

School Data - Contact Information

District Information

District Name:	URBANA SD 116	District Address:	PO BOX 3039
City/State/Zip:	URBANA, IL, 61803 3039	RCDT Number:	090101160220000
Superintendent:	Dr. Donald Owen	Superintendent Email*:	dowen@usd116.org
District Phone:	2173843636 Ext:	District Fax:	

School Information

Name:	LEAL ELEM SCHOOL	Address:	312 W OREGON ST
City/State/Zip:	URBANA, IL, 61801 4126	RCDTS Number:	090101160222005
Principal:	Spencer Landsman	Principal Email*:	slandsman@usd116.org
Phone:	217384-3618 Ext:	Fax:	

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
Spencer Landsman	School Principal	217-384-3618	slandsman@usd116.org		Edit Delete
Katy Plotner	School Process Manager	2173843618	kplotner@usd116.org	Teacher	Edit Delete
Natalee bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff	Edit Delete
Guadalupe Ricconi	School Improvement Team Member	2173843618	gricconi@usd116.org	District Staff	Edit Delete
Bridget Maloney	School Improvement Team Member	3843618	bmaloney@usd116.org	Teacher	Edit Delete
Ryan Martin	School Improvement Team Member	3843618	rmartin@usd116.org	Teacher	Edit Delete
Emily Delanty Aguilar	School Improvement Team Member	3843618	edelanty@usd116.org	Teacher	Edit Delete
Carol Smith	School Improvement Team Member	3843618	csmith@usd116.org	Teacher	Edit Delete
Sandra Osorio	School Improvement Team Member	2173843618	sosorio@usd116.org	Teacher	Edit Delete

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School Continuous Improvement Plan

Matthew Shoemaker	School Improvement Team Member	2173843618	mshoemaker@usd116.org	Teacher	Edit Delete
Cindy Louret	School Improvement Team Member	2173843618	clouret@usd116.org	Teacher	Edit Delete
Craig Huff	School Improvement Team Member	2173843618	chuff@usd116.org	Teacher	Edit Delete
Mary Kate Arend	School Improvement Team Member	217-344-8705	mkarend25@gmail.com	Parent	Edit Delete
Steph Adams	School Improvement Team Member	217-649-1595	stephadams@hotmail.com	Parent	Edit Delete
Ada Stamper	School Improvement Team Member	217-552-3109	okxana75@hotmail.com	Parent	Edit Delete
Wendy Kapp	School Improvement Team Member	217-898-9166	wendyt70@yahoo.com	Parent	Edit Delete
Jenelle Weaver	School Improvement Team Member	217-344-9380	weave06@sbcglobal.net	Parent	Edit Delete
Deborah Bodony	School Improvement Team Member	217-344-0736	DBodony@gmail.com	Parent	Edit Delete

Indicator Analysis – Leadership

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)	CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers agree that a "climate of trust, respect and collaboration" exists in all areas. Ideas are respected and staff members are willing to give up time for committees and work in areas that touch on all aspects of the school and it's mission.	
IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	For the 2012-2013 school year, Urbana School District 116 moved to a Dual Language Spanish Bilingual program in grades K and 1st at both Leal School and Prairie School. 2nd grade dual language classrooms will be added for the 2013-2014 school year and each subsequent year to provide this program for grades K-5. For the 2012-2013 year, the district hired 3 teachers (two placed at Leal - including a Spanish speaking Title I teacher) from Spain as part of an ISBE program in conjunction with Spain's Department of Education. The district's director of bilingual programs is returning to Spain to interview teachers for 2013-2014 openings. In addition, we will be hiring a Spanish bilingual teacher for a self-contained 3rd grade Spanish classroom for 2013-2014 a year before dual language reaches that grade level to better prepare students in our bilingual program for district and state curriculum requirements.	
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.	SS,SD,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	School improvement team comprised of building administrator, teachers, other staff and parents. Parents participate on building parent advisory committee and as members of PBIS universal committee. Administrator, teachers, and other staff also serve on Tier 2 and Tier 3 intervention teams.	

ID02	All teams have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.	SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Grade level meetings (twice/month) have written purpose focused on student work and assessment. most other building committees have stated purpose and guidelines for their area of concern ie: PBIS (Tiers 1, 2, & 3), Technology, School Improvement.	
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Principal maintains full documentation of policies, procedures, schedule, programs, and improvement plans. School improvement team and bilingual team continually evaluate school programs. Principal collects observational data from classroom observations and district walk through template. Teachers are regularly surveyed through district departments, ie technology, curriculum and instruction. Parents and students are regularly surveyed through the district strategic plan. Principal maintains proceedings of building committees and teams.	
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Leadership team consisting of principal, teacher leaders, and other key staff meets at least twice a month.	
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All building committees and teams report regularly at least twice a month to entire staff.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Staff regularly looks at building wide, grade level, and classroom student performance data and uses the data to make instructional decisions on an ongoing basis. All staff meet monthly (rotating schedule) with building RtI team and instructional specialists. Instructional specialists also meet with grade level teams twice a month.	
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Grade levels meet twice a month (2nd and 4th) Mondays to discuss student work and assessment. Teachers throughout district meet as grade level groups 4 times/year.	
ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Staff already attend maximum monthly meetings as set out in collective bargaining agreement. Increasing this time would be on a voluntary basis and occurs when need arises. Staff is very dedicated and often works well beyond contractual commitments.	
IE05	The principal participates actively with the school's teams. (1026)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Principal attends building grade level meetings; district grade level meetings; professional development meetings in building and district; Weekly RtI meetings and all required special education meetings; all other committee meetings.	
IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD

Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal implements and participates in building systems that address instructional improvements and student learning outcomes. This includes but is not limited to Response to Intervention meetings, grade level meetings, and individual problem solving meetings for specific students. He also works with the professional development cadres to implement student focused learning opportunities for the staff.	

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal is highly visible in the building during his daily walk throughs and visits to the classroom. He also monitors instruction using the formal walk throughs mandated by the district utilizes the district's supportive supervision plan (evaluation format).	

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	Strategy 1, Action Plan 3 of the district's 5 year Strategic Action plan states: "All teachers will use district-designed curriculum guides and Safety Net Skills in all content areas to plan their instruction and assessment." As part of the Strategic Plan, the district has implemented curriculum, instruction, and student engagement classroom walkthroughs to ensure fidelity of curriculum implementation conducted by building principal. Walkthrough data is regularly shared with staff. Principal is in all classrooms and instructional spaces doing informal observations at least once/day. Implements district supportive supervision (evaluation) plan throughout year.
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IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Principal steps in when needs to. Attends all RtI meetings. "Positively reinforces good teaching."	

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	YOP Awards; PBIS celebrations; continuously examines classroom, grade level and building-wide data and positively reinforces successes at building meetings.	

Indicator Analysis – Curriculum

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	District-wide professional development uses data to determine yearly focus for district grade-level meetings and building professional development. Building professional development cadre personnel and building administrator use observation and RtI data to determine appropriate professional development for staff.		

CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)		SD
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	See previous indicator. Grade level teams meet twice per month to analyze classroom data and local assessment data that drive both instructional decisions and professional development. PBIS universal team meets monthly and examines discipline data and universal interventions data and modifies/recommends adjustments which are implemented after the professional development for staff.		

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)		SC,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers regularly participate in self-reflection of daily lessons and collaborate with grade-level teams to analyze data. Teachers use data to improve the effectiveness of the instruction across the grade-level.		

IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)		
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers regularly make plans for future improvements of instruction as a part of teacher reflection (observation cycle).	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are participating in this indicator by providing inclass assessments for discussion during grade level meetings. Principal is directing conversation in this area based on walk-through data.	

IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers share successes during building grade-level meetings. During district grade level meetings, teachers regularly share success or strategies that have been successful.	

Indicator Analysis - Instruction

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)	
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:

The district has completed many documents that address essential learning outcomes based on the Illinois Learning Standards Incorporating the Common Core. It has operated through the process of curriculum committees, convened by the District's curriculum oversight body, Program Council, which meet on a rotating basis to ensure that all content areas are reviewed and revised on a regular basis. Teacher-leaders are recruited to serve on Curriculum Committees because of strong content knowledge or knowledge of curriculum, instruction, and assessment by building principals and Central Office staff. The District's Director of Curriculum, Instruction, and Assessment facilitates the work of all curriculum committees. The charge of the curriculum committees is to align the written, taught, and tested curriculums across all grades (PreK - 12) and to fully align the curriculum in all content areas with the Common Core and Illinois Learning Standards as they are adopted and/or revised by the Illinois State Board of Education. Beginning in the 2011-12 school year, grade levels and departments conducted a Curriculum Audit to identify the differences between the Common Core and prior state standards. The Audit identified gaps in our current curriculum and necessary grade level shifts. Beginning in the 2011-12 school year, two committees of teacher-leaders, representing various levels and buildings have met to align the English/Language Arts (ELA) and Mathematics curriculums with the Common Core in order to implement the CCSS in the 2012-2013 school year. The documents prepared for teachers include a list of all standards to be mastered by students, a designated list of Priority Standards and Safety Net Skills and Learning Progressions, a list of standards unpacked into student-friendly Learning Targets, recommendations for summative and formative assessments, recommended pacing guides, and materials/resources for each grade level or course. All curriculum documents will be housed on the district's intranet for easy access by all teachers, and the list of Safety Net Skills for mastery at each level will also be posted on CIA homepage that is accessible from the parent link on the district's website. The District expects that committees for ELA, Mathematics, and Science will have completed the alignment with the Common Core and the Next Generation Science Standards by the 2013-2014 school years, and that other content areas will follow suit according to the rotating calendar established by Program Council. The District's Professional Development focus for the 2012-2013 school year is on Formative Assessment and Evidence Based Argument. In May 2012, the District trained all building administrators and 60 teacher leaders in this area to implement staff development on this topic in their respective buildings. Each building developed a plan of implementation so that all teachers will be using Evidence Based Argument as a means to assess student understanding. Evidence Based Argument not only involves higher order thinking skills, but it also enhances students' writing, speaking, and listening skills across all disciplines and throughout all grade levels. Members of the district's ELA Curriculum Committee also developed a common rubric to be used for assessment of Evidence Based Argument. The District monitors and supports its curricular expectations by providing regular, ongoing professional development opportunities and through administrative walkthroughs. The District also supports a mentor network for novice teachers assigning one-to-one mentors and supported by on-going professional learning.

