U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Darien Quattlebaum-Moore

Official School Name: Henry Wadsworth Longfellow Middle School

School Mailing Address:
   215 North Ponca Avenue
   Norman, OK 73071-5826

County: Cleveland   State School Code Number*: I-029

Telephone: (405) 366-5948   Fax: (405) 366-5952

Web site/URL: www.norman.k12.ok.us/502   E-mail: darienq@norman.k12.ok.us

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

Date

(Principal's Signature)

Name of Superintendent*: Dr. Joseph Siano

District Name: Norman Public Schools   Tel: (405) 364-1339

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Joe Sparks

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

Date

(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 one or more of 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.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2004.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   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.

8.   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.

9.   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.

10.   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

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)

   _15_ Elementary schools (includes K-8)

   _4_ Middle/Junior high schools

   _2_ High schools

   ___ K-12 schools

   _21_ **TOTAL**

2. District Per Pupil Expenditure: _7238_

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
   [X] Suburban
   [   ] Small city or town in a rural area
   [   ] Rural

4. _6_ Number of years the principal has been in her/his position 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			0	6	94	100	194
K			0	7	107	114	221
1			0	8	99	107	206
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
	TOTAL STUDENTS IN THE APPLYING SCHOOL						621

6.   Racial/ethnic composition of the school:

10 %	American Indian or Alaska Native
1 %	Asian
6 %	Black or African American
8 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
75 %	White
%	Two or more races
100 % Total	

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	52
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)].	91
(4)	Total number of students in the school as of October 1.	619
(5)	Total transferred students in row (3) divided by total students in row (4).	0.147
(6)	Amount in row (5) multiplied by 100.	14.701

8.   Limited English proficient students in the school: 3   %

Total number limited English proficient   18

Number of languages represented: 6

Specify languages:

Spanish, Arabic, German, Farsi, Creek, and Russian

9. Students eligible for free/reduced-priced meals: __52__%

        Total number students who qualify: __320__

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 free and reduced-price school meals 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: __20__%

   Total Number of Students Served: __124__

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

5	Autism	0	Orthopedic Impairment
0	Deafness	21	Other Health Impaired
0	Deaf-Blindness	72	Specific Learning Disability
13	Emotional Disturbance	6	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	40	0
Special resource teachers/specialists	7	0
Paraprofessionals	6	0
Support staff	5	0
Total number	61	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**16**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	94%	94%	94%	95%
Daily teacher attendance	95%	96%	97%	96%	98%
Teacher turnover rate	20%	10%	11%	11%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Student attendance is an area we target for improvement each year.

Last year's higher teacher turnover was due to five retirements, two temporary teachers who were not rehired, and a family relocation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Longfellow Middle School is rich in history. Longfellow began in 1974 as an open-area middle school in north Norman. As Norman grew a second high school was needed. Longfellow's campus was large enough to accommodate expansion so in 1997 Longfellow was moved to its current location in central Norman. The existing campus is a century old and has been a high school, junior high, mid-high, and now a middle school.

The changes have not been limited to the physical plant. At the old location the vast majority of students were upper middle class with almost no minorities. When the school relocated, boundaries were redrawn, and the school population became ethnically, socio-economically and academically diverse. This diversity has increased, and in 2005 Longfellow became a Title I school. Current enrollment is 629, with 53% socio-economically disadvantaged, 25% minority, 20% of students on IEPs, and 25% identified as gifted and talented. Longfellow's mission is to inspire students to achieve, and our vision is to foster intellectual development in a safe environment. Our policies and practices are all focused on that end. Grade level core classrooms are clustered to create small "schools within the school," foster collaboration and maximize learning. Annual quality time analyses and staff input resulted in master schedule changes, shortening grade level lunches and adding recovered minutes to classroom instruction.

