

Leal School  
School Improvement Plan  
2010 - 2011

# 2010 Adequate Yearly Progress (AYP) Status Report

Calculated based on 06/11/10 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No		
Is this school making AYP in mathematics?	No		
2010-11 Federal Improvement Status		Choice	
2010-11 State Improvement Status		Academic Early Warning Year 1	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						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		77.5			77.5			91.0		80.0	
ALL	100.0	Yes	100.0	Yes	73.5		Yes	83.9		Yes	94.4	Yes		
White	100.0	Yes	100.0	Yes	87.8		Yes	95.9		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	50.6	64.5	No	69.6		No	93.9			

Four conditions required for making Adequate Yearly Progress (AYP) are:

# Third Grade Low Income

Total number :	35
# of students that Did Not Meet (DNM) in reading:	14 (40%)
# of LEP students in DNM group	10 (71%)

# Fourth Grade Low Income

Total number:	22
# of students that DNM in reading:	14 (64%)
# of LEP students in DNM group:	9 (64%)

# Fifth Grade Low Income

Total number:	20
# of students that DNM in reading:	9 (45%)
# of LEP students in DNM group:	6 (67%)

Total number of Low Income students that  
DNM in Reading

37

Total number of LEP students in  
group of low income students that

DNM

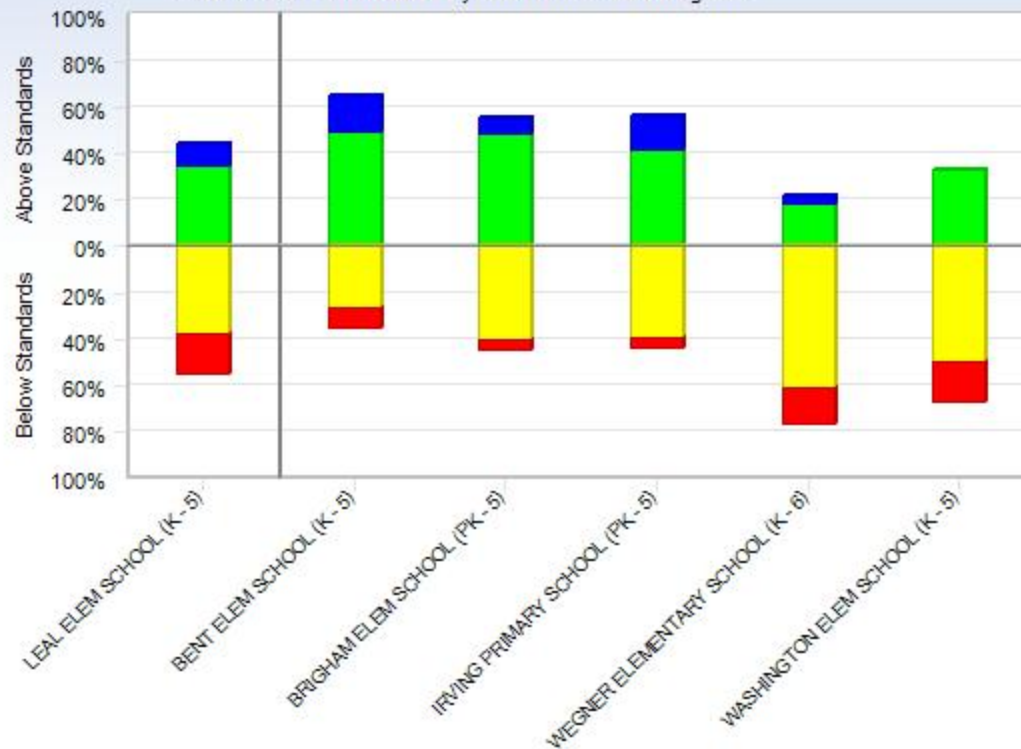
25

Percent LEP

68%

### Compare Schools

Grade 3 - ISAT Performance By Low Income - Reading 2009



Percent of Students at Each Level

	% Meets & Exceeds	45	65	56	56	23	33
■	% Exceeds	10	15	7	15	3	0
■	% Meets	35	50	49	42	19	33
■	% Below	38	26	40	39	61	50
■	% Warning	17	9	5	5	16	17

