

**Leal Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated August 2014*

<b>CL6) School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.</b>	
<b>Current level of development or implementation:</b>	From parent: "Home School communication is one of Leal's greatest strengths." Parent provided evidence: Classrooms open for observation every Tue/Thur as stated in handbook; volunteers assist in every classroom; lunchtime is open for parent visits (recess too); most teachers write excellent classroom newsnotes; biweekly newsnote sent home by Principal; PTA email contact list currently contains over 300 names.
<b>How it will look when fully met:</b>	Open communication between school and home and home and school is essential to meeting the needs of all students. Leal will endeavor to keep all parents fully informed of school practices and policies to support all students and families both academically and socially and provide mechanisms for parent input and feedback. Evidence objective met: Survey responses Maintain or grow current PTA email contact list of parents Fewer calls to office on day of events/early dismissals
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Determine a requirement for reading the parent handbook - how to make sure parents read it or conduct opening meetings to present highlights of the handbook. <i>Assigned to Spencer Landsman</i></li> <li>2. Reach out to parents to determine their best method of communication (ex. day, time, methods). Our Dual Language Parent Liaison will research a mechanism through contacts at UIUC to be able to simultaneously send messages and information to parents via multiple information platforms (ie: email, Twitter, text message, etc.) as we have found some sets of stakeholders use primarily one of these modes of communication over another depending on their access to differing technologies. Additionally, annually survey parents on school/home communications; their effectiveness and content. <i>Assigned to Amanda Harris, Spencer Landsman, and Classroom Teachers</i></li> <li>3. Hold curriculum nights and hold parent education nights/classes about healthy habits, ie: bedtime, eating, discipline, how to do homework, that stress the importance of home support to reinforce what is taught and learned at school. <i>Assigned to Title I Teachers</i></li> <li>4. Survey parents on school/home communications. <i>Assigned to Spencer Landsman</i></li> </ol>

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<b>IVD03) The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home."</b>	
<b>Current level of development or implementation:</b>	Current news notes need to demonstrate more evidence. Parents are given a homework grid that lists all homework expectations per grade level. Parents are invited to attend RtI meetings about their children. The school holds regular Title I nights centered about reading and math.
<b>How it will look when fully met:</b>	Teachers and parents will "be on the same page" regarding school-wide academic, social and behavioral expectations and how parents can support their children with practices in the home that supplement and reinforce those expectations.
<b>Task</b>	<ol style="list-style-type: none"> <li>1. The school will conduct quarterly parent meetings dealing with topics and strategies that would educate parents on how to help their students at home. These will include information on technology and strategies used by teachers at school to help meet individual student needs. <i>Assigned to Classroom Teachers and Title I Teachers</i></li> </ol>

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<b>IIIA26) All teachers will encourage students to check their own comprehension.</b>	
<b>Current level of development or implementation:</b>	Teachers share reading assessment results with students/parents and compare results over time.
<b>How it will look when fully met:</b>	Students will be taught to monitor their independent reading, determine their level of comprehension, and taught to engage in specific strategies to increase their reading comprehension.
<b>Tasks</b>	1. All teachers will teach students how to use some form of a graphic organizer to monitor their reading comprehension. <i>Assigned to Spencer Landsman</i>
	2. Grade level teams will discuss strategies and formats for teaching students about rubrics and how to create them and plan instruction for implementation in their classrooms. <i>Assigned to Spencer Landsman</i>
	3. Teachers will teach and regularly use "Think, Pair, Share" with all students. <i>Assigned to Spencer Landsman</i>
	4. All teachers will teach students appropriate developmental strategies such as but not limited to, "Stop and Jot" or reading with partner and summarizing after each page. Teachers will regularly (to be determined at grade level teams) assess student use of the strategies taught. <i>Assigned to Spencer Landsman</i>
	5. All classrooms will have a Reading Buddies classroom pair with students being taught how to ask questions and discuss books. <i>Assigned to Spencer Landsman</i>

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<b>TL9) All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills.</b>	
<b>Current level of development or implementation:</b>	Teachers frequently provide technology lessons to students through the use of the computer lab which is equipped with 30 student computers, LCD projector and SmartBoard presentation board; Teachers have access to Promethean Boards and use them to enhance core subject lesson execution. 8 classrooms have dedicated Promethean boards and three have SmartBoards. PTA has helped building acquire two new Promethean boards each year for the last three years and plans to continue this process in the future.
<b>How it will look when fully met:</b>	All teachers will regularly use technology for instruction in their classrooms. Promethean board presentation has exceeded 60% of classrooms and will reach 80% after purchase of three new boards during the 14-15 school year. In addition, all teachers will incorporate explicit, developmentally appropriate instruction about using technology in an educational setting including, but not limited to, keyboarding and research skills.
<b>Tasks</b>	1. Technology will be used daily in a developmentally appropriate way in each classroom. <i>Assigned to Spencer Landsman</i>
	2. All classrooms, including Kindergarten rooms, will schedule weekly computer lab time to teach mouse and keyboarding skills. <i>Assigned to Spencer Landsman</i>
	3. All classrooms will regularly use computer lab or classroom technology resources to reinforce what is being studied in the classroom. <i>Assigned to Spencer Landsman</i>
	4. Classrooms without presentation boards will develop a teacher partner who has one to collaborate and plan instructional opportunities to maximize the advantages of this instructional technology. <i>Assigned to Spencer Landsman</i>