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	This occurred in the development of lessons using Understanding by Design. Grade level teams do not regularly design common units. Grade level planning were concerning units and assessments. See CII6 related to district development of curriculum units.
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IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has utilized Standards Based Report Cards at EC-5 for five years. The district has developed an EC-12 Assessment Matrix listing all of the assessments given to students (including assessments for ELL) and the provided information about each, such as the time during the school year which the assessment, the grade level(s) that are given the assessment, the benchmark targets, whether or not it is used as a formative or summative assessment, and what the results are used for. As part of the Strategic Plan, over we will continue to add information to the matrix that includes which of these assessments best measures student growth.

Indicator Analysis – Assessment

CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers have implemented 2nd Step program and a common language for behavior expectations and PBIS program. Building has received Implementing or fully Implementing PBIS Recognition for last 4 years.	

CL22	All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers participate in common PBIS incentives such as community builders, respect boards, check-in/check-out system, office referrals and student of the month.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)	SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Classroom teachers plan learning activities based on district curriculum guides aligned to Common Core Standards and utilize formative assessment data to adjust and differentiate instruction.	

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)	SC,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	Most teachers have their materials organized; teachers have additional storage space assigned to them with the expectation that all materials are stored and labeled neatly.
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IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	District provides curriculum guides for subject areas. Guides are reviewed by District Program Council on an ongoing basis for alignment with relevant standards.	

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)	SC,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers have clearly defined lesson plans including learning targets.	

IIIA05	All teachers maintain a record of each student’s mastery of specific learning objectives. (1067)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Staff utilize classroom assessments, AIMSWEB, and Discovery Education assessments throughout the school year to track student progress. All teachers use EA Gradebook through district's Skyward data system to document student achievement.	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some teachers use data binders to collect test data and student work samples. Some teachers use Fountes and Pinnell assessments. See also IIIA05	

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:		Some teachers do not individualize instruction; Instruction is very teacher dependent. Some teachers use leveled-readers and flexible grouping with the assistance of tutors.

IIIA08	All teachers review the previous lesson. (1070)	
Level of Development or Implementation for this Indicator.		Full Implementation
Evidence that this indicator has been fully and effectively implemented:		Teachers refer to previously taught lessons in order to continue or reteach lessons and to assess if students are learning.

IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (1071)	
Level of Development or Implementation for this Indicator.		Full Implementation
Evidence that this indicator has been fully and effectively implemented:		following best practice, teachers state objective and topic at beginning of lessons so that students know what they are expected to learn.

IIIA10	All teachers stimulate interest in the topics. (1072)	
Level of Development or Implementation for this Indicator.		Full Implementation
Evidence that this indicator has been fully and effectively implemented:		Following best practice, teachers utilize a variety of engaging instructional strategies to stimulate and maintain student interest in lessons. These strategies and methods include but are not limited to demonstrations, experiments, visual and graphic aides, engaging texts, Promethean/SmartBoard technologies, I-Pads, computers.

IIIA11	All teachers use modeling, demonstration, and graphics. (1073)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Following best practice, teachers use these techniques all day long. See IIIA10.

IIIA13	All teachers explain directly and thoroughly. (1075)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers set students up for learning by putting essential question on the board; classroom expectation charts and academic posters provide a visual focus on learning; teachers take time to develop lesson plans around essential questions.	

IIIA14	All teachers maintain eye contact. (1076)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	During regular walk-throughs, the principal observes frequent use of eye contact from teacher to student.	

IIIA15	All teachers speak with expression and use a variety of vocal tones. (1077)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	During regular walk-throughs, the principal observes proper tone and inflection during teacher-student interactions.	

IIIA16	All teachers use prompting/cueing. (1078)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers set students up for learning by putting essential question on the board; classroom expectation charts and academic posters provide a visual focus on learning; teachers take time to develop lesson plans around essential questions. Fall 2012 Walkthrough data shows that of the 8 research based strategies looked for "Providing Effective Feedback" was the most prevalent, showing up in over 50% of the individual walkthroughs.	

IIIA17	All teachers re-teach when necessary. (1079)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teacher are constantly checking for understanding by reviewing formative and summative data; benchmark assessments, as well as formative assessments, are a critical part of the learning process.

IIIA18	All teachers review with drilling/class recitation. (1080)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Some drilling is done in a large part through student assessments (i.e. math fact testing, AIMSWEB assessments); primary teachers regularly practice chanting playground expectations.	

IIIA19	All teachers review with questioning. (1081)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers regularly review material by making classroom connections to previous learning which leads to spiraling.	

IIIA20	All teachers summarize key concepts. (1082)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers monitor whether essential questions are answered; teachers monitor student to student interaction and summarizing skills.	

IIIA21	All teachers re-teach following questioning. (1086)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers reteach lessons using questioning strategies and using formative assessments; reteaching is routine during the teaching process.	

IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (1090)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers encourage the use of think-pair-share strategies during class discussion; teachers using the Daily 5 encourage their student to use the "read to someone" strategy.	

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers share reading assessment results with students/parents and compare results over time.	

IIIA27	All teachers verbally praise students. (1092)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All classrooms display a Respect Board that visually illustrates when student follow the expectations; students are awarded YOPs when they are seen following expectations; the principal collects data of positive interaction during walk-throughs.	

IIIA28	All teachers travel to all areas in which students are working. (1093)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	Teachers demonstrate this regularly; the principal documents this action occurring through the observation cycle and evaluation process.
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IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers engage in regular conferences with students; teachers encourage students to participate in dialogue journals; teachers document student progress through conference logs and share the growth with students regularly. Fall 2012 Walkthrough data shows that of the 8 research based strategies looked for "Providing Effective Feedback" was the most prevalent, showing up in over 50% of the individual walkthroughs.	

IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (1158)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Following best practice, all teachers have 3-5 classroom rules and consequences posted in their classrooms. Principal has copies of all classroom rules/consequences for reference when handling classroom discipline referrals. All teachers support building-wide PBIS plan. Teachers help students manage behaviors through the check-in/check-out procedure; teachers document major incidents through office referrals, which are then reported to parents; teachers keep behavior logs and other documentation of classroom interventions.	

IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers build community in the classroom through Second Step lesson discussions and classroom Morning Meetings.	

IIIA35	Students are engaged and on task. (1161)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Staff reviews walk-through data regularly as it relates to student time on task. Most recent walkthrough data completed 12/12 shows that in response to question: "Do most students appear to be engaged in learning when you first walk into the room?" 110 or 118 responses were "yes"(93%). Students behavior is regularly discussed through the RtI process.	

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (1166)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers regularly review student work, such as graded portfolios, classroom and homework assignments, and projects and reports.	

IIIB01	All teachers maintain a file of communication with parents. (1167)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers regularly send home news notes, hold parent/teacher conferences and maintain contact sheets or phone logs. Parent/Teacher Conference attendance is regularly tracked.	

IIIB02	All teachers regularly assign homework (4 or more days a week). (1168)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers document homework assignments in student homework planners; teachers require student participation in monthly DEAR assignments. Homework policy is provided to parents in Student/Parent Handbook at registration and sets out homework requirements by grade levels. All grade levels hold Parent Information Night at beginning of year to inform parents of homework expectations.	

IIIB03	All teachers check, mark, and return homework. (1169)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal regularly conferences with teachers to ensure that homework is being processed correctly; teachers review homework assignments in student homework planners; teachers review student participation in monthly DEAR assignments	

IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	During classroom walkthroughs, the principal reviews that teachers have set expectations for students upon the completion of their work; teachers provide students with exit slips upon completion of lesson.	

IIIC04 Students raise hands or otherwise signal before speaking. (1101)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal observes classroom procedures during walk throughs; teachers set their own expectations depending on the class size or group.	

IIIC05 All teachers use a variety of instructional modes. (1102)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal regularly checks that teachers are using instructional methods based on specific learning styles; the principal regularly checks that teachers are utilizing technological resources and various student grouping strategies.	

IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers organize classroom materials so that both students and teachers have easy access to them when needed.	

