



Longfellow Elementary School

Longfellow Elementary School Annual Action Plan 2019-2020

2019 - 2020 ANNUAL ACTION PLAN

Amy Jefferson

Principal

Highlights of Our Plan

About Our School

Longfellow Elementary School is a Prekindergarten through fifth-grade school located in Oak Park, IL, a suburb just west of Chicago. We serve approximately 700 students who represent a diversity of races, cultures, and languages. Our diverse population includes:

Twenty-one percent (21%) of our students are eligible for free or reduced lunch;

Fourteen percent (14%) of our students receiving services in accordance with their Individualized Education Programs (IEPs)

Our faculty is committed to ensuring continuous academic and social emotional growth for every student we serve and provides a rigorous and culturally responsive instructional program to all students. We believe that continuous improvement of our professional practices is the precursor to continuous improvement of student learning.

Together, the leadership team, staff, parents, and students work and learn together within a school culture that promotes equity and inclusion, safe, respectful behaviors, focuses on the whole child, holds a sense of responsibility for one's behavior, and possess a commitment to continuous improvement each day.

Our Vision is clear: To create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child.

We work to ensure every District 97 student is:

A known, nurtured, and celebrated learner.

An empowered and passionate scholar.

A confident and persistent achiever.

A creative, critical thinker and global citizen.

Planning and Stakeholder Engagement Process

Longfellow staff and administrators serve on the Building Leadership Team that developed our School Improvement Plan. District 97's Chief Academic Officer and District 97's Director of Organizational Learning also provided guidance and feedback to the leadership team. The Building Leadership Team met for three days in June 2018, as well as for another three days in August 2019.

Staff meetings have been held to share the plan and request feedback from the rest of the Longfellow Staff. The School Improvement Plan has also been shared at Parent Teacher Organization (PTO) meetings. Periodic progress reports are also shared with staff, parents, and district administrators.

School improvement planning team

Name	Stakeholder group
Allison Lamb	BLT
Amy Jefferson	Principal
Colleen Berger	BLT
Elizabeth Niewald	BLT
Erica Endicott	BLT
Jennifer Raia	BLT
Lindsay Golemes	BLT
Maggie Cahill	BLT
Megan Ablan	BLT
Molly Masters	BLT
Rory Utter	BLT
Tricia Groben	BLT

Executive Summary

Based on our local assessments, student achievement in both reading and mathematics took a slight dip in the 2017-2018 school year, compared to our 2016-2017 data. The data also shows that in spite of our efforts to address the needs of all students in every subgroup, at every grade, in each subject, only 50% of our students attain at the 70th percentile or above in math, and only 59% of our students attain at the 70th percentile or above in reading.

Our local positive learning environment data displays that the majority of our students feel they belong, are recognized for the good work they do, and have peers that treat them with respect. However, we continue to strive for our district excellence target of 90% of our students answering these questions favorably.

Student Learning Targets

Our Annual Action Plan will focus on raising outcomes for students in the following areas:

Increasing the success rate for students on the following district-administered assessments: Benchmark

Assessment Systems (BAS) - Reading

Measures of Academic Progress (MAP) - Reading and

Mathematics AIMSWeb - Mathematics

Increasing the percentage of favorable responses by students to the following Positive Learning Environment Survey Questions:

When I'm at school, I feel I belong

When I'm at school, I am recognized for good work

When I'm at school, students treat me with respect

What we Must Do Well

To ensure continuous improvement of student learning while accomplishing our learning targets, we must ensure our teachers and students experience high quality teaching practices, leadership practices, and organizational practices.

To accomplish our student learning targets, the Building Leadership Team identified a few priorities aligned to the "Four Pillars" of our school district's strategic plan, as well as to the needs of Longfellow School.

Pillar A: Equitable Access to Rigorous, Responsive Instruction

- Communicate clear learning objectives and criteria for success ("No Secrets Learning")
- Implement Creative Curriculum in early childhood
- Implement Reading Units of Study across all grade levels
- Implement Eureka Math across all grade levels.
- Implement the Second Step curriculum and lessons grounded in Erin's law across all grade levels
- Implement Bully Prevention Units in grades three through five

Pillar B: Strong Relationships with Families and Communities

- Provide opportunities for students to voice their opinions, strengths, concerns, and needs
- Recognize student work and behavior using classroom and school-wide methods

Pillar C: Effective Teachers, Leaders, and Staff for Every Student, for Every School

- Provide professional development for early childhood staff through Starnet trainings
- Provide needs-based professional development in the use of Reading Units of Study and its assessment systems
- Provide Training on the administration of the Benchmark Assessment Systems (BAS), Interpreting the results of BAS, and utilizing the data to plan for Instruction
- Conduct learning walks to support the consistent implementation of Reading Units of Study
- Provide professional development in utilizing AIMSWeb for benchmarking, goal setting, and progress monitoring
- Provide differentiated professional development in culturally responsive strategies
- Provide professional development in mentoring and restorative practices

Pillar D: Data-Driven Continuous Improvement

- Utilize student data to determine the instructional needs for small groups in the classroom and Tier 2/Tier 3 programs
- Utilize the data from BAS to determine instruction
- Administration and Staff will participate in grade-level team meetings planned by the leadership team
- Participate in three cycles of inquiry throughout the school year
- Utilize data to develop and implement small group supports to address feelings of belonging and the development of social emotional skills