

Longfellow  
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**Longfellow**  
**Continuous Improvement Plan**  
**2009-2010**

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## **Performance Targets for Longfellow**

- Continue to meet AYP
- Increase performance index to 110.5

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Continuous Improvement Plan (CIP)

*WCS Goal:* Every Student Achieves Educational Success

*Strategic Priority:*

- Established learning expectations are specific, challenging and communicated clearly to students, parents and staff
- Consistent processes for learning apply to all content areas
- Best practices guide the development and alignment of our curriculum
- Data is used when decisions about learning and teaching are being made
- Proven programs and services are available to meet the unique needs of all students

- Improvement Targets:**
1. Continue to meet AYP.
  2. Increase student performance index to 110.5.

School	2005-2006	2006-2007	2007-2008	2008- 2009	Target 2009-2010
Longfellow	Met AYP	Met AYP	Met AYP	Met AYP	Increase student performance index to 110.5 and meet AYP.

Action Steps (Activities)	Timeline		Resource(s)	Who is Responsible?	Short Term (Collection of evidence along the way)	Performance Measure (Long Term)	Final Outcome
	Implementation	Status Report					
Guided reading groups are established based on assessments.	September and ongoing	Fall Assessments scheduled	Fountas & Pinnell Benchmarks	Classroom teachers	Informal assessments (F & P; classroom assessments)	Quarterly Benchmarks OAT	
Individualized reading instruction provides support for beginning readers.	September and ongoing	1 <sup>st</sup> and 2 <sup>nd</sup> graders assessed for placement in reading intervention	Parent volunteers; Book room; Spark Plug Volunteers (Reading Recovery Type Lessons)	Reading intervention teacher & 1 <sup>st</sup> & 2 <sup>nd</sup> grade teachers	Sight word Inventories  Comprehension Activities	Students achieving appropriate benchmarks in reading	

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Accelerated reading program is implemented.	September and ongoing	AR and STAR being used by all students	Media Specialist	Media Specialist & classroom teachers	STAR results	OAT, F & P, value added	
Intervention plans initiated for students achieving below grade level.	September and ongoing	IAT met and initiated interventions	Supplemental reading skill materials; IAT; school psych	Classroom teachers	Pre and post student data	OAT	
Vocabularies in all content areas are strengthened through a variety of vocabulary related activities.	September and ongoing	Student Progress Reports	Vocabulary games, quizzes and teacher made materials ; Accelerated Reader	Classroom teachers	Periodic quizzes over content vocabulary	OAT Reading Tests for 3-5 grades; 2 <sup>nd</sup> grade Terra Nova – subtests in vocabulary	
Critical thinking skills (analysis, synthesis, and evaluation) are developed through questioning and written assignments.	September and ongoing	Student Progress Reports	Great Books Club; Problem Solving Activities; Scientific Method; Battelle Scientists; Teacher made materials.	Classroom teachers	Student writing samples; Student observations and data collections on lab and field experiments	OAT Reading Tests for 3-5 grades; 2 <sup>nd</sup> grade Terra Nova – improved accelerated and advanced performance levels	
Content area reading skills & study skills will be emphasized when assigning students to read informational texts.	September and ongoing	Student Progress Reports	Three ring binders and student planners	Classroom teachers	Periodic review of student notebooks and planners	OAT Reading Tests for 3-5 grades; 2 <sup>nd</sup> grade Terra Nova – improved accelerated and advanced performance levels	

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*WCS Goal:* Every Student Achieves Educational Success

*Strategic Priority:* Strategic Priority:

- Established learning expectations are specific, challenging and communicated clearly to students, parents and staff
- Consistent processes for learning apply to all content areas
- Best practices guide the development and alignment of our curriculum
- Data is used when decisions about learning and teaching are being made
- Proven programs and services are available to meet the unique needs of all students

- Improvement Targets:**
1. Continue to meet AYP.
  2. Increase student performance index to 110.5.

School	2005-2006	2006-2007	2007-2008	2008-2009	Target 2009-2010
Longfellow Magnet	Met AYP	Met AYP	Met AYP	Met AYP	Increase student performance index to 110.5 and meet AYP.