Longfellow embraces Jensen's research concluding that experiences build neural pathways and thus increase ability. School programs and activities enrich and supplement students' lives as well as educate minds and expand horizons. Cross-grade level Talent and Interest Clubs are a Longfellow tradition. Staff members facilitate interest-based groups where students direct learning, interact with peers and create authentic products. Students are introduced to area culture through guest artists; a Spirit Drum line that performs at athletic and community events; field trips; and plays, musicals and operas at the local university and high schools. A student leadership corps promotes school spirit; helps plan and facilitate an orientation for incoming 6th graders; initiates and implements school projects; and supports community and global outreach. This group initiates service learning, supporting school and community projects and raised money for disaster relief and needy families in the Longfellow community. Their compassion has been felt around the world in Liberia, Iraq, New Orleans, and Haiti.

In 2007 a Positive Behavior Intervention and Support (PBIS) consultants began working with our faculty, guiding development of consistent, school-wide procedures and behavior expectations. Data indicates students now spend less time out of class for discipline issues, thus increasing learning experiences.
The Columbine shootings deeply affected Longfellow since the niece of a faculty member was killed there. This incident inspired the creation of Take a STAND (Students and Teachers Advocating Non-violent Deeds), a program reinforcing the importance of perseverance, resisting peer pressure, and breaking the code of silence. Monthly Take a STAND assemblies feature prominent speakers and have been so successful that the program was adopted by other schools.

Over the past five years, we aggressively pursued additional educational resources to meet the needs of our diverse population. We became a Title I school in 2005-2006 and as a result we added a math resource teacher to our staff, purchased teaching aids and materials, and instituted after-school student tutoring. We were awarded an OK Acts OETT technology grant funding classroom technology for curriculum integration and training a cadre of teachers in methodology to promote authentic technology use. In 2008, we received a STAR grant, a 1:1 Learning Digital Initiative, focused on lesson study and the use of educational gaming to improve student achievement. We have applied for a 1:1 Digital Classroom grant, award of which is pending.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results:**

Oklahoma requires school districts to participate in the Oklahoma School Testing Program (OSTP) meeting accountability requirements of No Child Left Behind (NCLB). Each year students take Oklahoma Core Curriculum Tests (OCCT), criterion-referenced tests (CRTs) measuring mastery of Oklahoma Priority Academic Student Skills (PASS). Scores are reported by performance levels of advanced, proficient, limited knowledge, and unsatisfactory. OCCT cut scores for proficiency in reading and math were raised by 8-18% in 2009, varying with grade and discipline. These higher standards will impact 2010 Academic Performance Index (API) scores. We are working diligently to meet the new, increased expectations.

Sixth and seventh grade math and reading OCCT assessments began in 2005-2006. Seventh grade also tests in geography. Eighth grade tests in reading, math, history, writing, and science. API and Academic Yearly Progress (AYP) are based on reading and math scores for grades 6-8 and school attendance. Longfellow consistently exceeds the Statewide Performance Targets and is significantly above the state average in all three areas. The maximum API is 1500. Longfellow's 2005 API of 1213 grew to 1398 in 2009, an increase of 185 points. During those years, we experienced enrollment growth and a disproportionate increase in economically disadvantaged students.

Math data analysis shows each grade level has significantly increased overall achievement. The percentage of 6th grade math students passing the OCCT increased 5% while 6th grade enrollment has grown 20% over the past 4 years. There was an 11% increase in 7th grade performance with no significant increase in enrollment at that grade level. Eighth grade passing percentage increased 18% in the last five years, again with no significant enrollment change. The largest percentage increase in advanced scores was 17% at 7th grade. Socio-economically disadvantaged subgroup numbers have increased at each grade level: 6th grade increased 59%; 7th, 16%; and 8th, 93%. That being said, the percentage of increase in proficient and advanced students was 6th grade, 13%; 7th, 16%; and 8th, 21%. The percentage of 6th graders in the advanced category increased 10% while 7th grade increased 15% and the percentage decreased in 8th grade. The African American subgroup showed the most dramatic increase, with a 22% increase at 6th grade, 17% in 7th, and 34% in 8th. All grade levels increased the percentage of students scoring advanced. The American Indian subgroup posted increases in 6th and 7th grades while the 8th grade remained relatively constant. The IEP subgroup also showed dramatic increases in passing percentage at 7th and 8th grades, 44% and 39%, respectively, while the 6th grade remained static.

