

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Jana Carroll Parker

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Long Elementary School

(As it should appear in the official records)

School Mailing Address 9021 Sappington Rd

(If address is P.O. Box, also include street address.)

City St Louis State MO Zip Code+4 (9 digits total) 63126-2426

County St. Louis County State School Code Number* 5040

Telephone 314-729-2450 Fax 314-729-2452

Web site/URL http://go.lindberghschools.ws/longes E-mail JPARKER@LINDBERGH SCHOOLS.WS

Twitter Handle _____ Facebook Page _____
https://twitter.com/LongFlyers https://www.facebook.com/LongSchool Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jim Simpson E-mail: jsimpson@lindberghschools.ws
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lindbergh Schools Tel. 314-729-2400

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kathy Kienstra
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	50	90
1	52	51	103
2	49	38	87
3	46	51	97
4	38	45	83
5	54	43	97
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	279	278	557

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	533
(5) Total transferred students in row (3) divided by total students in row (4)	0.053
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 6%
31 Total number ELL
 Number of non-English languages represented: 17
 Specify non-English languages: Vietnamese, Urdu, Chinese, Bosnian, Korean, Farsi, Spanish, Greek, Albanian, Turkish, Russian, Arabic, Telugu, Tamil, Hindi, French, Kinyarwanda
8. Students eligible for free/reduced-priced meals: 14%
 Total number students who qualify: 79

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 9 %
63 Total number of students served

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

- | | |
|--------------------------------|------------------------------------------------|
| <u>11</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>15</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Long Elementary is steeped in tradition. With 450 students and only 14 teachers, Long Elementary School first opened its doors in 1960. When you walk through Long's doors you immediately get the feeling of a neighborhood school that maintains a strong sense of community and dedication to excellence in education.

Since its opening in 1960, Long has undergone drastic changes. Long became the first elementary school in the district to house a library all students could access. Most recently, in 2010, a new addition was added to Long providing much needed additional classroom space for the ever-growing population. Long currently has an enrollment of 557 students. They are one of five elementary schools in the Lindbergh School District, which is located in the suburbs of St. Louis County, in St. Louis, Missouri.

In recent years, Long has seen a turnover in housing as many first-time home buyers with young families move into the attendance area. The student demographics have grown increasingly diverse with just under 10% of our student population as English Language Learners, representing over 16 different nationalities. The total student population includes 85% White, 4% Asian, 4% Black, 4% Hispanic and 2% other. In addition to the increase of ELL students, Long has also seen an increase in the number of students who qualify for free and reduced lunch. In earlier years, the free and reduced lunch population held steadily under 10% of our student population, but in the last three years the free and reduced lunch population is now over 14%. Yet, regardless of income and background, all students excel as Long ensures that it is not only providing a stellar education, but they are meeting the needs of their students outside of the classroom walls.

The staff at Long give 110% every day. The highly qualified teachers continuously go above and beyond to do whatever it takes for their students. They regularly meet in professional learning communities to discuss data and design lessons that utilize best practices. Based on the Missouri Assessment Program, Long students most recently scored over 76% proficient or advanced. The percent of students scoring proficient or advanced has consistently increased over the last several years. In addition to the teachers, all adults that work at Long have a vested interest in the achievement of the students. Collectively, regardless if it is the classroom teacher, building assistant, or the principal, Long prides itself on knowing every student and creating an environment where together its students can imagine....believe...achieve.

The staff at Long do not work in isolation. The success of Long Elementary, in large part, has to do with the commitment of their parents. Long has the support of strong families who volunteer in the building on a daily basis. Parents assist with small group activities and are readily available on a moment's notice. Long has an active Parent Teacher Organization (PTO) which supports the students and staff in countless ways. This past year, the PTO created an outdoor learning space that not only enabled students to utilize the area as an outdoor learning space but also learn about sustainability and stewardship.

Long works in partnership with other volunteer organizations as well. They utilize a foster grandparent program where several of their students receive additional help with developing reading and language skills on a one on one basis. The local police department walk the halls on a daily basis and provide DARE curriculum to the 1st and 5th grade students. The fire department, Rotary Club, and local banks also help to enhance the strong educational program Long provides to their students.