IIIC08 All teachers display classroom rules and procedures in the classroom. (1105)		
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	The principal documents these displays through photos and by performing regular checks of classrooms. Principal also maintains copies of all classroom rules/consequences for reference in handling discipline referrals from classrooms.
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IIC09	All teachers correct students who do not follow classroom rules and procedures. (1106)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers post classroom rules. These rules are written using PBIS language. The teachers encourage students to follow the 3 R's - Respect Yourself, Respect Others, Respect Property. The teachers lead their classroom through behavior expectation stations twice per year. All classrooms utilize effective classroom management plans.	

IIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (1107)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers post and teach classroom rules. These rules are written using PBIS language. The entire school staff provides opportunities for the students to earn YOP certificates as a behavior incentive. The building celebrates YOP goals with a community building celebration every quarter. All students attend "Expectation Stations," twice yearly review of building-wide expectation in variety of school settings.	

IIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	First question on district Walkthrough form is: "Do most students appear engaged in learning when you first walk into the room?" Fall 2012 Walkthrough data shows this is the case in 110 of 118 classroom visits (93%).	

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers regularly collaborate about their lesson development through grade level meetings. All teachers score at Excellent or Proficient level on district evaluation instrument.	

TL2	All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331) Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.	CL, SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All teachers score at Excellent or Proficient level on district evaluation instrument.	

TL5	All teachers utilize high-quality questions and provide adequate time for student response. (2333)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers have the option to attend inservice meetings regarding word choice of assessments and questioning techniques for students.	

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	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.	

Indicator Analysis - Professional Development

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers have implemented this step at different levels across the building and curriculum. Core math series includes pre/post tests for every unit.		

IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (1049)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers have implemented this step at different levels across the building and curriculum. Core math series includes pre/post tests for every unit. Teachers at each grade level have committed to creating a common pre- and post- test assessment in math each quarter as part of the SIP.		

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	Some grade-level teams review this information. RtI team examines this information for individual students as needed.
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IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are moving towards differentiated instruction across the curriculum in response to district initiatives. Progress has been made in language arts and math. Next year's district wide professional development focus is on differentiated instruction based on formative assessment results.	

IIB05	All teachers re-teach based on post-test results. (1052)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are selective as to which safety-net skills are retaught based on importance for future student success.	

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Benchmark testing occurs when the school year starts, at mid year and in the spring. Teachers utilize continuous formative assessment throughout the school year to monitor and track student progress.	

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	District-level assessment results such as Aimsweb and Discovery Education Assessments are accessible to teachers immediately upon completion.	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers have access to academic, demographic, and behavior data for all students through Skyward, the district's student information system. Assessment data reports are also available through Aimsweb and Discovery Education Assessment websites.	
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Since we have not made AYP, we have been following the ISBE school improvement process. See e-plans for previous years.	
IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Student learning data monitored at regularly scheduled RtI, Tier 2/3, and monthly staff development meetings.	
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers and administrations regularly review benchmark data and progress monitoring data at monthly RtI meetings. Twice a month grade level meetings are used to create common assessments, analyze formative assessment data and plan differentiated instruction in the classrooms. The school's Universal Tier Two PBIS (Positive Behavior Interventions and Supports) Teams meet regularly to review and analyze discipline data (office discipline referrals - ODR - and Check-In/Check-Out - CICO). A summary of this data is also shared with the whole faculty on a monthly basis at a designated staff meeting. This data is used to create interventions to address issues disclosed by the data that impact school climate and student behaviors.	
IID09	Instructional Teams use student learning data to plan instruction. (1060)	SC,CL

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The purpose and focus of regular grade-level meetings is to use student learning data to plan instruction. This is required by the district.

IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061)	RTI,CL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	RtI team meets regularly with classroom and support teachers and use student learning data to identify students in need of support or instructional enhancement.	

IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	These assessments do not provide information necessary to develop interventions for students. Instructional support team focuses on benchmark and progress monitoring data to make these decisions.	

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Homework policy is included in Student/Parent handbook provided to all parents/caregivers at registration. All grades levels hold Parent Information Nights within first two weeks of school commencing and inform parents/caregivers of homework expectations.	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	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. Schoolwide PBIS matrix sent home annually to parents. Biweekly office newsnote includes PBIS Update informing parents of how they can support schoolwide PBIS efforts and reporting on progress toward annual PBIS goals.	

CL6	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	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.	

IE13	The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	According to solicited parent feedback: "You do this at every PTA meeting and in the many newsnotes." All building communications sent in both English and Spanish. Principal's email address provided to all stakeholders through handbook, letterhead, website. Principal maintains open door policy for parents to communicate on any issue. Principal has close working relationship with PTA Executive Committee members who frequently communicate input/suggestions from other parents.	

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC, SP, ELL, SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers regularly send home progress reports and participate in parent/teacher conferences.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	The Title I Parent/Student/Teacher/Principal Compact is currently in the Student & Parent Handbook. This is given to all parents at the time of registration.		

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The Compact will be included in the Teacher Handbook beginning 2013-2014 school year.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Teachers send home regular news notes. Teachers hold an all-class parent meeting at the beginning of the year. Teachers and administrators regularly contribute and participate in RtI, IPS, PBIS, and collaboration meetings.	

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)		SC,SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:		6	(Priority Score x Opportunity Score)
Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:		Current news notes need to demonstrate more evidence. Parents are given a homework grid that lists all homework expectations per grade level. Parent are invited to attend RtI meetings about their children. The school holds regular Title I nights centered about reading and math.	

Indicator Analysis – Conditions for Learning

CL1	<p>The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)</p> <p>Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.</p>	RTI, SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>Leal School has a very strong RTI system in place. Each teacher in the building meets with the RTI team (which includes Title 1 reading support, school psychologist, principal) once per month. The RTI meeting schedule rotates a floating sub through the building on the RTI day for each teacher. The schedule rotation each month by week is primary teachers, intermediate, bilingual teams, and Individual Problem Solving (IPS). Meetings include discussions of the core curriculum, which includes guided reading, daily 5, formative assessments, Discovery Education data, and Office Discipline Referrals, school wide YOPS data (positive behavior support tier 1; Respect yourself, others and property). Tier 2 intervention data including aimsweb math data both benchmark and progress monitoring, DIBELS Next literacy benchmarks and progress monitoring data, SWIS discipline and PBIS tier 2 intervention data including Check in Check out for students on a tier 2 intervention is also reviewed at RTI meetings. Intervention groups are discussed for academic, behavioral, and emotional issues. Individual problem solving meetings are scheduled for students who have not responded to tier 2 interventions after a pre-determined amount of time which varies depending on the needs of the student and other variables such as student attendance, emotional and behavioral data etc. If behaviors continue to escalate with tier 2 interventions, an individual problem solving (IPS) meeting is scheduled to complete a functional behavior analysis and a behavior intervention plan.</p>	
CL10	The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)	
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Received implementing or fully implementing PBIS Recognition status in each of last 4 years; employs multiple PBIS Universal and Secondary interventions; hosts school sponsored and PTA events; hosts an annual science and math night (directed by Title I); Spring chorus performance, Music and Dance and Drama assemblies at end of fine Arts blocks, Risk Watch assemblies, annual performance by the National Theater for Children: 3rd through 5th grade students participate in Battle of the Books vs. two other elementary buildings in the district; Caldecott reading program at 3rd and 4th grades; 5th grade competes annually in U of I Rube Goldberg competition at Engineering Open House (one of the teams took 1st place in local competition this year and will compete in regionals); All students participate in Leal Olympics in May; Implements multiple integration activities for native Spanish and English Speakers and this year began implementation of Spanish Dual Language Program at grades K and 1.
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CL11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers regularly participate in District grade level meetings and in-service days. Teachers have opportunities to attend social activities as a staff.	

CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The school currently houses self-contained Dual Language and Transitional Bilingual Education classrooms K-5. Teachers from all programs regularly collaborate on integration activities for Spanish and English speaking students and help plan and implement Multicultural Arts Night, Hispanic Heritage Month activities, Dia De Los Muertos/Halloween celebrations, and NAAPID events. Teachers have the option to participate in arts infusion time for multi-disciplinary learning opportunities.	

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers are allocated annual classroom budgets. The building is equipped with an assortment of Title I resources. Promethean and Smart Boards are added to additional classrooms annually. Staff are sent to training conferences when relevant and available.	

CL3	School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)	SD, RTI
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	For academics, the RtI team meets with the principal to review academic benchmark data in fall, winter, and spring. Grade levels meet in teams and discuss this data and evaluate their core implementation with leadership. Behavioral data is monitored using the SWIS system for office discipline referrals as well as check in check out data. Notes are taken at all RtI and IPS meetings to ensure follow-up and shared with relevant team members. Dates for follow-up meetings and goals are also set to determine if interventions are working or if they need to be changed or if intensity needs to be decreased/increased.

CL4	All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school follows the model of PBIS for staff and students. Teachers follow a "lead by example" approach. Teachers model expectations through regular expectation stations.	

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers are offered to attend training conferences. Teachers are kept up to date regarding staff development opportunities. Many staff members participate in district professional development activities as presenters, grade level leaders and PD and Technology Cadre members.	

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	School achieved implementing status from Illinois PBIS Network 2011-2012 and received overall implementation score of 92% on PBIS Network's Benchmarks of Advanced Tiers in January of 2012 and 100% implementation on annual SET survey.		