Reading data does not exhibit the impressive progress of Math scores. The cut scores in Reading are significantly higher than those in Math, and may be at least partially responsible for the discrepancy between the proficient percentages of students in these two areas. Gains ranged from 2%-11% in passing percentages, while 6th grade proficiency percentage decreased. However, comparison of the same students across three years shows an increase in proficiency from 86% to 90% and finally to 92% . Last year's 8th graders in the socio-economically disadvantaged subgroup showed a 12% increase in the proficient and advanced quartiles over the three middle school years. These quartiles in the African American subgroup increased from 59% in 6th grade to 74% three years later. The American Indian subgroup was at 76% proficient or higher in 6th grade and 90% in their final year at Longfellow. Lastly, the 70% of 6th grade IEP students proficient on the Reading exam in 2007 increased to 78% in 2009 on the 8th grade Reading test.

Data proves Longfellow is increasing student achievement. For additional information see www.sde.state.ok.us/AcctAssess/API.html.

2.   **Using Assessment Results:**

When standardized test results arrive, staff begins systematically analyzing the data. Spreadsheets of scores from 5th through 8th grades are constructed; color-coded; and examined for growth, trends, and discrepancies. Test item analysis of criterion reference tests (CRTs) and district benchmarks identify strengths and weaknesses and determine common areas of need. This data is used for placement in advanced and remedial classes as well as inclusion in pull out groups. During departmental collaboration days, teachers analyze and evaluate the data and plan for differentiated instruction.

In the past five years students in the unsatisfactory and low range of limited knowledge groups were assigned to skills classes for remediation in reading and/or math. This let us "double dose" instruction for the neediest students, and we began to close the gap. Resource teachers and others work on specific skills with small pull out groups while classroom teachers regroup students and tier lessons to maximize instruction. Our schedule was revised to reduce the length of lunch periods and add the recovered time to the instructional day. These strategies resulted in most students achieving at a proficient or higher level. Then we used similar identification tools and strategies to begin moving students from the proficient level to advanced on state-mandated testing.

Our state raised the CRT cut scores last spring. As a result, our advanced numbers still showed small gains, but too many students scored at or near the limited knowledge quartile. To support this at-risk population, we created targeted advisories where borderline students receive extra help and instruction. Additionally, resource instructors and retired teachers provide intervention before these students become disenfranchised and give up.

Individual and collaborative plan time is routinely provided to enable teachers to offer differentiation, compacting, alternative assessment, independent study, cluster groups, and more, thus encouraging everyone to maximize their achievement.

3.   **Communicating Assessment Results:**

Our school and district strive to make students, parents, and the community aware of assessment results and ramifications of that data. District and school websites have prominent links to annual Academic Performance Index (API) and accountability data. An overview of this information is printed in local newspapers and the school newsletter.

Parent-teacher communication is encouraged through the student agenda, email, phone, and school visits. Parent email listservs disseminate information efficiently. Parent-teacher conferences each semester include evening and day sessions. Additional parent information nights feature various topics: College Night, achievement and school ability testing, and Title I. All parents receive the CRT Testing Guide with the testing process, samples, and scoring criteria.

Teachers conduct individual conferences with advisory students to discuss assessment results and set goals for improvement. Coded grade lists are posted in classrooms, and families access current grades, assignments, and attendance records online through Parent Portal. Weekly ineligibility notices and mid-term progress reports are mailed to parents. Teachers telephone parents of student whose grade drops to D or below after progress reports are issued.

We celebrate academic success as well. Breakfasts, parties, picnics, and more acknowledge our Honor Roll students. Academic pep rallies recognize high-achievers and encourage others to strive for success. Parents and community members help us salute excellence at academic awards ceremonies.

Our Gifted Resource Coordinator (GRC) is compiling student profiles for 6th grade GT students and will meet with students individually to discuss test scores, learning records and styles, and set long-term goals. The profiles will be added to our district's student management system, offering teachers easy access to students' learning history. The practice will be expanded over the next two years to include all GT students.