Action Steps (Activities)	Timeline		Resource(s)	Who is Responsible?	Short Term (Collection of evidence along the way)	Performance Measure (Long Term)	Final Outcome
	Implementation	Status Report					
Use YPP, periodic math benchmark assessment, & practice OAT to track student progress	YPP will be done weekly in grades 2-5; other assessment will be done periodically throughout the year	YPP in use; math assessments initiated	YPP; Academic Content Standards; District Assessment Office	Classroom teachers & YPP Power users	Periodic reports on mastery of grade level standards	OAT	
Use math manipulative to model mathematical ideas and relationships.	September & Ongoing	Incorporated in lessons where appropriate	Pattern blocks, Cuisenaire rods, tiles, cubes, geoboards, tangrams, etc. Cognitive Guided Instruction	Classroom teacher & district math coordinator	Periodic student assessments on grade level benchmarks	OAT	

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Create opportunities for enrichment activities in mathematics	September & Ongoing	First in Math	Hands on Algebra; First in Math (24 game) business partnerships	Principal & classroom teacher	Team status reports	OAT; value added growth	
Create opportunities for both verbal & written responses to math word problems.	September & Ongoing	Incorporated in daily math lessons	teacher made materials; Cognitively Guided Instruction (dry erase boards, place value manipulative, journals, other manipulative)	Classroom teacher	Weekly formative assessments; 1 to 1 interviews	OAT; value added growth	

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*WCS Goal:* Learning and Working Environments are safe, nurturing and efficient

*Strategic Priorities:*

- Create and maintain environments that inspire and support successful learning and delivery of educational services.
- Deliver quality services that satisfy the customer

Improvement Target: Continue to maintain a safe learning environment.

School	2005-2006	2006-2007	2007-2008	2008-2009	2009 -2010
Longfellow	Completed all safety drills satisfactorily	Completed all safety drills satisfactorily	Completed all safety drills satisfactorily	Completed all safety drills satisfactorily	Will implement and complete all safety drills satisfactorily.

Action Steps (Activities)	Timeline		Resource(s)	Who is Responsible?	Short Term (Collection of evidence along the way)	Performance Measure (Long Term)	Final Outcome
	Implementation	Status Report					
1. Maintain a current crisis response plan	On – going	In - place	District Crisis plan	Principal & Crisis Response Team	Documentation of drills; debriefings held after actual or practice drills ( if necessary)	Successful completion of all exercises and drills.	
2. Hold monthly evacuation drills	On – Going	August & September Fire Drills Completed; Lockdown drill 9/22/	Disaster drill reports	Principal & building head custodian	Observations and comments on drill reports	Documentation of all drills & exercises.	

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3. Monitor building security and secure all doors but main entrance	On – Going	Cameras & locks maintained, & building badges issued	District maintenance	All building personnel	Visitor logs and videotapes	No reported incidents of security problems.	
4. Provide a session for all students in grades 1-3 on bus safety	August 2009	Completed on 8/28	Transportation department	Transportation	Bus incident reports	End of year bus discipline report from transportation	
5. Incorporate “character words of the month” into both school pride and classroom activities	On-going	Monthly character word	PTA; Guidance materials	Guidance Counselor and classroom teachers	Classroom discipline records and office referrals	Positive attitudes reflect school pride	
6. Develop both student awareness of bullying behaviors and strategies to deal with it.	On-going	Constantly monitored by staff	Second Step & other guidance materials	Guidance counselor and classroom teachers	Bullying incidents report	Number of office referrals	
7. Provide opportunities for students that encourage cooperation and recognition of individual differences.	On-going	Monthly diversity theme	Guidance materials and local	Guidance Counselor	Guidance Counselor’s case management report	List of events and activities supporting diversity	

### Professional Development Plan (PDP)

**WCS Goal:** *The best staff are recruited, selected, developed and retained.*

**Strategic Priorities:**

- Staff members have access to professional opportunities and resources that help them grow as professionals and employees of the district.
- Goals for district employees are aligned with the overall goals of the district

**Improvement Target(s):** **1. Build capacity to select evidence based interventions; plan for classroom implementation of interventions; and monitor the effectiveness of such plans.**  
**2. Explore and discuss approaches to improving classroom instruction with an emphasis on the science and outdoor education.**

