist and Curriculum Leader model lessons in reading response, comprehension, word study, writing, and problem solving.

- 5. Professional Development:** Educators at all levels must be continuously learning. They have to constantly analyze how well they are doing what they do, make adjustments if needed, and explore new ways to achieve their goals. Every time a lesson is taught, a journal is read, a curriculum is reviewed, or an assessment is given, the educator is growing professionally.

Currently, District 200 has one full day at the beginning of the year, four half days, and a county-wide Institute day dedicated to professional development. The first day and two of the half days are planned by the Department of Educational Services. In the past two years, these days have been devoted to training the teachers in the newly adopted math curriculum and how to use differentiation in the classroom. The other two half days are left to the individual buildings to plan. At Longfellow, the School Improvement Team plans these days based on trainings that are needed at the school level and concerns noticed after analyzing assessment results. Administrators, teachers, and teacher assistants all participate and are involved in these professional development activities.

Longfellow also receives a professional development budget each year. We have used these building

funds to send staff to workshops related to SIP goals. We have met with grades above and below to spiral curriculum and vocabulary. Teachers meet by grade levels to plan at lunch or after school. Every other week we have meetings with classroom teachers and specialists during the school day regarding special education children so we can plan and coordinate services, and discuss progress and concerns. We have had professional book groups and a “Spanish for Teachers” class after school for staff that is interested and able to attend.

Longfellow has a team of teachers being trained in the new Response to Intervention initiative and they are bringing what they have learned back to the building and are implementing new strategies to help children who are at-risk. We are offering an after school training in AIMS web, a program that assists with data management relative to RtI.

Our Reading Specialist has met with each of the teachers at each grade level to share information and strategies related to teaching non-fiction reading. Specialists such as the Bilingual teacher and Speech teacher have attended these sessions. The Curriculum Leader offers lunchtime classes. Some of the topics covered include mathematical problem solving and extended reading response. Many of our teachers attend state conferences relative to their specialty and many teachers are in Masters programs and take classes through University 200. Longfellow is also a District 200 pilot school for United Streaming.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	88	90	94	88	85
% "Exceeding" State Standards	42	58	57	52	48
Number of students tested	65	60	58	72	58
Percent of total students tested	85	88	95	100	97
Number of students alternatively assessed	11	8	3	0	2
Percent of students alternatively assessed	15	12	5	0	3
<b>SUBGROUP SCORES</b>					
1.Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--
2.Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	55	--	83	--	--
% "Exceeding" State Standards	9	--	33	--	--
Number of students tested	11	--	12	--	--
3.Hispanic					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- denotes a subgroup with less than 10 students

Subject Reading Grade 4 Test Illinois Standards Achievement Test

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Meeting" plus "Exceeding" State Standards	93
% "Exceeding" State Standards	56
Number of students tested	61
Percent of total students tested	92
Number of students alternatively assessed	5
Percent of students alternatively assessed	8
<b>SUBGROUP SCORES</b>	
1.Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	72
% "Exceeding" State Standards	0
Number of students tested	11
2.Students with Disabilities	
% "Meeting" plus "Exceeding" State Standards	--
% "Exceeding" State Standards	--
Number of students tested	--
3.Hispanic	
% "Meeting" plus "Exceeding" State Standards	--
% "Exceeding" State Standards	--
Number of students tested	--

-- denotes a subgroup with less than 10 students

Subject Reading Grade 5 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	98	89	82	93	92
% "Exceeding" State Standards	70	54	65	67	63
Number of students tested	56	67	63	65	62
Percent of total students tested	98	96	97	100	100
Number of students alternatively assessed	1	3	2	0	0
Percent of students alternatively assessed	2	4	3	0	0
<b>SUBGROUP SCORES</b>					
1.Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	--	77	54	--	80
% "Exceeding" State Standards	--	23	31	--	20
Number of students tested	--	13	13	--	10
2.Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	90	55	--	82	60
% "Exceeding" State Standards	30	27	--	36	20
Number of students tested	10	11	--	14	10
3.Hispanic					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- denotes a subgroup with less than 10 students

Subject Mathematics Grade 3 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	92	100	98	98	95
% "Exceeding" State Standards	77	73	75	66	58
Number of students tested	65	60	58	72	58
Percent of total students tested	85	88	95	100	97
Number of students alternatively assessed	11	8	3	0	2
Percent of students alternatively assessed	15	12	5	0	3
<b>SUBGROUP SCORES</b>					
1.Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--
2.Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	73	--	92	60	72
% "Exceeding" State Standards	27	--	42	30	43
Number of students tested	11	--	12	--	--
3.Hispanic					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- denotes a subgroup with less than 10 students

Subject Mathematics Grade 4 Test Illinois Standards Achievement Test

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Meeting" plus "Exceeding" State Standards	100
% "Exceeding" State Standards	59
Number of students tested	61
Percent of total students tested	92
Number of students alternatively assessed	5
Percent of students alternatively assessed	8
<b>SUBGROUP SCORES</b>	
1.Economically Disadvantaged	
% "Meeting" plus "Exceeding" State Standards	100
% "Exceeding" State Standards	0
Number of students tested	11
2.Students with Disabilities	
% "Meeting" plus "Exceeding" State Standards	--
% "Exceeding" State Standards	--
Number of students tested	--
3.Hispanic	
% "Meeting" plus "Exceeding" State Standards	--
% "Exceeding" State Standards	--
Number of students tested	--

-- denotes a subgroup with less than 10 students

Subject Mathematics Grade 5 Test Illinois Standards Achievement Test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	98	96	88	92	95
% "Exceeding" State Standards	64	39	42	48	21
Number of students tested	56	67	63	65	62
Percent of total students tested	98	96	97	100	100
Number of students alternatively assessed	1	3	2	0	0
Percent of students alternatively assessed	2	4	3	0	0
<b>SUBGROUP SCORES</b>					
1.Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	--	85	69	--	80
% "Exceeding" State Standards	--	15	15	--	20
Number of students tested	--	13	14	--	10
2.Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	90	82	--	82	60
% "Exceeding" State Standards	40	18	--	18	0
Number of students tested	10	11	--	14	10
3.Hispanic					
% "Meeting" plus "Exceeding" State Standards	--	--	--	--	--
% "Exceeding" State Standards	--	--	--	--	--
Number of students tested	--	--	--	--	--

-- denotes a subgroup with less than 10 students