4. **Sharing Success:**

Longfellow Middle School reaches out to impact learning at our school and across our state. Our teachers regularly participate and present at state and national conferences including EncycloMedia, Oklahoma Association for Gifted and Talented, American Association of School Librarians, Brock Symposium, Positive Behavior Intervention Strategies, and Federal Programs Conference. Faculty members serve on state committees and boards, including the committee to rewrite the OCCT blueprint and the Sequoyah Award team.

Locally, some faculty members are certified trainers for nationally-recognized programs like 4MAT™, MAX Teaching Strategies, and Love and Logic. They offer training to faculty, area schools, parents, and community. Our five National Board Certified Teachers mentor new NBCT applicants, read portfolio entries, and provide constructive feedback throughout the process. A teacher team presents a disabilities simulation workshop for students, teachers new to the district, and other school faculties.

We engage in professional discussion with visitors from other districts, states, and countries. Several teachers have participated in exchanges with Japanese and Australian schools, science training in Central America, and one teacher was a Fulbright Scholar in Southeast Asia. Several of our instructors also teach at the local university, sharing best practices and strategies.

Communication with feeder schools is vital and ongoing. Students, teachers and administrators participate in content advisory boards, visit campuses to share middle school opportunities, collaborate for vertical alignment, and promote a positive transition to middle school.

LMS staff and community members developed a unique opportunity for students in grades 4-8 across Oklahoma. We annually present the Get the Lead Out! Festival for Young Authors and Artists (GLO), providing opportunities for students to interact with professionals, explore creativity, and learn about careers in the arts. This year's festival featured 43 presenters, 76 community volunteers, and 670 student participants from 16 districts across the state.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Longfellow's curriculum is based on guidelines formulated by Oklahoma PASS skills and driven by middle school philosophy and No Child Left Behind. Our curriculum is also research-based, developmentally appropriate and delivered by highly qualified teachers. Skills classes for remedial students focus on reading and math. Core curriculum areas are vertically and horizontally aligned across the district. Longfellow teachers are encouraged to attend pre-AP strategy classes and incorporate those strategies to stimulate and challenge every learner, not just the academically gifted.

The **English** curriculum focuses on reading, writing, listening, speaking, and visual literacy. Mechanics and vocabulary are taught in the context of reading, writing and communicating rather than as isolated skills. Graduated instruction is provided in creative, technical, persuasive, and informative writing. Fiction and nonfiction in a variety of genres are read, analyzed and evaluated. Higher-order thinking skills are developed, literary and academic vocabulary reinforced, and information skills built as students progress through the curriculum hierarchy.

Math placement is determined by district-developed screening tools, Algebra prognosis tests, CRT results and grades. Students are appropriately placed using district criteria and essential concept mastery. Teachers incorporate real world applications, hands-on activities, projects and technology. Longfellow offers Math Skills, Math, and Math Extensions at all grade levels. Algebra I and Geometry for high school credit are available to high ability math students.

District developed **Science** curriculum covers PASS skills in a hands-on, inquiry based program, stressing science process skills and higher order thinking skills. Technology, cooperative learning, and authentic connections to the core areas of math, social studies and English are inherent in these classes. Eighth graders may enroll in Biology 1 for high school credit during zero hour, before school starts, in addition to grade level science.

The **Social Studies** core area encompasses World History (6th), Geography (7th), and US History from the Pre-Columbian era to 1877 (8th). Instruction techniques range from lecture with note taking; small group projects; research projects; simulations; use of primary resources, maps, charts, graphs and timelines as well as reading to increase comprehension and analysis. Eighth grade students are required to read a historical fiction novel each semester and do tiered assignments using elements of literary analysis and social studies.

Students participate in two daily **Exploratory** classes to discover interests and talents. Sixth grade classes change quarterly, while 7th and 8th grade Explos are semester courses. Exceptions are Band and Orchestra, which are year-long classes.

Spanish is required for all students. One quarter term is required for 6th grade, while 7th graders may choose a semester class, and 8th graders may take a year-long course for high school credit. Curriculum focuses on Hispanic geography and culture as well as speaking, listening, reading and writing the language.

Orchestra and **Band** are performance-based classes with seasonal concerts and district and regional contests. **Vocal Music** and **Speech and Drama** are performing arts classes where students learn basic skills, develop confidence, practice cooperative learning, and perform in student productions and district contests.

