

**LONGFELLOW ELEM SCHOOL  
CUSD 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : K 1 2 3 4 5**

State and federal laws require public school districts to release report cards to the public each year.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	76.5	5.7	11.9	3.3	0.0	2.6	17.8	10.8		0.0	17.3	95.8	455
<b>District</b>	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
<b>State</b>	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

**PARENTAL CONTACT\***

	Percent
<b>School</b>	94.7
<b>District</b>	98.3
<b>State</b>	96.1

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	17.9	20.2	12.9	274.0
<b>State</b>	18.8	18.8	13.9	230.6

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**AVERAGE CLASS SIZE (as of the first school day in May)**

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	17.8	20.0	21.8	23.0	24.0	21.7				
<b>District</b>	19.6	20.1	21.8	20.5	23.6	23.7				
<b>State</b>	20.9	21.0	21.3	21.8	22.5	22.8				

**TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)**

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	53			27			145			28		
<b>District</b>	51			27			145			28		
<b>State</b>	58			30			145			31		

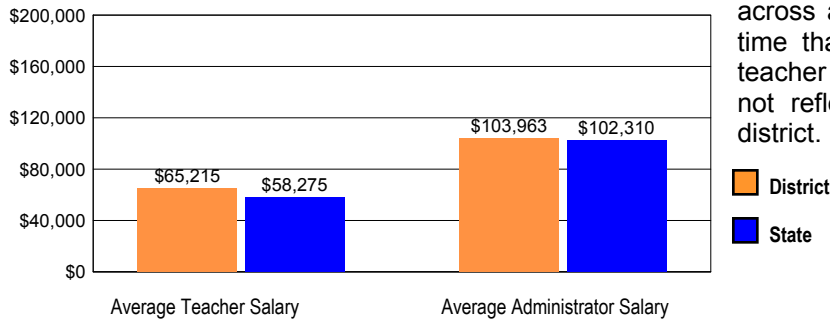
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

Some teacher/administrator data are not collected at the school level.

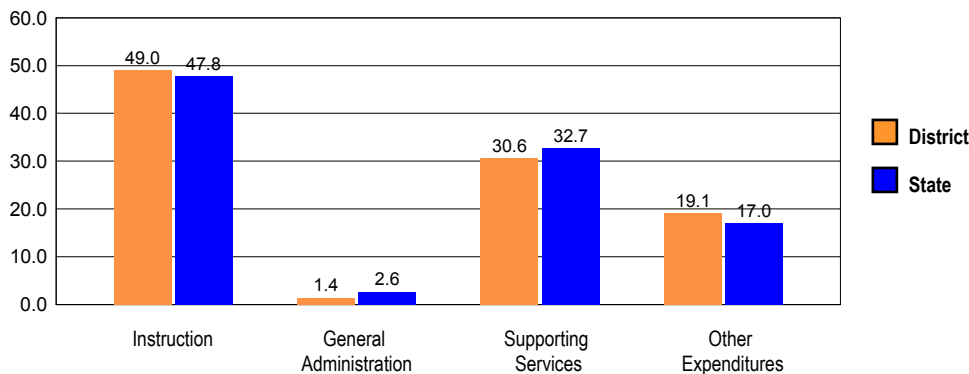
## SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8	Education	\$106,607,192	68.7	73.0
Other Local Funding	\$8,317,011	5.9	6.0	Operations & Maintenance	\$11,302,348	7.3	8.6
General State Aid	\$9,341,206	6.7	18.2	Transportation	\$7,471,604	4.8	3.9
Other State Funding	\$12,119,620	8.6	9.3	Bond and Interest	\$11,193,379	7.2	6.2
Federal Funding	\$6,697,573	4.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$140,133,936			Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
				TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