CL8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)		RTI
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<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Grade level teams meet twice monthly to develop, monitor and interpret formative assessment tools and data. Teams also review Aimsweb data and are also offered assistance with diagnostic assessment for students who may be struggling in the classroom. The RTI team meets with each teacher monthly and provides a sub so that the teacher can attend. For bilingual teachers, 2 subs are provided so ESL and Spanish literacy teachers can collaborate and discuss core curriculum issues and plans as well as coordinate interventions. Title I teachers offer push in and pull out supports and diagnostic assessment. Many supplemental interventions are available at Leal including computer based interventions, academic applications, pull out small groups for math and fluency, vocabulary, comprehension etc, co-teaching and push in support, as well as social academic instructional groups, lunch social skills groups, social work groups and individual social work time, as well as a community counselor who comes to Leal to provide services. Teacher and parent consultation is also available with the school psychologist, special education teachers, social worker, speech and language pathologist, and occupational therapist.</p>	

<p>CL9</p>	<p>All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350) Title I Expectations: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</p>	<p>SW</p>
<p>Level of Development or Implementation for this Indicator.</p>	<p>Full Implementation</p>	
<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Leal had the highest number of volunteer hours of all district school even the middle and high school which are both serve twice the number of students. Most teachers utilize America Reads/America Counts volunteers from the U of I to support student learning. Leal is a Schoolwide Title I building and Title I supports are provided to students from every classroom in both English and Spanish as needed. Special Education and Title I teachers push into many classrooms to support students during core instruction. All teachers meet at least monthly with RTI team to review student data. Several teachers collaborate to perform action research in their classrooms and one of our bilingual teachers just completed her Ph.D with research conducted with students in our bilingual program.</p>	

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
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. (2341)	SC	Spencer Landsman	05/28/2014	12	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Explaining the DEAR calendar to all parents and include "Parent Pipeline." Parents have been given instructions on the procedure and purpose of the Drop Everything and Read monthly calendar. Teachers have incorporated the DEAR calendar into nightly homework assignments as every class requires some amount of reading each day. Also sent home each month with the DEAR calendar is the Parent Pipeline which provides parents with a specific reading strategy they can work on with their child while completing the nightly reading assignment.	Parents have been given instructions on the procedure and purpose of the Drop Everything and Read monthly calendar. Teachers have incorporated the DEAR calendar into nightly homework assignments as every class requires some amount of reading each day. Also sent home each month with the DEAR calendar is the Parent Pipeline which provides parents with a specific reading strategy they can work on with their child while completing the nightly reading assignment.	Darcy Silver				
2	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		Spencer Landsman				
3	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.		Amanda Harris, Principal, Classroom Teachers				

4	Continue to hold PTA meetings, Fun Fair and Open House, First Day of School Coffee, PTA Wellness Committee		PTA, Spencer Landsman	
5	Regularly (at least monthly) send out office newsletter with information about upcoming events and important dates, building procedures, academic and behavior initiatives, including PBIS updates, and strategies on how parents can help their students be successful at Leal.		Spencer Landsman	
6	Continue to send out all school communications and those of outside groups in both English and Spanish		Spencer Landsman	
7	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		Title I Teachers	
8	Maintain/update website - Keep building website current and up to date with information on special programs, events, building initiatives, and classroom events and projects.		Office Staff and District PR	
9	Create a parent resource room		Guadalupe Ricconi	
10	Establish a parent buddy system to keep each other in the loop - through PTA?		Spencer Landsman	
11	Respond to parent communications within one day of receipt		All school staff	
12	Survey parents on school/home communications		Spencer Landsman	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB02	Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (1049)		Spencer Landsman	05/28/2014	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
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1	Grade level teams with create common math assessments once each quarter with pre- and post- tests administered to all students.		Classroom Teachers	
2	All teachers will bring pre/post assessment data to Rtl meetings with said data driving the discussions about student learning in each classroom.		Classroom Teachers, Rtl Team	
3	Grade level teams will meet regularly to analyze common assessment results to make informed instructional decisions in each classroom.		Classroom Teachers, Instructional Coach, Title I Teachers, Principal	
4	Teachers will plan differentiated instruction within the classroom based on the data obtained from the common assessments and grade level discussions.		Classroom Teachers, Instructional Coach, Title I Teachers, Principal	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB04	Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL	Spencer Landsman	05/28/2014	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Gather information on student strengths and interests through pretests and student surveys.		Classroom Teachers	
2	Provide small group instruction such as guided reading and math groups		Classroom Teachers	
3	Scaffold directions and instructions and provide re-teaching material as needed. Provide individualized help through volunteers, America Reads/Counts tutors. Use peer tutors and cross-age tutors, including classroom Reading Buddies.		Classroom Teachers	
4	Use ability grouping, supplemental projects, and team teaching to differentiate instruction.		Classroom Teachers	

Report Card Data Overview

Percent (%) of Students Meeting and Exceeding State Standards - ISAT/PSAE

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

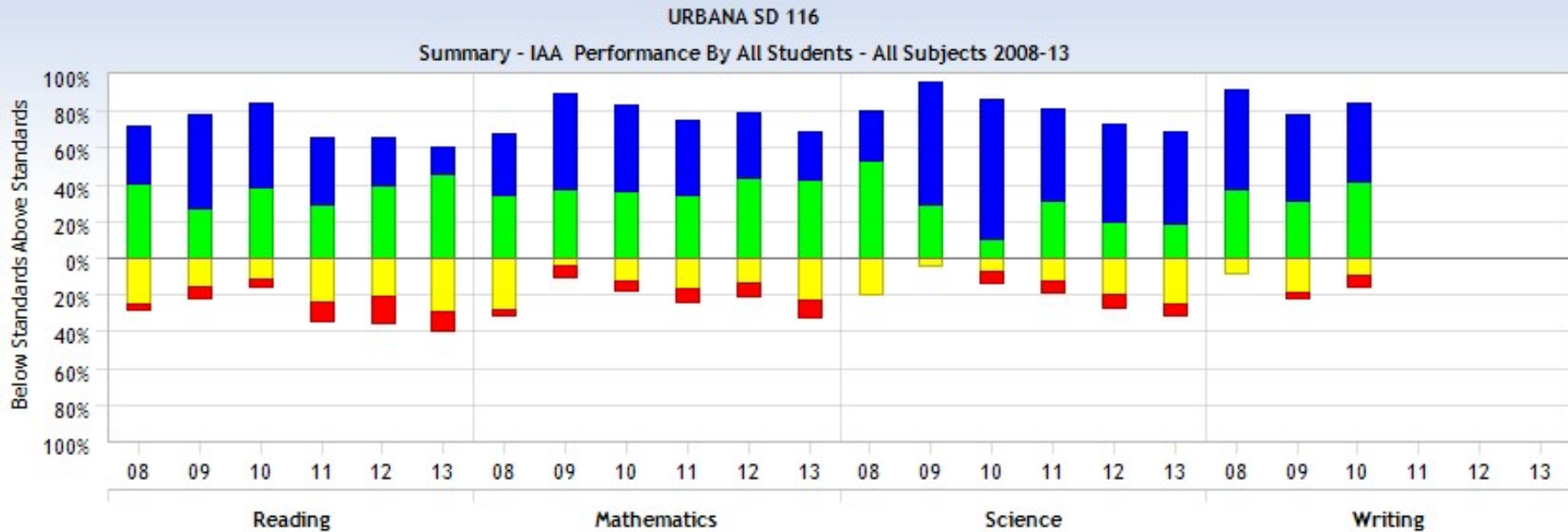
	2008	2009	2010	2011	2012	2013
Reading - ISAT Results SubGroups	81	76.7	73.4	72.8	66.7	52.6
White	88.7	89.4	88.9	93.2	88.4	77.9
Black	-	-	-	66.7	-	-
Hispanic/Latino	69.4	45.5	38.9	44.4	37.5	23.5
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	90.9	-	-	-	-	-
LEP	69.4	52.1	41.7	30.4	22.6	10.3
Students with Disabilities	62.5	30.8	-	-	58.3	37.5
Low Income	67.8	59.8	52.8	55.4	48.1	32.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Mathematics - ISAT Results SubGroups	88.1	87.1	83.3	85.3	81.8	51.2
White	92.8	92.6	97.5	95.5	88.4	73.7
Black	-	-	-	91.7	-	-
Hispanic/Latino	83.3	72.7	61.1	71.4	72.8	26.5
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	90.9	-	-	-	-	-
LEP	89.2	76	63.9	65.2	69.8	18.3
Students with Disabilities	70.8	61.5	-	-	66.7	37.5
Low Income	82.8	77.2	71.1	76.5	71.4	32.9
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

ACCESS Results

No students tested for **ACCESS** in **Grade K**
 No students tested for **ACCESS** in **Grade 1**
 No students tested for **ACCESS** in **Grade 2**
 No students tested for **ACCESS** in **Grade 3**
 No students tested for **ACCESS** in **Grade 4**
 No students tested for **ACCESS** in **Grade 5**
 No students tested for **ACCESS** in **Grade 6**
 No students tested for **ACCESS** in **Grade 7**
 No students tested for **ACCESS** in **Grade 8**
 No students tested for **ACCESS** in **Grade 9**
 No students tested for **ACCESS** in **Grade 10**
 No students tested for **ACCESS** in **Grade 11**
 No students tested for **ACCESS** in **Grade12**