Visual Art students explore various media and art forms as they express their own personal creativity and employ the elements of line, color and design.

Computer and Technology classes teach basic keyboarding skills, Internet safety, evaluation of online sources, and technology production. **Family and Consumer Science** is a hands-on class focusing on food preparation and nutrition, sewing, child development and family management skills.

Coed **Physical Education** classes emphasize physical fitness and life-time sports.

Leadership, Creative Communication, Discovery Science and **Current Events** are offered at various grade levels. Each of these classes is project based and hands-on. Student skills and interests drive instruction, and critical thinking and technology skills are emphasized.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

Longfellow English classes focus on the five language arts: reading, writing, listening, speaking, and visual literacy, in a research-based, developmentally-appropriate, vertically-aligned curriculum. We recognize English success contributes to achievement in all academic areas; therefore, language arts skills are embedded into instruction and activities across disciplines. Teachers receive training in the Six Traits of Writing and Forgét's MAX Teaching Strategies to build confidence and ability to integrate reading and writing into various disciplines.

Krashen's research on free voluntary reading influenced us to implement weekly Stop Talking and Read (STAR) time, reading book clubs, Lunch Bunch discussion groups, quarterly read-aloud days, and other free reading experiences. Library media, gifted, literacy, and math specialists collaborate with teachers to plan and deliver instruction to individuals, small groups, and whole classes on research skills and reading strategies and to promote visual and communication skills development. Marzano's *Building Academic Vocabulary* is a guide to ensure our students are familiar with the language of each discipline. Parents receive academic vocabulary lists and ideas for home review at enrollment and/or parent teacher conferences, encouraging home-school cooperation and reinforcement.

Standardized tests like Gates and the CRT identify students performing below grade level. These students are assigned to skills classes for supplemental reading instruction in addition to their English classes. SuccessMaker, Study Island, and PassKey computer reading programs are used with these groups. At risk students not qualifying for skills classes are placed in targeted advisories with highly qualified teachers where they receive additional reading instruction and practice. Resource teachers and Achieving Classroom Excellence (ACE) tutors also provide targeted lessons on essential skills for under-performing students.

Benchmark assessments determine placement for short-term regrouping of students showing deficiency or mastery in particular strands and essential skills. Flexible groups receive differentiated instruction in co-taught groups with specialists to remediate or extend learning.

3. **Additional Curriculum Area:**

Title I funds were used to hire a Math Resource Teacher (MRT) who works with teachers and students to increase overall achievement while closing the achievement gap between subgroups. The MRT models research-based strategies for teachers and delivers targeted instruction to small groups, presenting the content in unique ways. "Outside the box" teaching is vital since these students failed to comprehend the concept presented traditionally. The MRT works closely with MRTs at feeder schools to ensure continuity in math instruction and academic vocabulary.

The Math Department works collaboratively to ensure teachers use researched-based strategies. All Math and Special Education teachers attended the recent regional National Council of Teachers of Math (NCTM) Conference in Oklahoma City, acquiring new strategies and interventions to help math make sense to all students. Each teacher later shared and demonstrated in department meetings how the new techniques were used in the classroom. All math teachers attended College Board Pre-AP conferences equipping them with strategies that challenge all students. The MRT plans and teaches lessons which target identified weak essential skills and provide release time for grade level teachers to assess student achievement and adapt lessons.

Each semester the MRT and other resource teachers meet with departmental teachers for Collaboration Day when data is systematically reviewed; non-traditional strategies are shared, encouraging development of new delivery methods for re-teaching. Small groups and same gender groups are formed and adjusted upon analysis of classroom performance, benchmarks, and CRT data.

Students participate in state and national math contests at each grade level, such as Oklahoma Mathematics League Exam, Math Olympiad, and MathCounts. These give our students feedback as to how they compare on the state and national levels. The Math department celebrates mathematics through Math Read-Aloud Day, Pi Day (March 14) with homemade pie, and brainteasers and stories on the school public address system, making math cool!