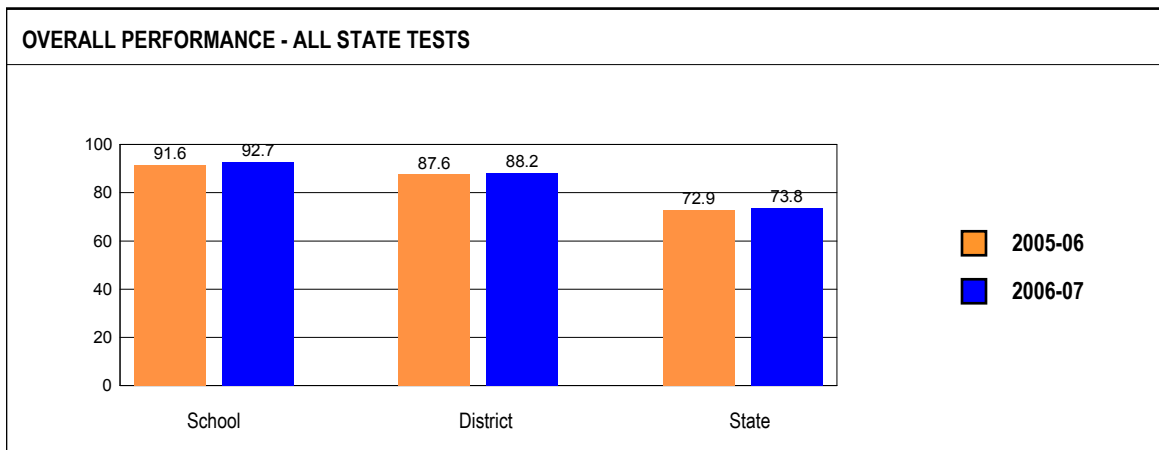
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

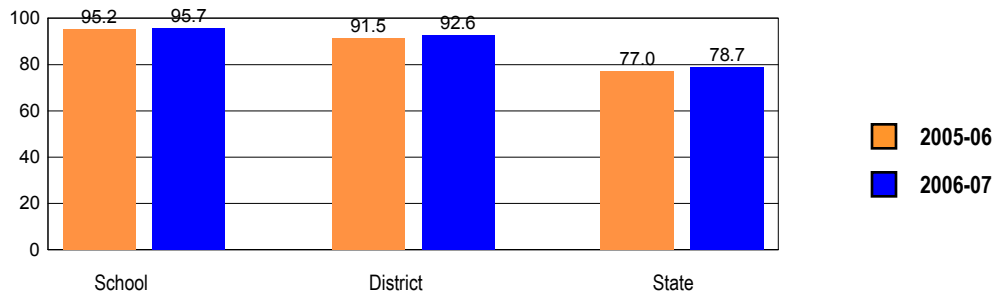
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

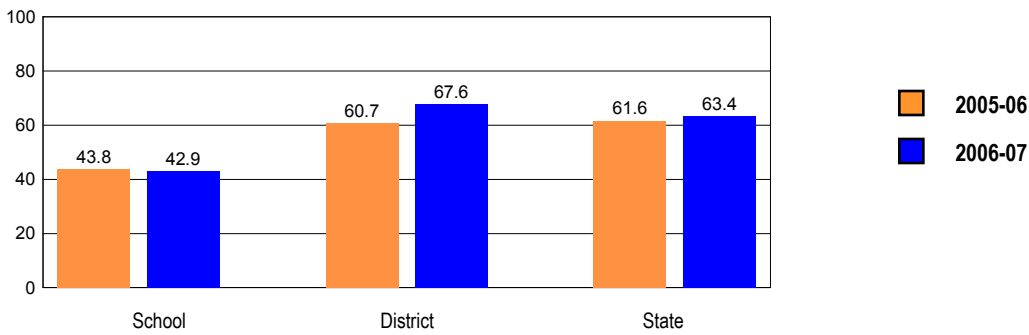
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**