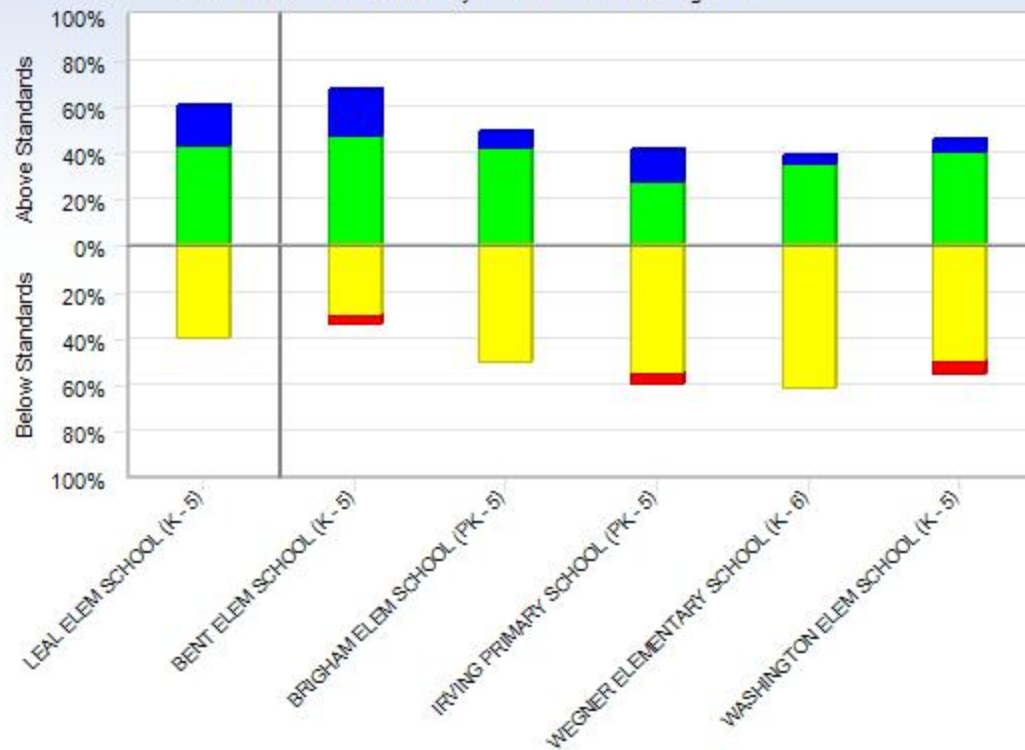
Number of Students Tested

(N)*	29	46	43	41	31	24
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

### Compare Schools

Grade 4 - ISAT Performance By Low Income - Reading 2009



#### Percent of Students at Each Level

	% Meets & Exceeds	61	68	50	41	39	45
■	% Exceeds	17	20	7	14	3	5
■	% Meets	44	48	43	28	36	41
■	% Below	39	30	50	55	61	50
■	% Warning	0	3	0	4	0	5