School	2005-2006	2006-2007	2007-2008	2008-2009	Target 2010		
Longfellow/ Central College				All teachers completed building level staff development activities. RTI process initiated	All teachers participate in at least one individual professional growth activity related to increasing student academic success.		
Professional Development Activity	Timeline		Resource(s)	Who is Responsible?	Improvement Measure Short Term Goals	Performance Measure Long Term	Final Outcome
	Implementation	Status Report					
1. Attend district workshops/grade level meetings to ensure an understanding of district expectations for student learning.	09-10 School year	F-P workshop; District early release 9/18	District workshops/ content level meetings	Curriculum supervisors	All teachers implement district initiatives	OAT	
2. Continue to provide building level staff development activities focusing on response to intervention.	09-10 School year	October 16 <sup>th</sup> – RTI planned	Classroom teachers, School Psychologists, local resources	Principal	Successful implementation of classroom interventions	Teacher Growth	
3. Establish a book group with other magnet schools to discuss different instructional approaches to improving literacy.	09-10 School year	Monthly meetings starting in September	Several current texts on literacy will be used	Kate Manteniks	Participants share on the effectiveness of new instructional approaches	Final paper for College credit	

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4. Encourage individual professional growth related to district instructional goals by attending professional meetings and workshops or teacher growth activity.	09-10 School year	No requests submitted at this time.	District funds	Principal	Requests for in service or CEU credit	Teacher Growth	
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**WCS Goal: Community, Parents, Students and Staff are engaged as Partners in Education**

*Strategic Prioritie:*

- Mutual support and respect is earned by engaging the district’s community, parents, students and staff in open honest dialogue.
- Members of the media are provided with timely, accurate and understandable information about the district and its schools

Improvement Target: 1. Increase magnet school applications by 5 %.

School	2005-2006	2006-2007	2007-2008	2008-2009	2009 - 2010
Longfellow		132 Applications for the Math/Science Program	122 Applications for the Math/Science Program	169 Applications for the Math/Science Program	Increase Math /Science Program applications by 5%.

Strategies

Action Steps (Activities)	Timeline		Resource(s)	Who is Responsible?	Short Term (Collection of evidences along the way)	Performance Measure (Long Term)	Final Outcome
	Implementation	Status Report					
1. Utilize various media applications to communicate with stakeholders	Ongoing	Website is being updated.	District Web site, District Office of Communications	Principal, Office Staff, PTA	Press releases, School Web page, newsletters	Increased exposure to the community regarding our achievements.	
2. Work with PTA in establishing numerous activities for family involvement	Ongoing	Calendar of activities has been established and approved.	PTA	PTA Executive Board	Schedule of activities	Increased number of family based activities resulting in increased participation by families	

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3. Invite local community to share areas of expertise or unique life experiences.	Ongoing	Meeting with new Battelle scientists was held on 9/11/09.	School – Business Partnerships; Innis Wood, Westerville Chamber of Commerce	Principal	Volunteer logs	Develop new and stronger ties with the community	
4. Participate in the magnet school fair to showcase our program	Spring 2009	Dates for Fair and Applications yet to be established.	Display boards and other program literature	Principal and Classroom Teachers	Attendance lists from Fair indicating # of families attending.	Continued increase in families interested in the magnet school program	
5. Update current brochure on the magnet school program and application.	Winter 2009		Office of Communication	Magnet School Principals	Distribution of materials to schools & community.	Expand the number of sites 9 private pre school and K) in which literature is distributed	

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**WCS Goal: Financial Resources are maximized to support success.**

1. Improvement Target: Increase energy conservation cost avoidance by 3%.

School	2005-2006	2006-2007	2007-2008	2008-2009	Target 2009 -2010
Longfellow				Energy Conservation Program Cost Avoidance was 26% for 2008-2009	Energy Cost Program Avoidance will be 29% for 2009-2010.

Action Steps (Activities)	Timeline		Resource(s)	Who is Responsible?	Short Term (Collection of evidence along the way)	Performance Measure (Long Term)	Final Outcome
	Implementation	Status Report					
1. Conserve use of building utilities during school.	Ongoing	Current monthly readings not yet available	Laura Ehninger	All Staff	Monthly utility usage readings	Energy Conservation Program Cost Avoidance Report for 2009-2010	
2. Implement recycling of resources wherever appropriate	Ongoing	Paper resources are being recycled and back-to back copying wherever possible	Anne Seibel	All Staff	Monitor copy and paper usage	Reduction in the amount of paper ordered for the school year as well as other supplies.	