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## 2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Dr. Loretta Brown-Lawrence  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name George Leland Elementary School  
(As it should appear in the official records)

School Mailing Address 5221 West Congress Parkway  
(If address is P.O. Box, also include street address)

Chicago Illinois 60644-4823  
City State Zip Code+4 (9 digits total)

Tel. (773) 534-6340 Fax (773) 534-6040

Website/URL \_\_\_\_\_ E-mail lbrown-lawrence@cps.k12.il.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Arne Duncan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chicago Public Schools Tel. (773) 553-1000

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:     472 Elementary schools  
   24 Middle schools  
   00 Junior high schools  
   99 High schools  
   18 Other (Briefly explain) Charter Schools  
   613 TOTAL
2. District Per Pupil Expenditure:     5,286  
     Average State Per Pupil Expenditure: 4,842

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 4 Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	31	33	<b>64</b>	<b>7</b>			
<b>1</b>	40	44	<b>84</b>	<b>8</b>			
<b>2</b>	35	33	<b>68</b>	<b>9</b>			
<b>3</b>	19	28	<b>47</b>	<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other	12	22	34
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>297</b>



Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>01</u> Autism	<u>00</u> Orthopedic Impairment
<u>00</u> Deafness	<u>00</u> Other Health Impaired
<u>00</u> Deaf-Blindness	<u>09</u> Specific Learning Disability
<u>00</u> Hearing Impairment	<u>28</u> Speech or Language Impairment
<u>00</u> Mental Retardation	<u>00</u> Traumatic Brain Injury
<u>00</u> Multiple Disabilities	<u>00</u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>01</u>	<u>01</u>
Classroom teachers	<u>15</u>	<u>02</u>
Special resource teachers/specialists	<u>01</u>	<u>00</u>
Paraprofessionals	<u>04</u>	<u>00</u>
Support staff	<u>08</u>	<u>00</u>
Total number	<u>29</u>	<u>03</u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.00	93.21	92.85	93.37	92.84
Daily teacher attendance					
Teacher turnover rate					
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

### **Part III SUMMARY**

George Leland Elementary School is a Head Start – 3<sup>rd</sup> grade Chicago Public School that has a student population of 297 with 12% (35) of these students in special education. For the 2002-2003 school year, the student attendance rate was 92%; mobility rate 26%; truancy approximately 2% (5 students); retention approximately 2% (7 students); and there were no expulsions. Leland serves students in the south Austin area of Chicago's west side. The community is 99% African American and is largely comprised of residential homes, apartments, churches, small/medium businesses and a hospital. South Austin can be characterized as a highly concentrated area of single parent head of households. The poverty rate for students in attendance at Leland is 98.9% and an increasing number of students are wards of the state.

The vision shared by the staff of Leland Elementary School is to create a positive student-centered learning environment in which to educate all students. We envision that each student will achieve and demonstrate high levels of academic performance.

Our mission at Leland is to provide an academic program in a caring and supportive environment emphasizing reading, mathematics, and technology. We strive for our students to develop a love for learning thus becoming life long learners. We accept the responsibility to teach all students and to provide, promote and maintain a climate conducive to ensuring that all students attain their maximum potential. To that end, our discretionary resources provide additional instruction support for all students. Our writing specialist provides writing instruction that reinforces the reading curriculum; while our mathematics specialist also provides appropriate instruction. Each specialist also supports the teachers in professional development activities.

Approximately 100 (33%) students are involved in our after school program which consists of both academic and non-academic components. The academic component is designed to provide additional support in reading and math for struggling students. The non-academic component Art, Crafts and Drama also provides academic support with a different format. The non-academic after school component culminates with the production of a school play. During the process of reading their parts for the play students have improved in reading, fluency and listening.

Leland provides various opportunities for parent involvement including an "Early Bird Book Breakfast" held once a year. Parents are invited to visit the school and share breakfast with their child and or children while reading a book. Parents also attend technology workshops where they are engaged in learning basic computer functions.

During the 2002-2003 school year our principal engaged students in a "Principal's Book Club". Thirty-five first graders, fifteen-second graders and twenty-five third graders read a novel and discussed the book with Dr. Lawrence and their teachers during their lunch periods. Students were assigned a chapter a month to read.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Current achievement data, the Illinois Standard Achievement Test (ISAT) and the Iowa Test of Basic Skills (ITBS), shows the majority of our third grade students score at or above the state expected standards (ISAT) and national norm in (ITBS) reading, and mathematics

The ISAT is the Illinois statewide standards-based assessment for students. For the 2003 ISAT, 85.4% of Leland third grade students met or exceeded the statewide standards in reading, while 90.9% met or exceeded the statewide standards in mathematics. Following are percentage of Leland third grade students who met or exceeded state standards for the past three administrations of the ISAT.