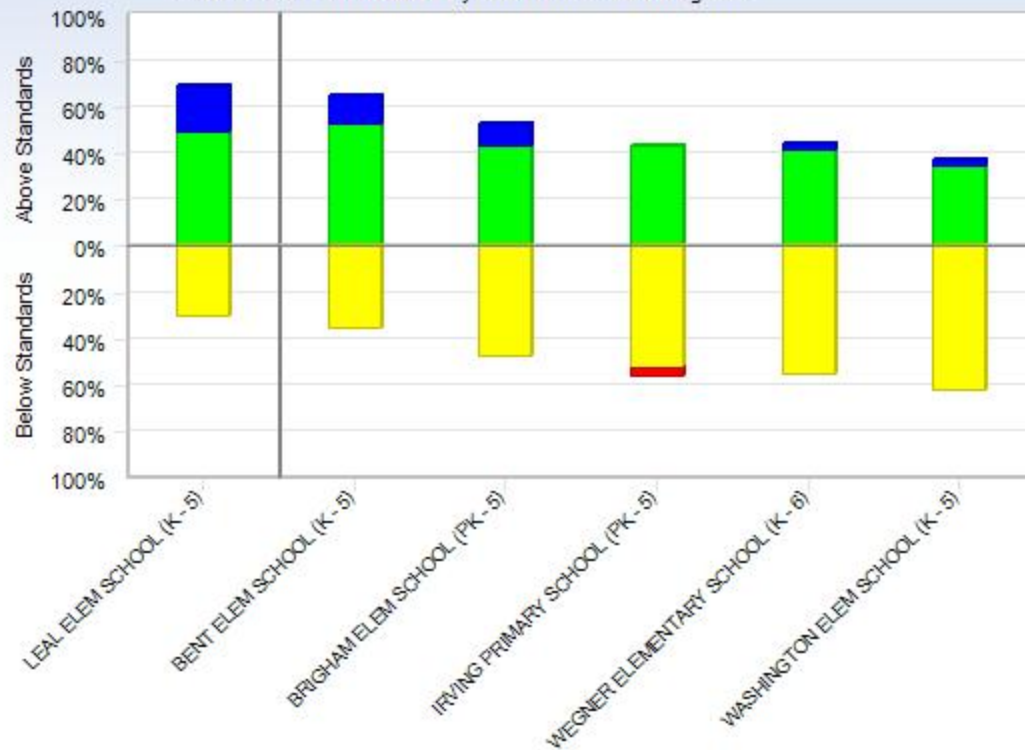
#### Number of Students Tested

(N)*	23	40	28	51	31	22
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

## Compare Schools

Grade 5 - ISAT Performance By Low Income - Reading 2009



### Percent of Students at Each Level

■	% Meets & Exceeds	70	65	53	44	45	38
■	% Exceeds	20	12	9	0	3	3
■	% Meets	50	53	44	44	42	35
■	% Below	30	35	47	52	55	62
■	% Warning	0	0	0	4	0	0

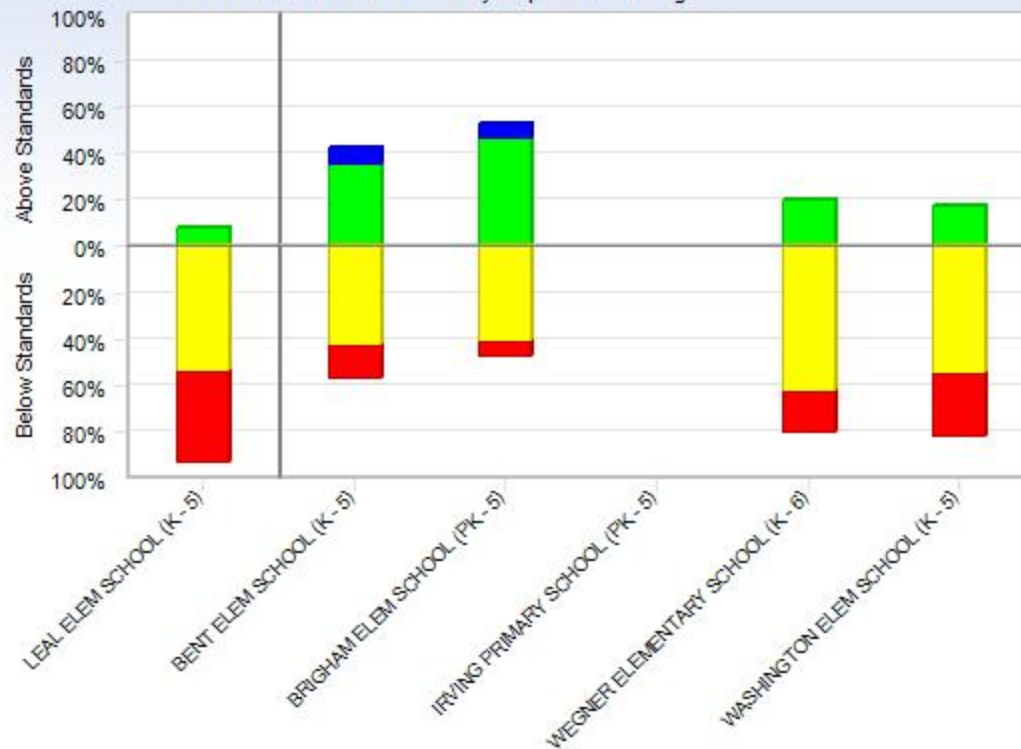
### Number of Students Tested

(N)*	40	34	32	25	33	29
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

### Compare Schools

Grade 3 - ISAT Performance By Hispanic - Reading 2009



Percent of Students at Each Level

	% Meets & Exceeds	8	43	53	-	20	18
■	% Exceeds	0	7	6	-	0	0
■	% Meets	8	36	47	-	20	18
■	% Below	54	43	41	-	63	55
■	% Warning	39	14	6	-	17	27