4. **Instructional Methods:**

Ongoing student assessment is the basis for instruction. Formal assessment comprised of standardized tests, benchmarks, computerized instructional programs, and pre- and post-unit testing serve as the foundation for regrouping students of diverse ability and interest. Regrouping may be across team and grade levels and long or short term. Learning styles assessments indicate students' learning strengths and preferences. Informal assessments include pre-learning and during-instruction activities like anticipation guides, concept checklists, questioning, graphic organizers, and free writes.

Longfellow instruction targets diverse subgroups, e.g., special education, English Language Learners (ELL), American Indians, at-risk, and Gifted and Talented students. Most special education students are mainstreamed in classes co-taught by highly qualified instructors with special education teachers. A small number of students is served in self-contained special education classrooms. ELL and American Indian students receive pull-out instruction with specially trained tutors. Teachers identify at-risk students based upon formalized assessment, classroom behavior, and grades. These students receive affective support in addition to small group targeted instruction and intervention strategies. High-ability students can take high school credit courses in math, biology, and Spanish. They also participate in enrichment activities that expand creativity, widen cultural bases, and promote higher-order thinking skills. GT students attend law and medicine symposiums and interest-based workshops at the University of Oklahoma.

Differentiation methods of compacting, tiered lessons, individualized instruction, independent study, and alternative assignments fulfill students' diverse instructional needs. Students mastering science pretests investigate related extension topics. Literature circles expand literary analysis and promote supplemental reading. High achieving math students are placed based on skill level regardless of grade, while social studies students participate in a variety of independent research topics. All students enroll in Talent and Interest Clubs whose members share a common interest. With an adult facilitator, they plan and develop learning activities to ensure participants act as professionals in an authentic environment.

5. **Professional Development:**

Staff development is driven by the one goal of improved student achievement and its three sub-categories: academic performance, learning environment, and efficiency. Faculty members attend conferences like the Nuts & Bolts Symposium and workshops presented by nationally recognized experts. Workshop participants return to school and share their research-based learning with their peers, creating a ripple effect. As a result of Larry Bell's presentation, his 12 Powerful Words and UNRAAVEL strategy are integrated into instruction, improving students' comprehension of testing vocabulary and interaction with difficult text. Studying the work of Dr. Ruby Payne provided an understanding of the culture of poverty, its "hidden rules," and strategies that appeal to those learners, all vital to a school with over 50% socio-economically disadvantaged students.

Workshops on brain-based learning, differentiation, and data-driven instruction have influenced our learning environment. Experts in these fields emphasize changing activities, classroom arrangement, cluster grouping, and other techniques to maximize learning. The Positive Behavior Intervention Strategies program has made great changes in our school climate. PBIS has motivated us to restructure procedures and communicate behavior expectations more effectively, resulting in fewer discipline problems, more time on task, and increased achievement.

Assessment and collaboration are keys to student achievement. Teachers received in-service on alternative assessment, appropriate placement, differentiation methods, and more. Administrators, counselors and resources teachers instruct classes providing Co-teacher Collaboration time (Co-Co). Release time allows departmental collaboration to analyze data; process and reflect on trends, discrepancies, subgroups, strengths and weaknesses; and use insights gleaned to plan differentiation, regrouping, and remediation.

Our school works closely with the district and the K20 Center from the local university to provide in-service in new techniques and technologies that increase teacher productivity, promote more efficient record-keeping and communication, and engage students. More engagement has resulted in added time on task and rising student achievement.

6. **School Leadership:**

Longfellow underwent four years of administrative leadership change ending in 2004-05. Since then, our leadership has remained constant, creating a stable environment allowing staff to focus on increasing student achievement, building relationships and improving school climate.

Leadership at Longfellow is collaborative. Administrators, teachers, students and parents work to ensure a safe learning environment. Administrators and teachers practice teamwork in the decision making process. Vertical curricular and site teams analyze data and implement teaching strategies focusing on student achievement.

Communication Council, our collaborative decision-making body, is composed of administrators, counselors, resource teachers and leaders of grade level, special education, and exploratory teams. The Council uses cooperative processing to make site-based decisions and address program and teacher concerns, school-wide projects, calendar, and professional leave. Council members meet weekly with their groups to facilitate communication and receive feedback.