John Quincy Adams said, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." Long's 500 plus student body, embodies this ideal. In 2009, Long Elementary was named both a Missouri and National School of Character. Their journey did not end there, and are currently in their second year of embracing Leader in Me, by Stephen Covey. They have infused the character traits with lifelong habits that easily transition into family homes and even throughout the community. As part of their transition into becoming a Leader in Me school, staff and students collaborated this past year to create a mission statement that not only was student centered, but truly reflected what the students believe: We at Long love learning; only think positive; never give up; and go for our goals.

Long Elementary school focuses on the whole child, intellectual, social, and emotional development. They

believe every student has the ability to learn and value the importance of meeting the needs of all students, using best practices and differentiated instruction involving goal setting and assessment. Teachers feel empowered to take risks, while maintaining the high expectations to ensure student growth. They facilitate the learning for the 21st century student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Missouri Assessment Program (MAP) is taken yearly by all 3rd-5th graders. Achievement is measured on four levels: Below Basic, Basic, Proficient or Advanced. The students' achievement on this assessment demonstrates the hard work and dedication to their education culminating from kindergarten through 5th grade. Student growth built on prior knowledge and teachers vertical teaming are crucial to this success. The building and district goal is for students to exceed Missouri's proficiency targets.

B. Over the past several years, the staff has focused on improving their students' performance to consistently meet AYP. In 2011, Long did not meet AYP in Communication Arts. As a result, the staff at Long worked collaboratively to discuss best practice and implement additional instruction for students. The staff, analyzed the data to look for gaps in instruction and discuss pedagogy. A renewed commitment was made to discuss the data points in weekly grade level PLCs and continuously evaluate where the students were in their learning. In the past five years, the Communication Arts scores have grown from 73% in 2009 to 76% in 2013. The renewed commitment and attention to detail allowed for Long to meet AYP in 2012 and 2013. The math scores have also grown from 82% to 85% over the same time period. One of the most significant improvements, was seen with their English Language Learners (ELL) sub-group. In 2010, the ELL population was 14% proficient and advanced. This greatly improved to 70% in 2013. The achievement is due to the addition of daily ELL teaching support. Students received both push-in and pull-out instructional support for the entire year. Even with the students' strong achievement level, Long staff continue to work diligently to stay updated on instructional methods and best practices to ensure the students continued high level of performance.

2. Using Assessment Results:

Long School prides itself on reaching all students' instructional needs to help them demonstrate academic growth from year to year. Over the years the student population has grown in all subgroups, but most notably our English Language Learners from 3 students in 2009 participating in MAP testing to 10 students participating in 2013. During that five year period the percent of students scoring proficient and advanced has fluctuated greatly. It started at 33% in 2009, then dropped to 14%, then again to 0% before rising to 55% in 2012 and peaking with 70% proficient and advanced. With the rise in the number of ELL students and as a way to address this gap in performance, Long added the instructional support of a certified ELL instructor. During the 2012-2013 school year the ELL students received daily push-in and pull-out support. The data also showed gaps between free and reduced, African Americans, Hispanics, Special Education students and the overall student population in 2013. Long has a Response to Intervention Team whose members routinely meet, weekly and/or monthly, to discuss, analyze and address academic concerns for the entire student population. The staff does an amazing job collectively discussing any concerns to best address gaps or inconsistencies being seen between student performance on assessments and student potential.

In math, Long's teachers are using data received from the previous year's MAP, pre-assessments and monthly assessments, eValue, to help pinpoint areas where repeated instruction is needed. Teachers also meet in professional learning communities (PLC) weekly to discuss and analyze student data. Through these conversations, teachers create differentiated student groups and lesson plans to facilitate small groups for more individualized student support and instruction. Additional school Instruction, ASI, is also provided during the school day by certified staff members in the areas of both math and English Language Arts. Teachers are continually referring back to student progress and reviewing mastery and understanding of skills and strategies to determine specific student support plans to maximize their additional resources.