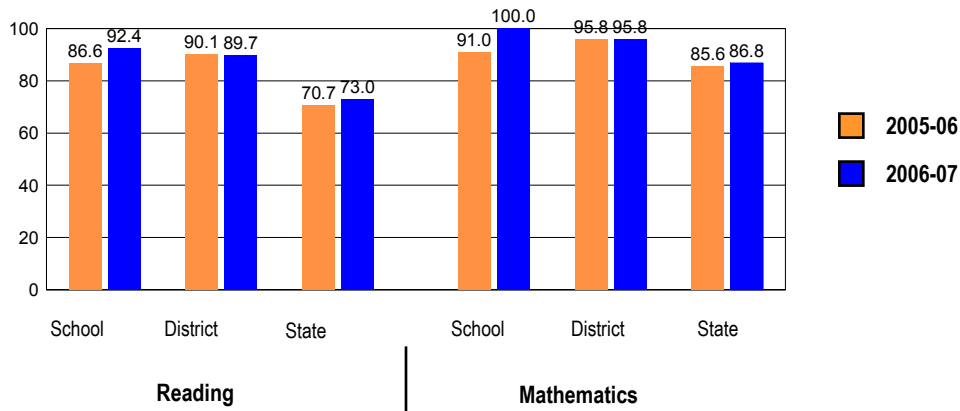


**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

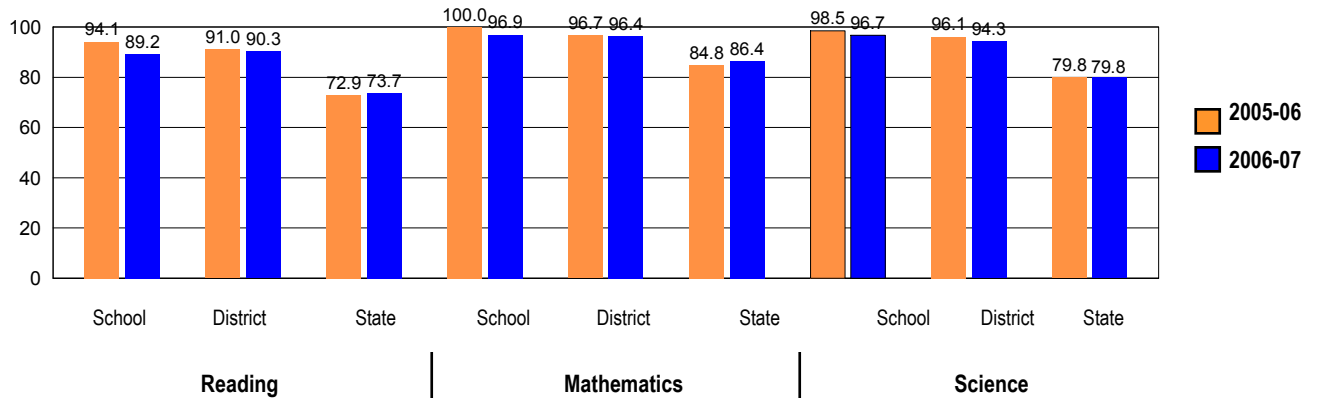
ISAT

Grade 3



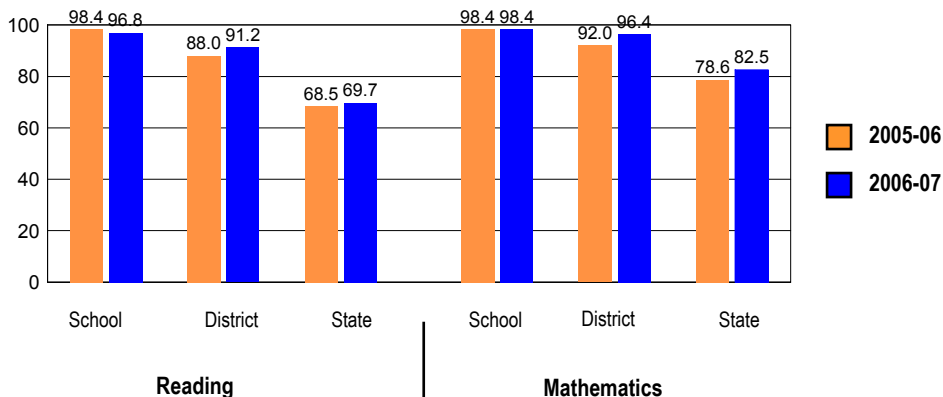
ISAT

Grade 4



ISAT

Grade 5



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	212	116	96	164	16	18	6		8	17		30	33
	Reading	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0				0.0		0.0	0.0
District	*Enrollment	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