IAA Results



Percent of Students at Each Level

	Satisfactory & Mastery	72	78	84	66	65	60	69	90	83	76	79	69	80	96	86	81	73	69	92	78	84	-	-	-
■	Mastery	31	51	45	37	26	14	34	53	47	41	35	26	27	67	76	50	53	50	54	47	42	-	-	-
■	Satisfactory	41	27	39	29	40	46	34	37	36	34	44	43	53	29	10	31	20	19	38	31	42	-	-	-
■	Foundational	25	16	11	24	21	29	28	4	13	17	14	23	20	4	7	13	20	25	8	19	9	-	-	-
■	Entry	3	6	5	10	14	11	3	6	5	7	7	9	0	0	7	6	7	6	0	3	7	-	-	-

Number of Students Tested

(N)*	32	49	64	41	43	35	32	49	64	41	43	35	15	24	29	16	15	16	13	32	43	-	-	-
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* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

Assessment Data Reading

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	83.7	70.3	70.8	69	57	48.1
White	92.6	84.8	89.3	89.7	85.7	76.9
Black	-	-	-	66.7	-	-
Hispanic/Latino	-	7.7	45.5	35.7	25	13.6
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	31.2	47.8	30.8	15.4	9.1
Students with Disabilities	-	-	-	-	-	-
Low Income	66.7	44.8	55.3	52.8	36.5	16.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	76.5	81.2	73.8	69.8	73	57.1
White	78.9	96.2	90	95.7	94.6	78.1
Black	-	-	-	-	-	-
Hispanic/Latino	72.7	54.5	28.6	44.4	37	28.6
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	-	-	-	-	-	-
LEP	73.9	54.5	30.8	30	15.8	16.7
Students with Disabilities	58.3	-	-	-	58.3	-
Low Income	68.3	60.9	46.4	51.3	55.8	41.2
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	84.1	79.7	76.6	81.4	71.7	51.2
White	96.9	88.6	87	96.2	82.6	78.4
Black	-	-	-	-	-	-
Hispanic/Latino	64.3	65	-	58.8	52	25.8
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	90.9	-	-	-	-	-
LEP	61.5	66.7	-	-	41.2	0
Students with Disabilities	66.7	30.8	-	-	-	37.5
Low Income	67.9	70	56.5	65.5	55.3	33.3
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

Assessment Data Mathematics

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	84.4	87.5	84.6	84.5	87.3	50
White	88.9	97	100	94.9	88.6	69.2
Black	-	-	-	91.7	-	-
Hispanic/Latino	63.6	53.8	63.6	67.9	92.9	22.7
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	62.5	65.2	65.4	92.3	18.2
Students with Disabilities	-	-	-	-	-	-
Low Income	69.6	72.4	73.7	77.4	80.8	25.8
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	92.6	85.7	82	85.5	88	51.9
White	94.7	92.3	93.3	100	91.9	75
Black	-	-	-	-	-	-
Hispanic/Latino	86.4	72.7	57.1	73.1	82.1	30
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

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Two or More Races	-	-	-	-	-	-
LEP	87	75	61.5	65	75	23.1
Students with Disabilities	83.3	-	-	-	66.7	-
Low Income	92.7	73.9	64.3	76.3	79.1	34.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	85.9	87.7	83.3	86.2	66.7	51.2
White	93.8	88.9	100	92.3	82.6	75.7
Black	-	-	-	-	-	-
Hispanic/Latino	93.3	85	-	75	40	25.8
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	90.9	-	-	-	-	-
LEP	92.9	86.4	-	-	29.4	8.3
Students with Disabilities	58.3	61.5	-	-	-	37.5
Low Income	79.3	82.5	75	75	50	35.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

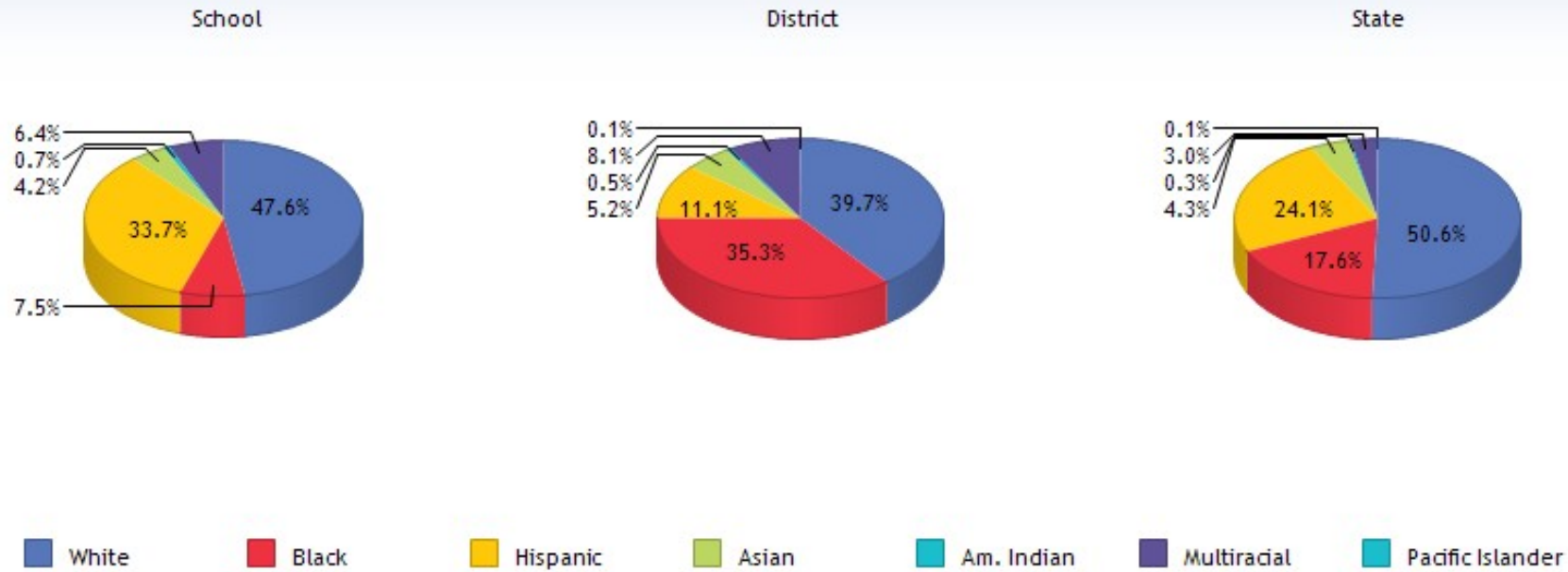
School Information

District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	93.9	94.2	94.4	94.9	94.4	94.6	95.5	95.4
Truancy Rate (%)	0.5	0.8	0.3	0.0	0.0	0.0	0.7	2.1
Mobility Rate (%)	25.9	14.8	16.1	13.2	14.6	15.6	13.3	16.2
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	405	387	379	392	405	443	440	454
Low Income (%)	56.3	51.4	54.4	57.1	57.0	61.9	61.6	62.8
Limited English Proficient(LEP)(%)	18.5	23.0	25.6	29.3	30.1	31.2	35.2	31.7
Students with Disabilities (%)	-	-	-	-	14.6	13.8	15.0	13.7
White, non-Hispanic (%)	57.8	60.7	53.3	51.3	49.1	45.8	46.4	47.6
Black, non-Hispanic (%)	11.1	7.5	5.8	8.2	7.9	7.0	6.4	7.5
Hispanic (%)	22.0	22.0	25.3	29.1	30.9	36.6	34.3	33.7
Asian (%)	1.5	2.3	1.6	2.0	1.0	2.5	3.2	4.2
American Indian (%)	0.2	0.8	0.8	0.8	1.0	1.4	1.6	0.7
Two or More Races (%)	7.4	6.7	13.2	8.7	10.1	6.5	8.2	6.4
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.2	0.0	0.0