In reading, Long's teachers are using a balanced literacy approach with a reciprocal teaching strategy to ensure students are revisiting key reading and comprehension skills using a variety of texts such as fiction, non-fiction, and poetry. These skills include predicting, questioning, clarifying and summarizing. Students practice these skills daily during small group reading instruction with a text focused at the group's specific

instructional level. With routine practice and support at the appropriate instructional level, students are able to more easily transfer this knowledge to grade level text even if that is above a student's independent reading level.

Special Education teachers and other intervention staff also meet regularly with grade level teams to ensure all students' instructional needs to being met. Each grade level also has an assigned response to intervention, RTI, facilitator which they meet with monthly to discuss individual student progress and any areas of concern. Based on the concerns identified by the classroom teacher, the necessary interventions are being put in place to provide support for the student. Follow-up discussions will evaluate the effectiveness of the intervention and adjustments are made accordingly, always with the student's academic and social interest being considered.

3. Sharing Lessons Learned:

As a result of having high academic standards as well as being a National School of Character, Long has had the opportunity to share their practices not only with local educators, but educators around the world. They have also been able to learn and share through various professional organizations and inner school district professional developmental opportunities.

The Leadership Academy of St. Louis, comprised of administrators throughout the St. Louis region, regularly conduct training walkthorughs through Long to observe instructional strategies in the areas of math and reading, in addition to student use of technology. St. Louis Teachers Academy follows the same format. Long's principal has met with each group on several occasions to describe instructional leadership and classroom best practice, the use of data and the importance of student use of technology in the classroom.

Schools within the Lindbergh School District and throughout the St. Louis region have also come to observe Long's bi-monthly Response to Intervention meetings as well as interview the Response to Intervention members about various tiered interventions used to meet the needs of students who have academic and social emotional concerns. Many of Long's practices are shared during district professional development times including their math workshop techniques, educating fellow colleagues on Professional Learning Communities, and using technology in the classroom. Long's monthly faculty meetings have also turned into learning workshops in which best practices are discussed and shared.

After becoming a National School of Character, several of the Long Character Education team members presented at the CEP Character Education National Forum in Washington, DC as well as at several Character Education workshops. Following these workshops, schools contacted the character education team inquiring about Long's I Care Language and Friendship Circle program. Some of these groups came to visit again and a character education team member went to demonstrate an I Care Language lesson at a local school in St. Louis. Long was also picked out of several schools around the United States by a group of educators who came from Taiwan to observe during the day and interview character education team members on how to create an accepting environment as well as have high achieving students. Character Plus has brought various educators from around St. Louis, who were pursuing Character Education Certification to observe best practices as well.

4. Engaging Families and Community:

In Marzano's What Works in Schools, parent-community involvement ranks third out of five factors in reference to impact on student achievement. Long Elementary systematically seeks effective methods for strengthening collaborative efforts between the school, home and community. One of Long's most important partnerships is with the Long Parent Teacher Organization (LPTO). Monthly LPTO events provide opportunities for students to build relationships with staff, parents and one another. The LPTO sponsors a welcome dinner before the start of the school year, as more families move into the area. At this dinner, new families have the opportunity to meet other Long families, get questions or concerns answered, and build relationships with one another. The LPTO provides monthly activities at Long to bridge the connection of school and home.

Long values educating parents in curriculum. In the beginning of the year, Long hosts Curriculum Nights in which classroom teachers provide parents with a window into what their child will be learning throughout the year. PRISM Night offers the opportunity for parents to ask questions and see examples regarding their student's science projects for the school science fair. Parent Teacher Conferences are also used to educate parents in each child's strengths and weaknesses.

In regard to Long's character education philosophy, a new initiative was established as Long moved towards becoming a Leader in Me school following Stephen Covey's 7 Habits of Happy Kids ideals. To explore the new initiative a book study with parents was conducted to allow parents the opportunity to learn the same language and understand the concepts being explored.