Grade levels are divided into two cores of approximately 110 students. Grade level teams include exploratory, special education, resource teachers and teachers from the four core disciplines. Teams meet weekly with their grade level counselor and administrator to discuss student issues, plan curriculum, conference with students, and contact parents. Teams plan positive reinforcement strategies and celebrations of student success. Vertical curricular teams collaborate with the principal and gifted and media specialists to examine state testing data and benchmarks, discuss how to best meet student academic needs and plan differentiated instruction through regrouping; modification; tiered, anchoring and extension activities; and curriculum compacting. These practices help close proficiency gaps and enrich interest areas, increasing achievement.

Site goals are based on data analysis and student, staff and parent climate surveys. Longfellow leadership encourages and provides staff development to facilitate implementation of educational research and best practices, ensuring that staff members identify and check for essential learning and use creative techniques and strategies to deliver, remediate and enrich instruction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2009   Publisher: Data Recognition Corp.& Oklahoma State Department

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	94	90	86	89	
% Advanced	41	35	26	40	
Number of students tested	189	188	186	163	
Percent of total students tested	99	99	100	100	
Number of students alternatively assessed	18	15	7	0	
Percent of students alternatively assessed	8	7	4	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	90	78	80	
% Advanced	28	25	15	18	
Number of students tested	97	72	72	61	
2. African American Students					
% Proficient plus % Advanced	86		82	64	
% Advanced	21		13	18	
Number of students tested	14		16	11	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	91	94	86	
% Advanced	27	27	19	50	
Number of students tested	11	11	16	14	
4. Special Education Students					
% Proficient plus % Advanced	70	84	69	70	
% Advanced	10	12	3	23	
Number of students tested	20	25	35	30	
5. Limited English Proficient Students					
% Proficient plus % Advanced			90		
% Advanced			10		
Number of students tested			10		
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	88	84	92	
% Advanced	53	21	20	17	
Number of students tested	17	24	25	12	

Notes:
Oklahoma did not mandate testing for 6th grade until 2005-2006 therefore we have results for only four years.
Although API is based on scores from "regular students," reported scores are based on all students in each category and each grade level.
Other Subgroup is American Indian

Subject: Reading   Grade: 6   Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2009   Publisher: Data Recognition Corp. and Oklahoma State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	86	90	86	90	
% Advanced	16	8	9	15	
Number of students tested	187	185	184	163	
Percent of total students tested	99	98	100	100	
Number of students alternatively assessed	17	18	9	0	
Percent of students alternatively assessed	8	9	5	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	80	86	76	80	
% Advanced	8	6	4	10	
Number of students tested	96	70	72	61	
2. African American Students					
% Proficient plus % Advanced	86		59	82	
% Advanced	86		6	0	
Number of students tested	14		17	11	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	90	81	86	
% Advanced	18	0	0	36	
Number of students tested	11	10	16	14	
4. Special Education Students					
% Proficient plus % Advanced	32	78	70	60	
% Advanced	0	0	0	10	
Number of students tested	19	23	33	30	
5. Limited English Proficient Students					
% Proficient plus % Advanced			70		
% Advanced			0		
Number of students tested			10		
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	92	76	100	
% Advanced	24	9	4	8	
Number of students tested	17	23	25	12	

Notes:

Oklahoma did not mandate 6th grade testing until the year 2005-2006 therefore we have results for only four years.

Other Subgroup is American Indian

Subject: Mathematics   Grade: 7   Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2009   Publisher: Data Recognition Corp. & Oklahoma State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	93	92	84	82	
% Advanced	37	23	29	20	
Number of students tested	174	181	188	171	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	16	10	7	0	
Percent of students alternatively assessed	8	5	4	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	86	79	74	
% Advanced	33	13	19	18	
Number of students tested	79	77	74	68	
2. African American Students					
% Proficient plus % Advanced		94	63	69	
% Advanced		11	13	0	
Number of students tested		18	16	16	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	78	79	90	
% Advanced	40	21	36	30	
Number of students tested	10	14	14	10	
4. Special Education Students					
% Proficient plus % Advanced	83	84	74	39	
% Advanced	13	7	9	11	
Number of students tested	24	31	34	28	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	86	85	93	
% Advanced	30	12	23	21	
Number of students tested	20	25	13	14	

Notes:

Oklahoma did not mandate 7th grade testing until the year 2005-2006 therefore we have results for only four years.