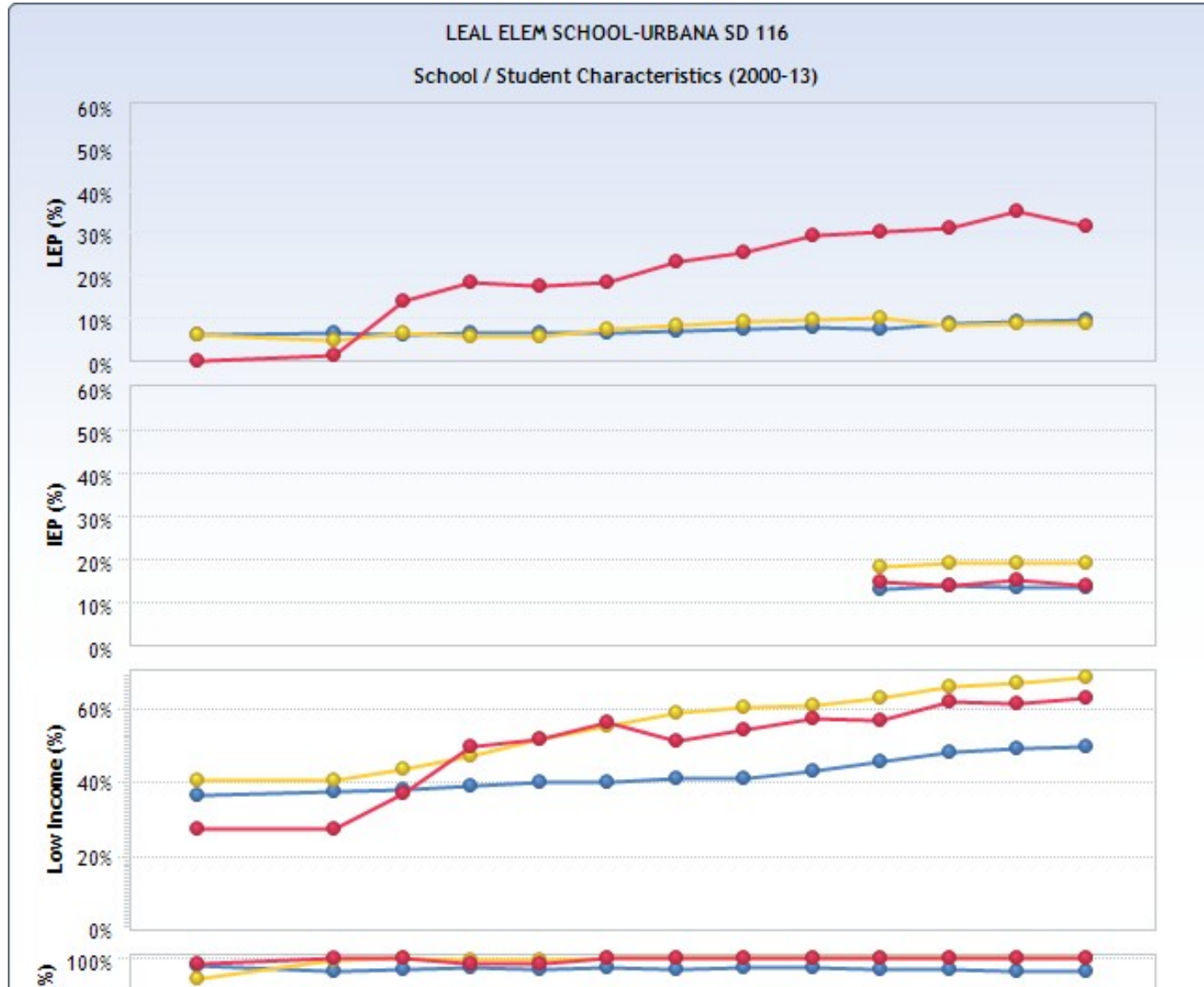
Note: Hyphens in the table indicate that data is not relevant for your plan.

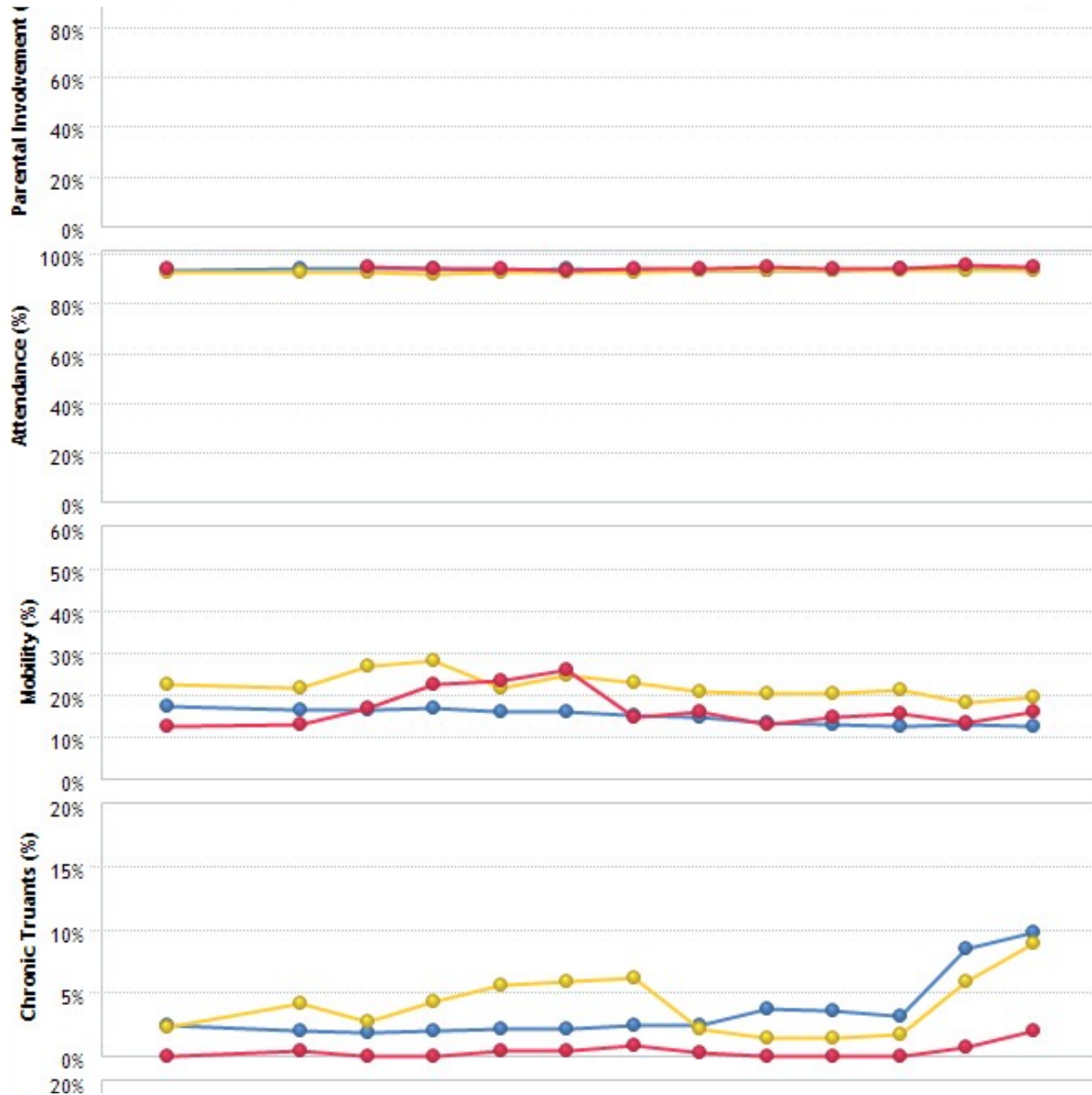
Student Race/Ethnicity

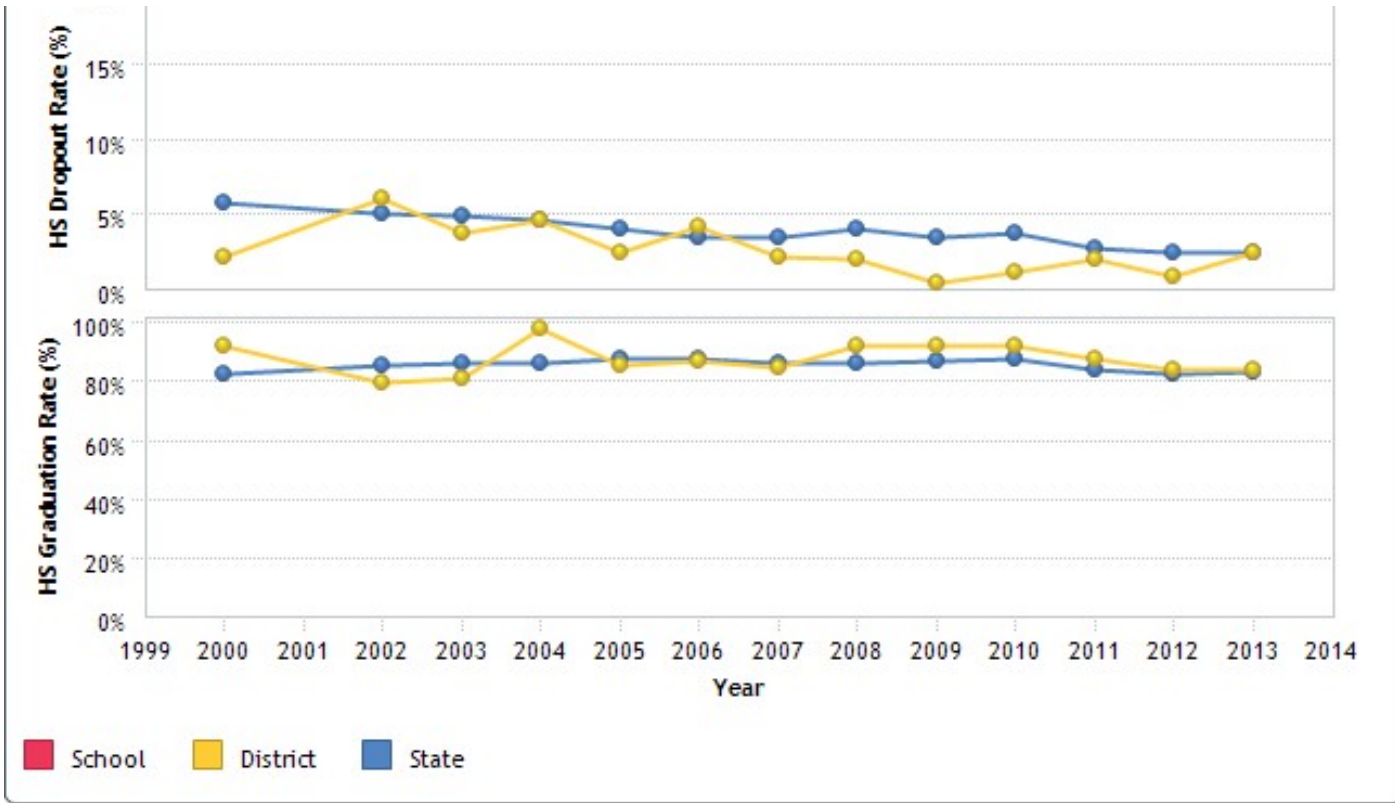
LEAL ELEM SCHOOL-URBANA SD 116
 Student Characteristics - Race/Ethnicity (2013)