Long has also been able to create partnerships with the community that help support students academically and socially emotionally. Oasis tutors, retired community members, come into the schools to read with a select group of children on a weekly basis. The Lindbergh Foundation and the Adopt a Family program have supplied select students with necessary items such as coats and tennis shoes. Youth In Need, NCADA, Annie's Hope, and Jewish Family Services have provided counseling and direct lessons to aid in Long's student's emotional well-being. Family Solutions and Family Support Network have provided in home counseling for Long's students and their families. The Lion's Club and Lens Crafters have provided eye glasses for students. Home Depot has provided supplies, free of charge, to Long's K-Kids service club.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of Long Elementary is based on the rigorous standards of the Missouri State Department of Education. Long is dedicated to teaching to the whole child, while emphasizing those skills necessary to be college and career ready. Long strives to create an atmosphere rich in English Language Arts (ELA). They use a balanced literacy approach incorporating teacher mini lessons and flexible small group instruction to meet the diverse needs of our students in reading and writing. Running records, teacher observation, and other ongoing formative assessments help teachers differentiate for their students. A variety of high interest texts are utilized to teach the strategies and skills necessary to achieve reading success.

Writing is taught similarly to reading, where teachers model during mini lessons to provide students with strategies that they can call upon when needed. The units of study in writing tie in science and social studies topics providing students with opportunities for writing across the curriculum. Teachers confer with the students on a regular basis.

Math is taught using a workshop method to allow for differentiation. Teachers instruct through mini lessons, where they determine which students need work on a particular skill. An emphasis is placed on students truly understanding the process and application of math, as opposed to just focusing on the procedures of math. Students are required to explain their thinking when problem solving, and teachers encourage students to see the real life application behind the skills. Technology and manipulatives are heavily integrated to help students conceptualize math skills.

An inquiry based approach is utilized for science. The scientific method drives instruction, and students apply this process when learning about their world and how it works. Numerous opportunities are provided for students to inquire about real world topics and investigate the world around them through a variety of demonstrations, experiments, guest speakers and opportunities outside of the classroom. ELA standards are also integrated in science when reading and writing informational texts, to again ensure students are learning through cross-curricular activities.

During Social Studies, students learn about their world and how they can be productive members of society. An understanding of history is presented through the curriculum, and students are made aware of the diversity of our culture. This helps promote tolerance and acceptance for all students. ELA skills and strategies are embedded into lessons daily when examining cause and effect relationships and other skills that naturally occur in expository texts.

The visual and performing arts enhance the aesthetics and creativity of students at Long. In art, students have created beautiful murals that brighten the halls of our school. Symmetry and other geometry topics are reinforced during many art projects, as well. Our music teacher takes students on field trips to the Sheldon Concert Hall and Powell Hall to cultivate an appreciation of the arts. Students in 3rd, 4th, and 5th grade learn to play the recorder in music class, so all students are able to play an instrument when they leave Long. Beginning in 4th grade, students are encouraged to play an instrument in the Stings program that is taught during the day.

Physical Education (PE) at Long teaches students important life lessons, such as good sportsmanship and goal setting. When learning physical skills or playing games in PE, students are understanding how to follow rules and how to apply them in a real world setting. Character education is a strong theme throughout the students' play. Along with physical activities, students are taught how to make healthy choices with food and exercise.

Teachers at Long implement the curriculum with fidelity in order to maximize student achievement. All teachers are Highly Qualified and required to utilize research based best practices during instruction. The use of technology has been a vital component of the instruction at Long. All classrooms have Promethean boards that allow for multiple ways students may engage in their learning. Multiple laptop carts as well as

iPads are used throughout the building to reach ALL learners. Students are encouraged to bring their own devices as teachers are able to incorporate all technology seamlessly throughout their daily instruction.

2. Reading/English:

At Long, the heart of daily instruction is focused around literacy. This is evident by the teacher's commitment to literacy education, the support of district leaders by providing knowledgeable literacy instructors and professional development (PD) to support instructors. Eight years ago, Long implemented a balanced literacy model of instruction for English Language Arts (ELA) knowing it cultivates gradual release of responsibility by developing self-regulated readers. Teachers at Long have participated in numerous PD opportunities provided by the district. Monthly instructional meetings are conducted with the district's Director of Instruction and Development. Monthly literacy team meetings occur with a certified reading specialist to collaborate on best practices, support for all levels of student literacy abilities, and early intervention strategies for students struggling in literacy development. Weekly Professional Learning Communities (PLC's) meet to discuss Specific, Measurable, Attainable, Results Based, Time-bound (SMART) goals related to literacy instruction. Teacher-led book studies have assembled which result in a wide range of professional literature available to staff.