Other Subgroup is American Indian

Subject: Reading   Grade: 7   Test: Oklahoma Core Curriculum

Edition/Publication Year: 2009   Publisher: Data Recognition Corp. & Oklahoma State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	94	90	89	92	
% Advanced	16	13	15	17	
Number of students tested	171	178	185	171	
Percent of total students tested	98	99	100	100	
Number of students alternatively assessed	16	14	9	0	
Percent of students alternatively assessed	8	7	5	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	89	89	85	88	
% Advanced	10	7	13	12	
Number of students tested	79	76	72	68	
2. African American Students					
% Proficient plus % Advanced		89	80	88	
% Advanced		6	0	13	
Number of students tested		18	15	16	
3. Hispanic or Latino Students					
% Proficient plus % Advanced		86	92	100	
% Advanced		7	15		
Number of students tested		14	13	10	
4. Special Education Students					
% Proficient plus % Advanced	76	79	74	61	
% Advanced	5	11	6	4	
Number of students tested	21	28	31	28	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	90	83		93	
% Advanced	15	0		21	
Number of students tested	20	24	13	14	

Notes:

Oklahoma did not mandate 7th grade testing until the year 2005-2006 therefore we have results for only four years.

In 2006-2007 American Indian specific data was not reported to the school "for confidentiality of student records. More than 95% scored above Satisfactory." The Satisfactory quartile has since been renamed as Proficient.

Other Subgroup is American Indian

Subject: Mathematics   Grade: 8   Test: Oklahoma Core Curriculum

Edition/Publication Year: 2009   Publisher: Data Recognition Corp. and Oklahoma State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	89	90	84	78
% Advanced	26	24	29	33	18
Number of students tested	181	200	204	158	185
Percent of total students tested	99	99	100	99	99
Number of students alternatively assessed	8	11	12	10	2
Percent of students alternatively assessed	4	5	6	6	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	88	89	69	70
% Advanced	19	14	32	16	29
Number of students tested	81	70	76	61	42
2. African American Students					
% Proficient plus % Advanced	89	84	85		55
% Advanced	16	6	21		9
Number of students tested	19	18	14		11
3. Hispanic or Latino Students					
% Proficient plus % Advanced	87	87	100		
% Advanced	27	20	39		
Number of students tested	15	15	13		
4. Special Education Students					
% Proficient plus % Advanced	85	79	67	54	46
% Advanced	8	7	7	7	4
Number of students tested	26	29	27	28	26
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	91	77	100	84	100
% Advanced	18	23	33	42	36
Number of students tested	22	13	18	19	14

Notes:

Other Subgroup is American Indian

Subject: Reading   Grade: 8   Test: Oklahoma Core Curriculum

Edition/Publication Year: 2009   Publisher: Data Recognition Corp. & Oklahoma State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	92	89	88	87	81
% Advanced	7	9	11	18	11
Number of students tested	179	197	205	159	185
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	12	13	11	0	2
Percent of students alternatively assessed	6	6	5	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	81	81	81	81
% Advanced	5	7	10	11	10
Number of students tested	80	69	77	62	42
2. African American Students					
% Proficient plus % Advanced	74	79	93		55
% Advanced	0	5	7		9
Number of students tested	19	19	14		11
3. Hispanic or Latino Students					
% Proficient plus % Advanced	87	86	100		
% Advanced	7	13	8		
Number of students tested	15	15	13		
4. Special Education Students					
% Proficient plus % Advanced	78	67	61	46	50
% Advanced	0	0	0	4	0
Number of students tested	23	24	28	28	26
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	90	92	89	89	100
% Advanced	5	0	0	16	14
Number of students tested	21	13	18	19	14

Notes:

Other Subgroup is American Indian