\* Enrollment as reported during the testing windows.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- 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.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- 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.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.6	47.0	45.5	0.0	0.0	31.8	68.2
District	1.5	8.8	40.3	49.5	1.1	3.1	28.5	67.3
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	11.4	54.3	34.3	0.0	0.0	34.3	65.7
	District	2.0	9.6	42.8	45.7	1.0	3.9	25.1	70.0
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	3.2	38.7	58.1	0.0	0.0	29.0	71.0
	District	1.0	8.1	37.9	53.1	1.2	2.4	31.7	64.7
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.8	49.1	47.2	0.0	0.0	30.2	69.8
	District	0.9	6.6	39.1	53.4	0.6	1.5	26.1	71.9
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School	10.2	28.6	51.0	10.2	8.2	18.4	51.0	22.4
	District	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
	State								
Hispanic	School	2.9	20.0	45.7	31.4	2.9	11.4	42.9	42.9
	District	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
	State								
Asian/Pacific Islander	School	0.0	6.7	43.3	50.0	0.0	0.0	30.0	70.0
	District	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
	State								
Native American	School	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
	District								
	State								
Multiracial/Ethnic	School	0.0	13.3	40.0	46.7	0.0	9.7	29.0	61.3
	District	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5
	State								

**Grade 4****Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	10.8	41.5	47.7	0.0	3.1	31.3	65.6	0.0	3.3	48.3	48.3
District	0.1	9.6	44.3	45.9	0.1	3.5	45.5	50.8	0.3	5.4	59.8	34.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	9.4	43.8	46.9	0.0	0.0	25.8	74.2	0.0	0.0	41.4	58.6
	District	0.2	11.0	47.5	41.3	0.2	2.4	45.0	52.3	0.7	5.2	56.7	37.5
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	12.1	39.4	48.5	0.0	6.1	36.4	57.6	0.0	6.5	54.8	38.7
	District	0.0	8.1	41.1	50.8	0.0	4.6	46.1	49.3	0.0	5.6	63.0	31.4
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	7.3	41.8	50.9	0.0	1.9	27.8	70.4	0.0	2.0	48.0	50.0
	District	0.1	8.1	43.8	48.0	0.1	2.7	43.0	54.1	0.4	3.6	57.5	38.4
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	34.6	51.9	13.5	0.0	13.2	73.6	13.2	0.0	32.1	64.2	3.8
	District	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
	State												
Hispanic	School	0.0	8.9	48.9	42.2	0.0	2.2	60.9	37.0	0.0	4.5	81.8	13.6
	District	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
	State												
Asian/Pacific Islander	School	0.0	3.2	48.4	48.4	0.0	3.2	29.0	67.7	0.0	0.0	64.5	35.5
	District	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
	State												
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	12.0	32.0	56.0	0.0				0.0	8.3	70.8	20.8
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	30.0	50.0	20.0								
	District	0.8	30.5	43.8	25.0	0.8	10.7	56.5	32.1	0.8	11.6	65.9	21.7
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	7.3	40.0	52.7	0.0	0.0	27.3	72.7	0.0	0.0	48.1	51.9
	District	0.0	6.1	44.4	49.5	0.0	2.3	43.6	54.1	0.3	4.3	58.7	36.7
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.2	28.6	68.3	0.0	1.6	28.6	69.8
District	0.0	8.8	40.7	50.5	0.0	3.6	57.8	38.6
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

**Grade 5 - Gender**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	0.0	35.9	64.1	0.0	0.0	30.8	69.2
	District	0.0	10.1	42.1	47.8	0.0	3.8	55.0	41.3
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	8.3	16.7	75.0	0.0	4.2	25.0	70.8
	District	0.0	7.5	39.2	53.3	0.0	3.5	60.7	35.8
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

**Grade 5 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	0.0	22.2	77.8	0.0	0.0	24.1	75.9
	District	0.0	7.3	38.2	54.5	0.0	2.2	56.2	41.6
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School								
	District	0.0	23.3	62.8	14.0	0.0	20.9	60.5	18.6
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	15.3	55.9	28.8	0.0	10.2	76.3	13.6
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	8.1	45.9	45.9	0.0	2.7	56.8	40.5
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	18.2	36.4	45.5	0.0	4.5	59.1	36.4
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

**Grade 5 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	20.0	70.0	10.0	0.0	10.0	70.0	20.0
	District	0.0	22.5	53.5	24.0	0.0	13.2	72.1	14.7
	State	1.4	45.5	42.1	11.0	1.0	28.4	62.7	7.8
Not Eligible	School	0.0	0.0	20.8	79.2	0.0	0.0	20.8	79.2
	District	0.0	6.6	38.7	54.7	0.0	2.1	55.5	42.4
	State	0.3	18.2	45.6	36.0	0.2	8.8	62.8	28.2

## 2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		55.0			55.0			90.0		72.0	
<b>All</b>	100.0	Yes	100.0	Yes	90.5		Yes	96.8		Yes	95.8	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	96.7		Yes	99.3		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2006.