Literacy instruction at Long is centered around assessments. The DRA or BAS is given at the beginning of the year as a baseline to help guide literacy instruction. Running records and monthly assessments (eValuate) are ongoing tools teachers use to continue to differentiate instruction throughout the year. In the workshop model, students are instructed with a teacher read-aloud or modeled reading to demonstrate a literacy skill or strategy which proficient readers use. Guided reading, with flexible grouping, is a way for the teacher to scaffold instruction to meet each student at their level. Individual conferences are also used to help struggling readers or push advanced readers to extend their thinking. Independent reading is a staple in our reading workshop. Advanced readers may hold student-led book discussions during this time as well.

Teachers are observant and responsive in their literacy instruction. Literacy support is carefully planned so students can have increased success in reading. Certified reading specialist meet daily to support struggling readers in small groups or 1:1 tutorials. Reading specialists also conduct weekly progress monitoring through AIMS web as an intervention. English Language Learners (ELL) students receive additional support from an instructor within the classroom. Support is provided by a trained Literacy Teaching Assistant (LTA) to all primary students who instruct guided reading groups daily, often working with the most advanced readers to accelerate their learning. Optional after school tutoring is also available from certified teachers.

3. Mathematics:

At Long, teachers exemplify differentiation in math. A workshop method is encouraged to offer students a 'big picture' of the concepts taught, followed by small group instruction, allowing for skill mastery based on their individual needs. Teachers begin with a mini lesson, proceed to small group guided instruction, and end with individual practice. Formative assessment is a constant, as teachers adjust their instruction on a daily basis. Access to a supplemental mathematics program, which spirals throughout the six grade levels, along with the curriculum provided by the district, assists teachers with their lessons.

Conceptual and procedural learning takes place throughout the elementary experience at Long. Teachers utilize a variety of interactive educational media to encourage concrete mathematics. Incorporating interactive math journals, hands-on/virtual manipulatives and numerous media tools associated with interactive white boards, like student response devices, allow students to rely on their experiences, along with other available resources to apply concepts taught.

The role of technology, in math, is immense. It provides students and teachers the data needed to enhance individual learning. This especially resonates with the advanced math students, as well as their challenged or low-performing students. Teachers compile the data from eValuate tests administered monthly to target all students' individual needs. Monthly data meetings are held with the administration to determine student growth. Students performing at the proficient and advanced levels of the tests are challenged to enhance

their mathematical knowledge. Students who are not performing on grade level or provided interventions

The Lindbergh School District provides a 3rd-5th grade math intervention program, guided by the district math curriculum, which specializes in math intervention. This program considers the differentiation of each student assigned to the program. To determine who is assigned, all third, fourth and fifth graders are assessed by the Harcourt end of the year test from the previous grade. Teachers incorporate this score, the state assessment math scores, and the previous year's teacher recommendations to determine whether they should be placed in the math intervention program. Once in the program, students are differentiated at a further level by giving the inventory test for their grade level. One underlying benefit of this program is filling in any achievement gaps each student requires. This allows refining of the exact skills the student has yet to master. The strength of this program is apparent in Long's 3rd-5th grade state scores of 82% in 2009 through 85% in 2013.

4. Additional Curriculum Area:

At Long, social studies instruction is an integral part of their curriculum as they prepare students to become knowledgeable, engaged, active citizens in their community and beyond. Instructional units are aligned to state and national documents that support inquiry-based instruction which promote analyzing and applying information, communication, problem solving and making decisions as responsible members of society. Assessments are linked to the Depth of Knowledge levels and are mostly performance-based tasks.