Number of Students Tested

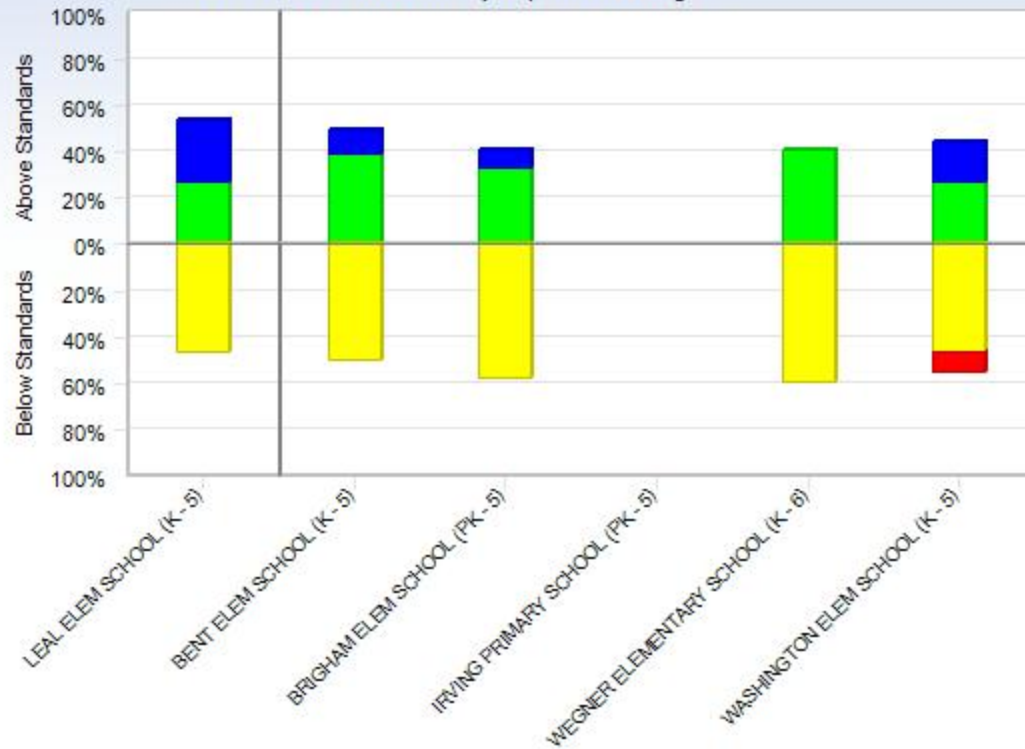
(N)*	13	14	17	-	30	11
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.



### Compare Schools

Grade 4 - ISAT Performance By Hispanic - Reading 2009



#### Percent of Students at Each Level

<span style="color: blue;">■</span>	% Meets & Exceeds	55	50	42	-	41	46
<span style="color: green;">■</span>	% Exceeds	27	11	8	-	0	18
<span style="color: yellow;">■</span>	% Meets	27	39	33	-	41	27
<span style="color: orange;">■</span>	% Below	46	50	58	-	59	46
<span style="color: red;">■</span>	% Warning	0	0	0	-	0	9