ISAT Grade 3	2001	2002	2003
Reading	50%	53.5%	85.4%
Mathematics	68%	90.7%	90.9%

For the 2003 ITBS the local district assessment reading comprehension scores, 74.4% of Leland's third grade students scored at or above the national norm, while math 82.1% did so in math. Following are percentages of Leland third grade students who were at or above the national norm for the past three administrations of the ITBS.

ITBS	2001	2002	2003
Grade 3 Reading	50.0%	56.4%	74.4%
Grade 3 Math	59.1%	89.7%	82.1%

2. The staff and administration at Leland analyzes, discuss, and uses student assessment data throughout the school year. Students in third grade are assessed formally twice a year, while first and second grade students take one standardized test. In May after students have completed all standardized assessments before results are provided to the school, our entire staff, teachers and paraprofessionals along with administration, discuss the tests. The discussion is centered on several questions which include: If we get the test results we are looking for what did we do right? The other question we address is if we do not get the results we are looking for then what didn't we do that we should have done? This is the first step in looking at our instructional program as well as our delivery methods to improve teaching and learning which in turn, improves student achievement.

The first standardized test score Leland receives is the third grade ITBS (the district wide) assessment. Student scores are put into a data base beginning in first grade. These scores are analyzed and reviewed over time in the following manner. Test scores are tracked for first, second and third grades. This effort is to determine the effectiveness of teachers and the instructional programs and adjustments are discussed and implemented.

Based on the findings from the analysis of student assessment data our professional development for the staff is planned for the following school year. Throughout the school year teachers at all levels use assessment data to group students for instruction. Teachers meet for grade level meetings as well as cross grade level to review student work and progress. Teachers also use

assessment data from teacher made tests to evaluate curriculum and plan for instruction accordingly.

3. Leland communicates student performance, including assessment data to parents, students and community members in several formats. As required by state and federal law, Leland annually provides parents, students and the community with the Illinois School Report Card. This publication provides an overall view of state test scores identified as academic warning, below standards, meets standards and exceeding standards. The school is compared to those in the district and the state. Leland also provides parents with assessment data for individual students for the ISAT and the ITBS. These publications provide an explanation of how to read the data, how students scored in comparison to other children in their grade. Another publication new for Chicago Public School parents is the Grow Network Report. In addition to providing assessment scores, this report provides specific information for academic support for individual students. This report is provided to parents, students, administrators and teachers.

4. For the current school year, sharing the success of Leland with other schools include the following efforts. First, our principal, Dr. Lawrence, along with classroom teachers provided presentations at an area principal's meeting. At this meeting they provided details about the organization of the school and instructional strategies implemented by staff. Second, several schools from the district have visited Leland this school year. Third, a superintendent from a district outside of Chicago visited Leland. Finally, on a larger scale, the principal and teachers shared information about the school during a roundtable discussion with principals and representatives from their staff across the state of Illinois.

## **Part V CURRICULUM AND INSTRUCTION**

1. The curriculum at Leland is designed to be engaging and challenging. The staff at Leland collaborates in order to implement a standard's based curriculum including the following focus areas; Language Arts (reading, and writing); Math, Science and Social Studies. Other areas include fine arts and physical education. Our curriculum is guided by the Illinois Learning Standards in all areas of instruction.

Our curriculum for Language arts includes the writing program for students in first, second and third grades provided by a writing teacher. The framework for reading includes the following components: word knowledge, fluency, comprehension and writing. The focus for the math curriculum at Leland is to emphasize computation, and problem solving. In Science there is extra effort to include laboratory experiences for students in first, second and third grades. Our Social Studies curriculum provides for an emphasis on family and community for all students.

2. The reading program at Leland is designed to support the Chicago Reading Initiative, which focuses on the areas of word knowledge, fluency, comprehension and writing. Students receive approximately two hours of reading instruction per day. Our reading program has time devoted to small group instruction where students are grouped for forty minutes of instruction based on identified strengths and weaknesses.

This approach to reading developed out of our staff's commitment to fulfill our mission and vision to create a positive student-centered learning environment in which to educate all students. Instruction during small groups is tailored to the needs of the individual students. Another component of our reading program includes the principal's testing students in kindergarten, first and second grades on their sight words. Students in first, and second grades are tested each quarter on twenty-five words for a total of one hundred words. Kindergarten students are tested during the second semester on a total of fifty words. We believe the emphasis placed on reading sight words and attention to fluency has help students at all levels.

**3.** The math curriculum at Leland is another strong area, which provides students with essential skills. In addition to the classroom teacher a math specialist provides instruction to students in second and third grades. The focus of this instruction is to provide standard based instruction centered on number sense, measurement, algebraic concepts, geometric concepts, data analysis and probability. The math curriculum stresses mastery of basic skills and promotes critical thinking for students to develop to their maximum potential as indicated in the mission of Leland. Our curriculum design includes the use of manipulatives and is supplemented by the inclusion of technology.