Students benefit from the social studies program which draws on the community and world around them. Long Elementary is fortunate to have a partnership with the high school where high school students create and teach lessons on Missouri history to Long's fourth grade students. High school students engage the elementary students in small group instruction and allow for a variety of hands on learning opportunities. Fourth grade students also learn about Missouri Heritage through an interactive day with speakers from several St. Louis historical landmarks at a county park. They are given first hand experiences and an opportunity to "live" as they did in the 1800s. Fifth grade students have interacted with a national Native American speaker from Virginia, during a live Google+ Hangout to enhance their unit on Native American culture. Students were able to ask clarifying questions and gain a better understanding of a culture, otherwise only read about in their textbook. Fifth graders have also participated in several Skype sessions with a speaker who currently lives in Norway to compare the geography and culture of their countries, respectively.

Inquiry-based learning is evident each day at Long. Students are reading, writing and communicating daily using various technology tools. This enables students to think critically, ask questions, and work collaboratively. Long's Library/Media Specialist supports the social studies learning by making her library a place which is open for collaboration, technology use, and research at all times. Just as one example, during the month of February the library was transformed into a Black History Museum. Artifacts lined the library and Freedom Rider, Michael Walker, Jr. shared his experiences during the civil rights movement with all students.

5. Instructional Methods:

Instruction at Long Elementary is based upon the needs of the individual learners. Carol Ann Tomlinson's books on Differentiated Instruction, as well as Robert Marzano's Classroom Instruction that Works and Richard Stiggins's Classroom Assessment for Student Learning help to drive daily instruction. Each child at Long benefits from collaborative planning by all staff members, as they work to incorporate best practice and follow the belief that every child is capable of learning.

Technology is embedded throughout the curriculum. Long is a Bring Your Own Device (BYOD) school. Students have the opportunity to bring their own personal devices that can enhance their learning experiences. Teachers embed technology in lessons by the using of student response devices, digital interactive microscopes, and interactive whiteboard and projectors, iPad, and iPad applications. Technology assists teachers in addressing the needs of the diverse student groups. English Language Learners (ELL) and Special School District Students (SSD) utilize iPad Applications for communication purposes between school and home.

Long staff prides themselves on utilizing formative assessment and informative data to close the educational gaps of student achievement. Students at Long are given the eValuate benchmark monthly, an online standardized test that measures student performance in English/Language Arts (ELA) and Math. These benchmarks target the educational needs of our students.

Another way, Long staff meets the needs of their diverse learners is through the use of Reading and Math Intervention, which provides differentiated instructional curriculums to meet the needs of the students. To target their advanced learners, staff incorporate above grade level curriculum and enrichment opportunities to meet their needs.

Long uses various interventions to meet the individual needs of the students. Long's Response to Intervention (RTI) team provides tiers of interventions. Tier two, Math and Reading intervention provides additional instruction from our Math and Reading Specialists. Special Education Teachers (SSD), provide support to meet the needs of students with Individualized Educational Plans (IEP). Our English Language Learners population receives daily support in literacy and math to enhance their English language learning. ELL learners in grades third through fifth receive weekly after school instruction. Additional School Instruction (ASI) and After School Instruction (ASI) are provided for additional support in math and reading. Primary students also receive additional guided reading instruction from Literacy Teaching Assistant (LTA) daily to enhance their literacy learning. Math Intervention Specialists gives additional intervention and accelerated learning opportunities for students.

6. Professional Development:

Long's professional development (PD) mission is to support teachers with focused professional development as they continue to improve instruction and student achievement. Working towards this mission begins at the district level. The district conducts monthly PD meetings to work collaboratively to exchange best practices for PD and extend our knowledge of best practice and changes in education. District goals are communicated each year and center on student achievement. At the building level, Long's PD committee meets once a month and works collaboratively to coordinate quality PD for their building which align to the district and building PD goals. Teacher surveys are completed after each PD session to help the committee have the biggest impact on PD time.

Professional Learning Communities (PLC's) are the core of PD at Long. Once a week teachers meet in PLC's to develop Specific, Measurable, Attainable, Results Based, Time-bound (SMART) goals to increase student achievement. All SMART goals are related to core academic standards. During PLC, monthly assessment data is analyzed in an effort to promote discussion and improvements in student performance and instructional practices. Monthly instructional meetings are also held to refine instructional practices. School leaders perform monthly learning walks looking for evidence of application of these PLC sessions in the classroom instruction or student work.