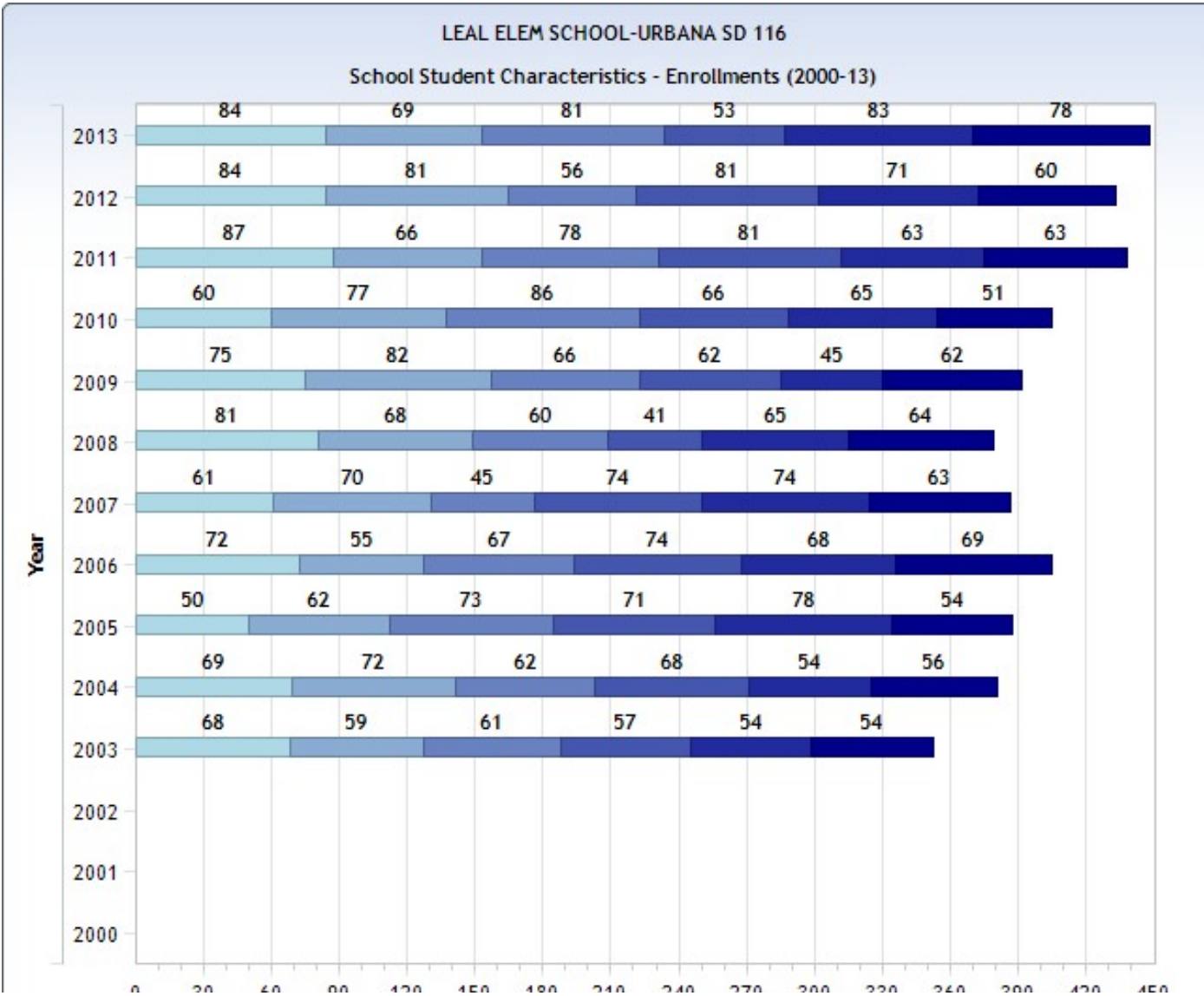
Educational Environment

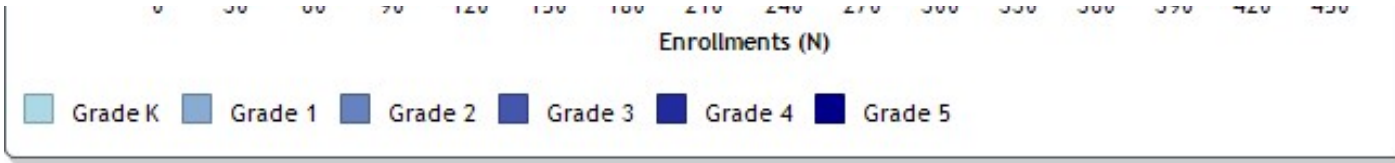




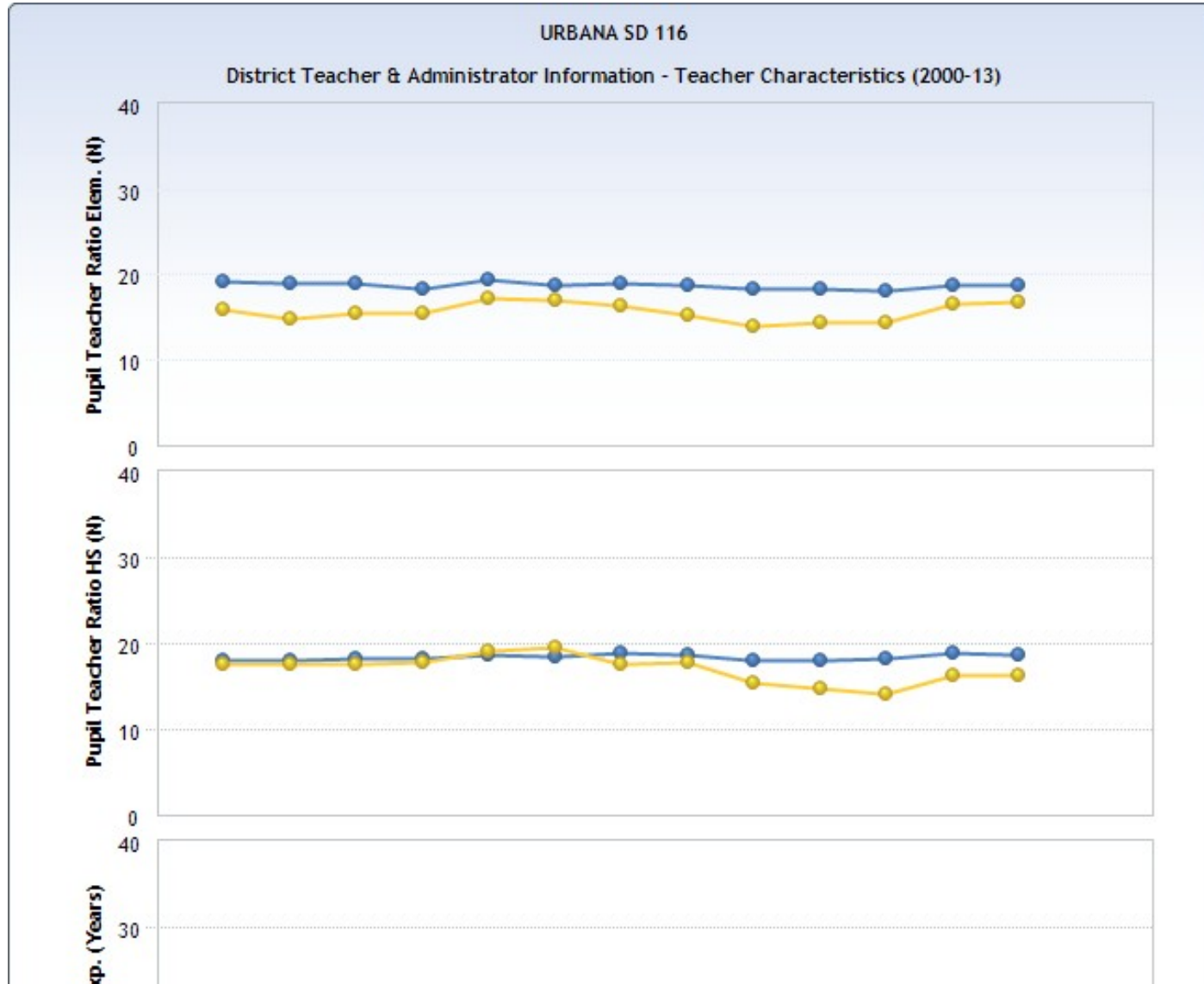


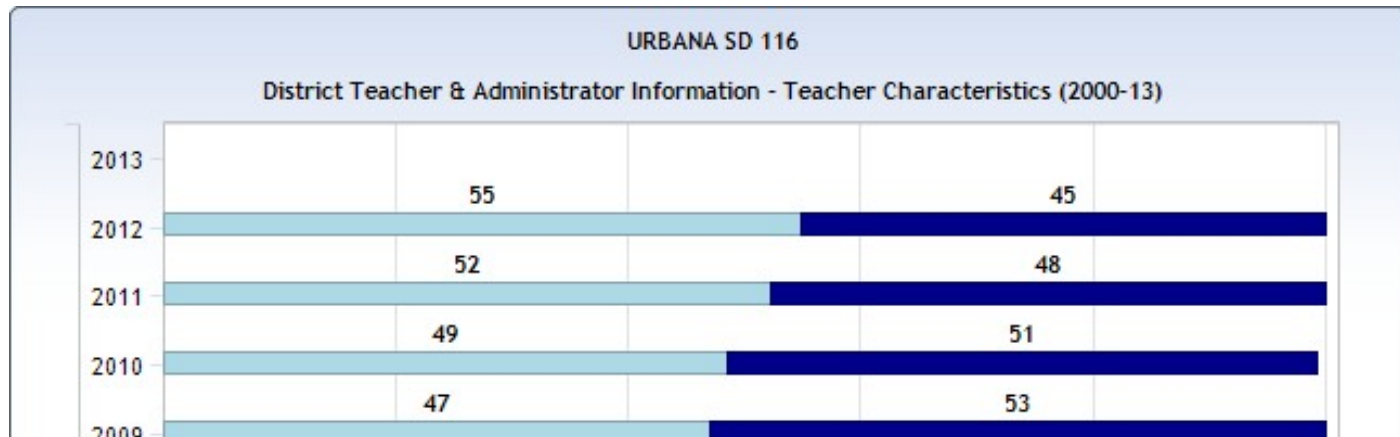
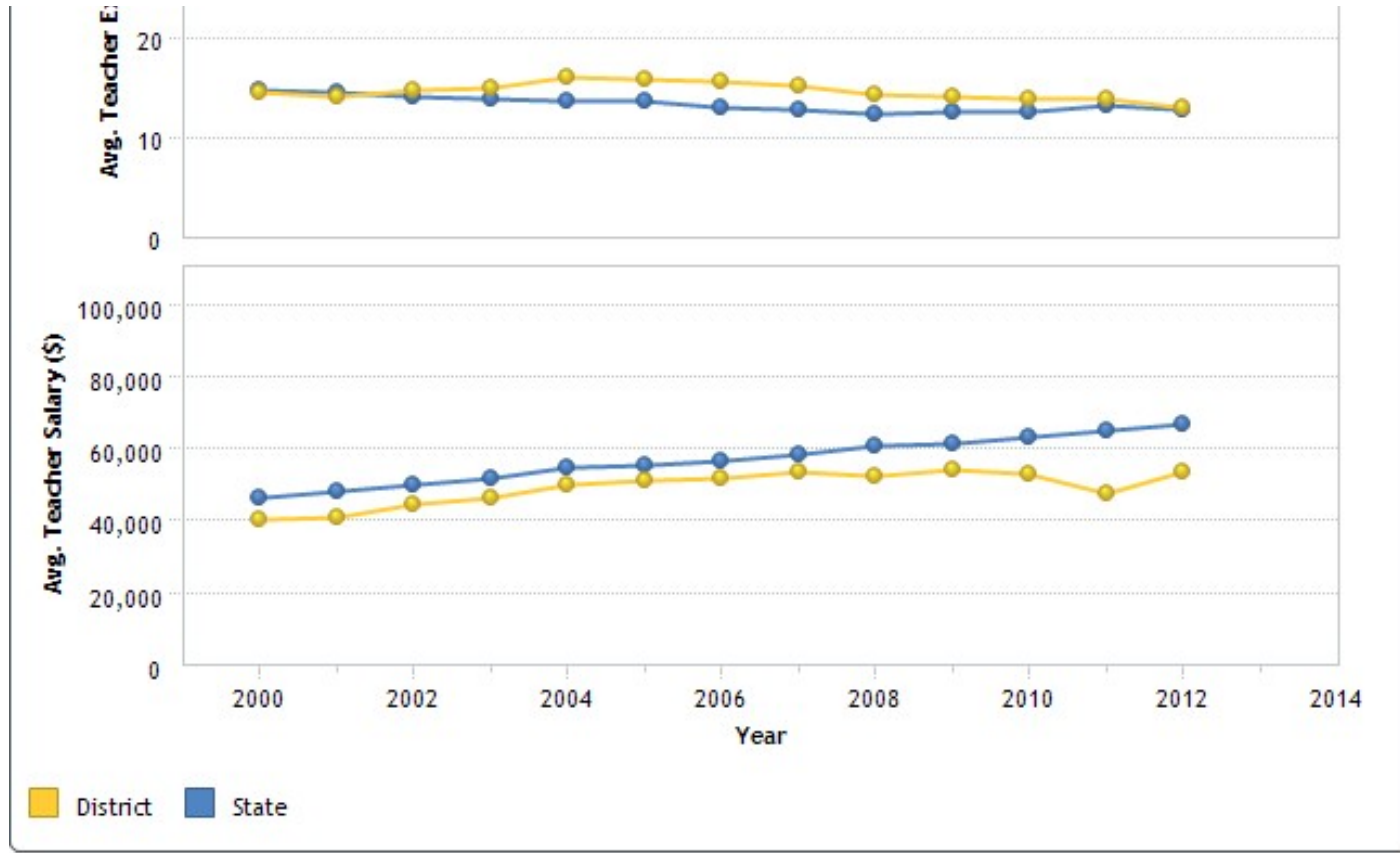
Enrollment Trends

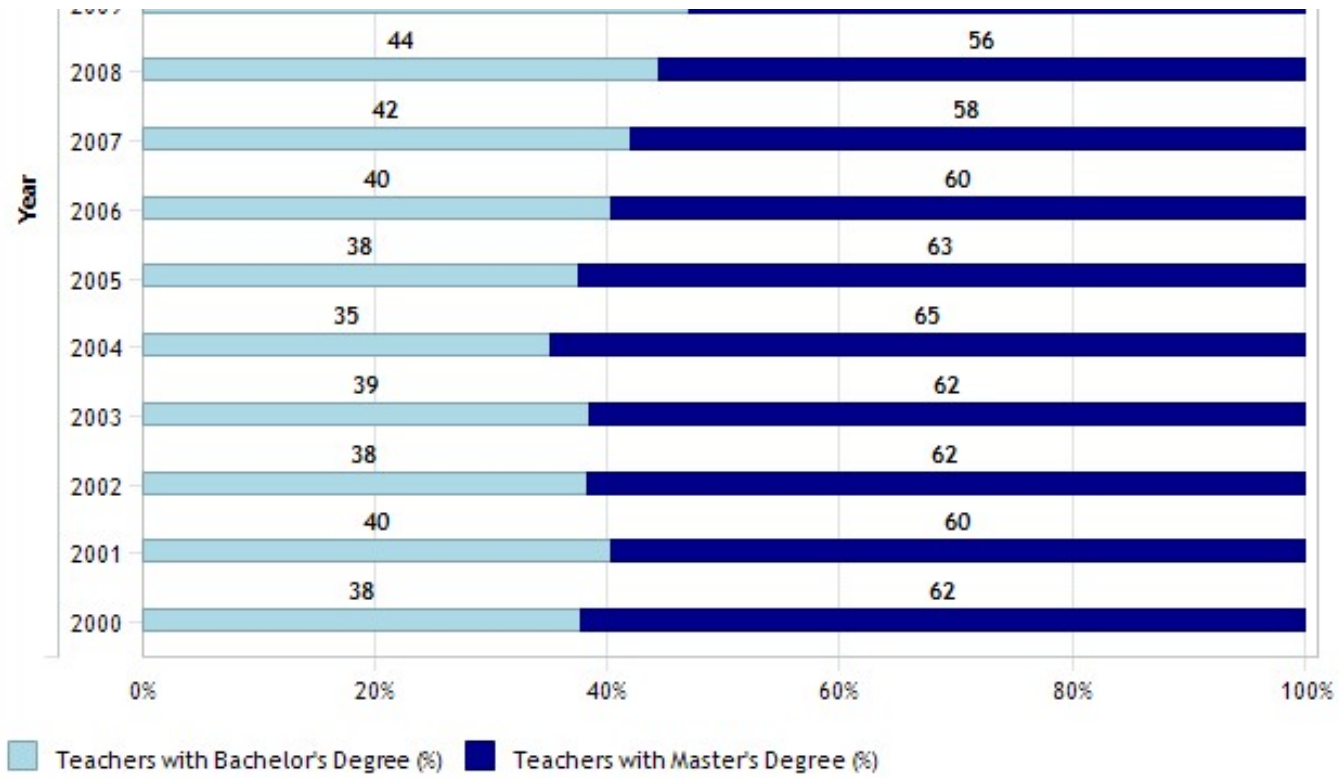




Educator Data







2013 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2013-14 Federal Improvement Status	Restructuring
Is this School making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		92.0	
All	100.0	Yes	100.0	Yes	53.0	61.9	No	53.0	62.8	No	95.4	Yes		
White	100.0	Yes	100.0	Yes	77.0	86.7	No	73.6	80.6	No	95.6			
Hispanic	100.0	Yes	100.0	Yes	19.1	27.3	No	25.0	39.6	No	95.6			
LEP	100.0	Yes	100.0	Yes	14.1	20.0	No	18.8	34.3	No	95.5			
Economically Disadvantaged	100.0	Yes	100.0	Yes	32.2	37.9	No	35.6	41.9	No	95.0			

Four Conditions are Required For Making Adequate Yearly Progress(AYP)

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are

printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

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