\*\* Safe Harbor Targets of 55.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below. The information below is taken from Longfellow's School Improvement Plan. A complete copy of the plan is available for parent review in the school office.

### **Target Areas for Student Improvement and Measures of Achievement**

Specific areas of student learning, attitude or behavior that are targeted for improvement as a result of an analysis of school demographic and test data, for example:

- Identify and track students who did not meet or exceed the 2007 state standards in reading and math as measured on the ISAT (Illinois Standards Achievement Test) and the IMAGE (Illinois Measure of Annual Growth in English). These students will be tracked as two groups, CUSP watch and CUSP ready. CUSP watch students are those who scored at the low end of meets on the ISAT or IMAGE and are in danger of slipping to below standard. CUSP ready students are those who scored on the high end of the below standard and are ready to move up.
- New students will be monitored and benchmarked with ongoing assessment and meet or exceed in state standards in reading and math as measured on the ISAT (Illinois Standards Achievement Test) and the IMAGE (Illinois Measure of Annual Growth in English).

### **Rationale for Target Selection**

The rationale is based on an analysis of data obtained from such sources as test scores, attitudinal inventories, surveys or questionnaires. This data is reviewed by the school improvement team and presented to the staff for analysis.

- On the 2007 3<sup>rd</sup> grade reading ISAT test; 92% of the 3<sup>rd</sup> grade students scored in meets or exceeds
- On the 2007 3<sup>rd</sup> grade math ISAT test; 100% of 3<sup>rd</sup> grade students scored in meets or exceeds
- On the 2007 4<sup>th</sup> grade reading ISAT test; 89% of the 4<sup>th</sup> grade students scored in meets or exceeds
- On the 2007 4<sup>th</sup> grade math ISAT test; 97% of 4<sup>th</sup> grade students scored in meets or exceeds
- On the 2007 5<sup>th</sup> grade reading ISAT test; 97% of 5<sup>th</sup> grade students scored in meets or exceeds
- On the 2007 5<sup>th</sup> grade math ISAT test; 98% of 5<sup>th</sup> grade students scored in meets or exceeds
- 91% of our total tested population fell in the meets/exceeds category in reading; while only 65% of our low socio-economic population and only 30% of our ELL (English Language Learners) met or exceeded in reading on the ISAT or IMAGE tests.
- 97% of our total tested population fell in the meets/exceeds category in math; while only 85% of our low socio-economic population and only 60% of our ELL population fell in the meets/exceeds on the ISAT or IMAGE tests.
- Student mobility rate of 12.6% (05-06)

### **Strategies for Improvement**

Strategies are specific activities and actions that are expected to result in the achievement of the improvement targets.

- Teachers and Specialists will use AIMSWeb to test identified students quarterly and chart their progress.
- Use of RTI (Response to Intervention) procedures and concepts for students to ensure high levels of learning for all students.
- Teachers will use established grade level assessments to track student's progress in comparison to school benchmarks.
- Teachers will use 6 + 1 Traits of Writing lessons, strategies, and activities in classrooms.
- Identify at risk readers and provide support through the reading department.
- Identify at risk math students and provide support through the Title 1 Math Program.
- An after school club will be used to provide support for students who did not score in the meets or exceeds on the ISAT or IMAGE tests.

### **Professional Development Opportunities**

Professional development opportunities must contribute to the achievement of the school improvement goals.

- Building in-service days, staff meetings, and team meetings will be devoted to working with teachers on reading strategies, 6 + 1 Traits of Writing, RtI (Response to Intervention) training, as well as modeling differentiated instruction for ELL students.
- Building and district funds to be used to purchase professional books for teachers and instructional supplies for students in the area of reading and language development.