**4.** The different instructional methods used at Leland to improve learning include: cooperative learning, graphic organizers and one-on-one assistance. The five essential elements of cooperative learning stressed by Leland's staff are positive interdependence, individual accountability, face-to-face interaction, social skills, and processing. We believe that cooperative learning also provides our students with social skills needed to be successful in life. Another instructional strategy used by the staff at Leland is graphic organizers. The most frequent graphic organizers used by Leland's staff include Venn Diagrams, Mind Maps, and Concept Web. Also, at each grade level we use a graphic organizer for Main Idea. We believe that these graphic organizers help lead classroom discussions, promote problem solving and help to guide thinking for our students. Another instructional method utilized by our staff is the individual support for students provided by classroom teachers, the math specialist, writing specialist and teacher assistants.

**5.** The Professional Development program at Leland can be described as a collaborative effort between staff and school leaders which is aligned with school goals and district initiatives. The main objective of the various activities of our professional development program is to improve teaching and learning. An example of such professional development activities was the use of the book "How to Be An Effective Teacher, The First Days of School" by Harry K. Wong during the 2002-2003 school year. Staff members signed up as teams to choose a chapter from the book to present to the entire staff as a part of our restructured day. Additionally, a team comprised of the principal and four classroom teachers attended a series of workshops sponsored by the Chicago Public Schools Office of Professional Development entitled "School Teams Achieving Result for Students (STARS). These workshops were a train-the-trainer model where the STARS Team was responsible for providing information from the workshops to the entire staff.

Additionally, various staff members attend state and national conferences offered by professional organizations such as Illinois Reading Conferences (IRC) Illinois Council of Teachers of Math

(ICTM), National Council of Teachers of Mathematics (NCTM) and National Alliance of Black School Educators (NABSE). When staff returns from attending such conferences they provide the staff with highlights from various sessions they attended.

**PART VI - PRIVATE SCHOOL ADDENDUM**

Not applicable for Leland.

**PART VII - ASSESSMENT RESULTS**

Grade   3  

Test  Illinois Standards Achievement Test 

Edition/publication year  2003 

Publisher  Illinois State Board of Education with MetriTech Inc. Champaign, Illinois 

Number of students in the grade in which the test was administered   44  

Number of students who took the test   44  

What groups were excluded from testing? Why, and how were they assessed?  None 

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Number Excluded  None 

Percent excluded  0%

Illinois Standards Achievement Test-- Reading

	2002-2003	2001-2002	2000-2001
Testing Month    Early April			
<b>SCHOOL SCORES</b>			
% At Academic Warning	0	7.0	12.0
% Below Standards	14.6	39.5	38.0
% Meeting Standards	61.0	34.9	38.0
% Exceeding Standards	24.4	18.6	12.0
Number of students tested	44	43	50
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. (African American) (specify subgroup)			
% At Academic Warning	0	7.0	12.0
% Below Standards	14.6	39.5	38.0
% Meeting Standards	61.0	34.9	38.0
% Exceeding Standards	24.4	18.6	12.0
Number of students tested	44	43	50
2. Economically Disadvantaged (specify subgroup)			
% At Academic Warning	0	7.0	12.0
% Below Standards	14.6	39.5	39.0
% Meeting Standards	61.0	34.9	37.0
% Exceeding Standards	24.4	18.6	12.0
Number of students tested	44	42	42
<b>STATE SCORES</b>			
% At Academic Warning	8.1	6.8	7.0
% Below Standards	29.8	31.0	31.0
% Meeting Standards	40.1	43.6	43.0
% Exceeding Standards	21.9	18.6	19.0
State Mean Score	160.1	160.2	160.3

Grade   3  

Test  Illinois Standards Achievement Test 

Edition/publication year  2003 

Publisher  Illinois State Board of Education with MetriTech Inc. Champaign, Illinois 

Number of students in the grade in which the test was administered   44  

Number of students who took the test   44  

What groups were excluded from testing? Why, and how were they assessed?  None 

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Number Excluded   None  

Percent excluded   0%

Illinois Standards Achievement Test—Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month    Early April			
<b>SCHOOL SCORES</b>			
% At Academic Warning	0	0	6.0
% Below Standards	9.1	9.3	26.0
% Meeting Standards	56.8	62.8	52.0
% Exceeding Standards	34.1	27.9	16.0
Number of students tested	44	43	50
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. (African American) (specify subgroup)			
% At Academic Warning	0	0	6.0
% Below Standards	9.1	9.3	26.0
% Meeting Standards	56.8	62.8	52.0
% Exceeding Standards	34.1	27.9	16.0
Number of students tested	44	43	50
2. Economically Disadvantaged (specify subgroup)			
% At Academic Warning	0	0	6.0
% Below Standards	9.1	9.3	26.0
% Meeting Standards	56.8	62.8	52.0
% Exceeding Standards	34.1	27.9	16.0
Number of students tested	44	42	42
<b>STATE SCORES</b>			
% At Academic Warning	6.8	7.2	8.0
% Below Standards	17.4	18.6	18.0
% Meeting Standards	44.6	43.9	46.0
% Exceeding Standards	31.1	30.3	28.0
State Mean Score	163.1	163.7	164.2