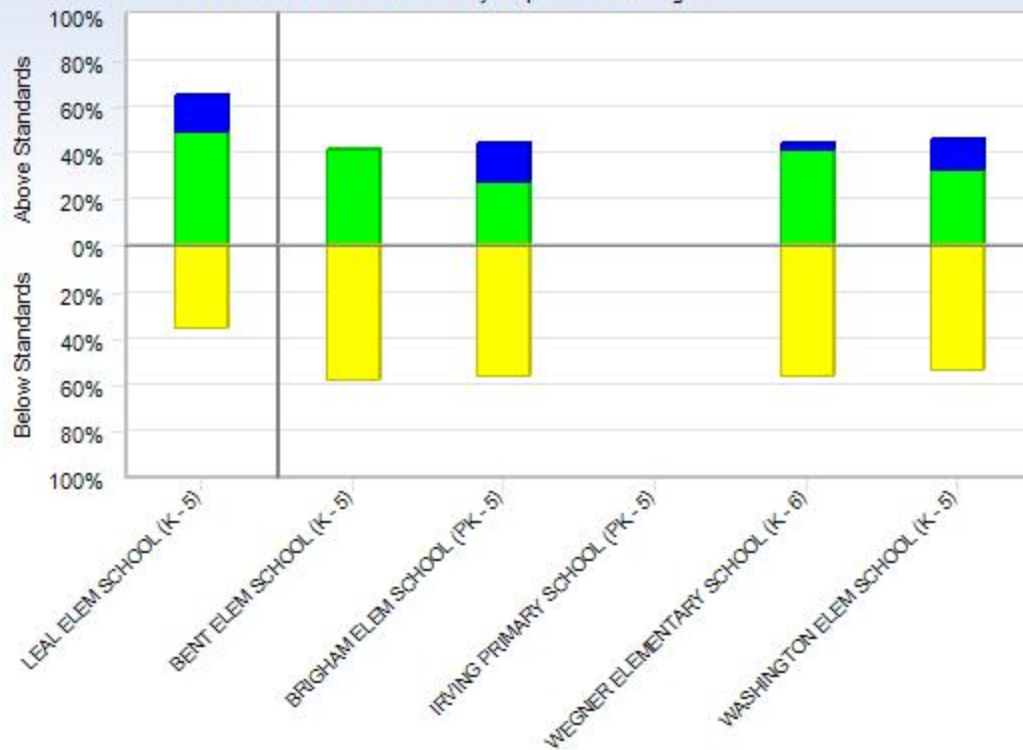
#### Number of Students Tested

(N)*	11	18	12	-	29	11
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

### Compare Schools

#### Grade 5 - ISAT Performance By Hispanic - Reading 2009



#### Percent of Students at Each Level

<span style="color: blue;">■</span>	% Meets & Exceeds	65	42	45	-	45	47
<span style="color: green;">■</span>	% Exceeds	15	0	17	-	3	13
<span style="color: yellow;">■</span>	% Meets	50	42	28	-	42	33
<span style="color: red;">■</span>	% Below	35	58	56	-	56	53
	% Warning	0	0	0	-	0	0

#### Number of Students Tested

(N)*	20	12	18	-	36	15
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\* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

- UMS Students who attended Leal at least 1 year:

R = 68%, M = 85%

- UMS Students who attended Leal for K-5 program:

R = 76%, M = 88%

# Reading Objective

While Leal's current achievement level in reading for the economically disadvantaged subgroup is 50.6%, 85% of all students in grades 3-5, including those in the Economically Disadvantaged subgroup, will meet or exceed ISAT benchmarks in reading on the Spring 2011 test and 92.5% on the Spring 2012 test.

# Focus of Strategies

- Increase time for Spanish Literacy instruction at 3<sup>rd</sup> grade (Stronger native language literacy skills = quicker, deeper acquisition of English)
- Create Spanish Literacy and ESL block at 5<sup>th</sup> grade to provide more flexible delivery based on students' needs at any given time/unit
- Consistent implementation of core reading curriculum in all classrooms
- Early identification of , provision of interventions, and continual progress monitoring of students most in need of supplemental supports in both English and Spanish
- Teachers at each grade level, along with support teachers who work with those grades will meet (minimum monthly) to review benchmark and classroom assessment data to differentiate instruction and provide additional supplemental universal literacy supports to all students
- Use of America Reads tutors and classroom Reading Buddies to promote reading fluency and comprehension
- Provide parents with information on supporting students' reading at school and home

# Math Objective

While our current achievement in mathematics for our economically disadvantaged subgroup is 69.6%, 85% of all students in grades 3-5, including those in the economically disadvantaged subgroup, will meet or exceed ISAT benchmark standards in math on the Spring 2011 test and 92.5% for the Spring 2012 test.

# Focus of Strategies

- Consistent implementation of core math curriculum in all classrooms
- Early identification, provision of interventions and continual progress monitoring of students identified as most in need of supplemental supports
- Focus on mastery of developmentally appropriate math facts
- Special attention given to developing students' ability to apply grade level appropriate math vocabulary and strategies to describe the problem and computation skills to solve it
- Use of America Counts and peer tutors to provide additional practice opportunities for students
- Teachers at each grade level, along with support teachers who work with those grades will meet (minimum monthly) to review benchmark and classroom assessment data to differentiate instruction and provide additional supplemental universal literacy supports to all students
- Provide parents with information on supporting students' reading at school and home