Long works to offer a variety of options for teachers. Along with the PLC's, teachers attend one early release a month working collaboratively with other schools or specialists from around the district. Subgroups of teachers are also given release time to be used to work towards a specific PD goal. For example, teachers may attend ELITE, our districts instructional technology program, to help integrate technology more effectively in the classroom. During the summer, there are a multitude of PD sessions available to teachers to extend their knowledge in all subject areas and technology. Teachers are also encouraged to attend outside conferences, continuing education courses, and work towards National Board Certification.

With the many opportunities Long school has for PD, it has made an incredible impact on both teachers and students alike. Teachers are eager to keep learning and stay current with educational best practice. The new found knowledge they receive from PD seeps into their instructional practices. Constant collaboration and reflection with colleagues in PLC's brings instruction with purpose. Teachers have seen tremendous growth in student assessment scores as well as their excitement to learn at Long each day.

7. School Leadership

The leadership at Long Elementary consists of a collaborative model, which is facilitated and nurtured by the principal and built on mutual respect and responsibility. All staff have a high level of engagement as they work collectively do whatever it takes to reach the whole child. Long's principal leads through example. As the instructional leader, she will not ask her staff to do anything she is not willing to do herself and has even provided the staff commitments she is to be held accountable. The principal regularly meets with district leadership to report progress and present school improvement initiatives. She understands and models innovative thinking to address problems and implement solutions.

The staff at Long have similar commitments and meet weekly in professional learning communities to facilitate their own learning while creating a safe environment based on reflection and feedback. Through PLCs, teachers collaborate, work on pedagogy and discuss data to constantly reflect on their performance in the classroom and student achievement. Celebrations are encouraged as students regularly rise to the occasion.

Building committees work in partnership with administration to set and lead initiatives in character, academic, safety and professional development. The main focus of all committees is the success for all students. Teachers are encouraged to explore and become knowledgeable in research based best practices, then in turn apply them to their classroom as they work to ensure a positive school culture. This was most evident as the staff voted to move forward with a new character education initiative. The bottom line is always what is best for students. Through constant communication, the staff at Long is always in the know. Social media is utilized, in addition to weekly email updates and learning workshops to ensure the building works in unison as a collective whole. Teachers regularly lead trainings as they model the ideal of a lifelong learner.

Communication extends to Long's parent community. The principal at Long, strongly believes in the school, home and community partnership. Weekly parent e-notes are sent home to ensure that parents are kept abreast of school happenings. Parents and/ or guardians are encouraged to play an integral part in their child's education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
 All Students Tested/Grade: 3
 Publisher: McGraw-Hill

Test: Missouri Assessment Program
 Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	80	84	75	87
% Advanced	34	27	25	27	27
Number of students tested	79	88	69	60	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	80	89	71	86
% Advanced	37	28	26	26	29
Number of students tested	73	81	62	55	59
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: Missouri Assessment Program
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	82	86	88	82
% Advanced	25	33	27	29	31
Number of students tested	96	90	63	68	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced	83	85	85	89	84
% Advanced	27	33	29	29	31
Number of students tested	86	80	58	63	58
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: McGraw-Hill

Test: Missouri Assessment Program
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	87	79	88	79
% Advanced	59	49	47	50	34
Number of students tested	96	96	68	64	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	85	79	89	85
% Advanced	62	49	47	50	36
Number of students tested	84	87	58	62	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: McGraw-Hill

Test: Missouri Assessment Program
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	77	63	70	75	70
% Advanced	41	38	29	38	44
Number of students tested	79	87	69	60	66
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	77	68	73	73	71
% Advanced	38	41	31	40	41
Number of students tested	73	81	62	55	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: Missouri Assessment Program
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	74	73	84	66	74
% Advanced	47	43	54	37	36
Number of students tested	96	90	63	68	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	74	75	85	65	76
% Advanced	48	44	57	37	36
Number of students tested	86	80	58	63	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher:

Test: Missouri Assessment Program
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	77	82	72	80	75
% Advanced	34	46	46	34	32
Number of students tested	96	96	67	64	69
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	82	82	73	81	79
% Advanced	38	47	47	36	35
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: