

**Leonard Independent School District**  
**Leonard Elementary**  
**2018-2019 Campus Improvement Plan**



**Board Approval Date: October 1, 2018**

# Mission Statement

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. "At LISD we are investing in the future of our students."

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Leonard Elementary is located in the city of Leonard which is a rural agricultural community located in the southwest corner of Fannin county. The total enrollment for Leonard Elementary is approximately 270 students. There are 59 students in third grade, 53 students in second grade, 71 students in first grade, 58 students in kindergarten and 29 students in Pre-K.

Leonard Elementary is comprised of the following Ethnic Distribution:

African American: 2.1%

Hispanic: 20.7%

White: 70.3

American Indian: 2.4%

Two or More Races: 4.4%

English Language Learners: 4.2%

Served through Special Education: 3.5%

At-Risk: 33.3%

Mobility Rate: 16%

Economically Disadvantaged: 65%, which qualifies Leonard Elementary as a school-wide Title I campus.

We have 28 staff members. Twenty-one certified teachers and are all state certified. Five are paraprofessionals and all are highly qualified.

## **Demographics Strengths**

Leonard Elementary has many strengths. Some of the most notable are:

1. Strong Title I programming.
2. Attendance rate is consistently above 95%
3. High retention rate of teachers.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Data from 2017 Accountability shows that the number of students receiving special education services passing the reading test is 33% in comparison to an overall student passing rate of 80%

**Problem Statement 2:** Data from 2017 Accountability shows that the number of students receiving special education services passing the math test is 33% in comparison to an overall student passing rate of 89%

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Leonard Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate to design quality instruction based on the needs of individual students.

Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff.

The elementary campus met standard for the 2017-18 school year. The elementary campus exceeded the targeted points for accountability in Index 1, Student Achievement, Index 2, Student Progress. According to the 2017 Accountability the elementary campus met all system safeguards.

#### **2017 STAAR Approaches GL Percentages:**

3rd Grade Math - 86.44%

3rd Grade Reading - 93.22%

#### **2017 STAAR Mastered GL Percentages:**

3rd Grade Math - 22.03%

3rd Grade Reading - 28.81%

### **Student Academic Achievement Strengths**

1. Increased performance in all indexes on STAAR.
2. Increase in number of students meeting passing standard/ approaches grade level (Reading 73% to 80%; Math 76% to 89%).
3. Kindergarten and 2nd grade DIBELS end of year composite scores increased from last year - Kinder 49% to 63%; 2nd 60% to 74%.
4. 2nd grade ELL students advanced one level on speaking TELPAS.
5. 82% of third grade student met fluency benchmark.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 54.24% of all students met "meets grade level" and 28.81% met "masters grade level" on STAAR Reading. **Root Cause:** Instructional rigor is not being addressed at all grade levels.

**Problem Statement 2:** 45.76% of all students met "meets grade level" and 22.03% met "masters grade level" on STAAR Math. **Root Cause:** Instructional rigor is not being addressed at all grade levels.

## School Processes & Programs

### School Processes & Programs Summary

Leonard Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment such as Reading Mastery, Saxon Phonics, Education Galaxy, Think Through Math, and Accelerated Reading.

The TEKS Resource System and the curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. For each content area, assessment plays a vital role in driving instruction and making decisions.

We utilize DIBELS, Texas Treasures, TEKS Resource System and campus/district benchmarks for formal assessments in kindergarten through 3rd grade.

Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether disaggregated, analyzed, and fine-tuned to drive instructional needs.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee has ongoing meetings, to provide support and academic strategies for teachers to utilize with identified students. All staff, professional and para-professionals, have many opportunities throughout the school year and summer, to attend professional development sessions to enhance the teaching and learning environment for our students.

Dismissal, drop-off and visitor procedures are safe and efficient.

### School Processes & Programs Strengths

1. Positive Proof ID scanner to monitor visitors and student check-out.
2. Common planning time for all grade level teachers.
3. Low teacher turnover rate.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Not many students are meeting "meets grade level" and "masters grade level" requirements for STAAR. **Root Cause:** Rigor needs to increase in all grade levels.

**Problem Statement 2:** RTI progress monitoring needs to be improved and targeted instruction given to students who are not meeting benchmark goals.



## Perceptions

### Perceptions Summary

The culture at Leonard Elementary is one of positivity. Parental involvement is good at campus events such as Grandparents' Day, Open House, Meet the Teacher, etc. Positive Behavior Interventions and Supports (PBIS) provides positive incentives for good behavior. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

Most forms and communication are sent home in Spanish as well as English. Numerous ways to communicate with parents and community members are used such as facebook, the school webpage, Remind, School Messenger and a campus newsletter.

### Perceptions Strengths

1. Parent participation in campus events is high.
2. We have programs such as Star Student, Friday drawings, and Bingo for Behavior that promote and encourage positive student behaviors.
3. We have frequent visits by police officers who helps contribute to the feeling of safety and security at school.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Most parents are not aware of and/or do not use Parent Portal. **Root Cause:** Parents are not reading materials sent home.

**Problem Statement 2:** Leonard Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

## Employee Data

- State certified and high quality staff data

- Teacher/Student Ratio
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

# Goals

Revised/Approved: September 24, 2018

**Goal 1: Leonard ISD will receive at minimum a "B" on each campus and at the district level, measured by state accountability guidelines.**

**Performance Objective 1:** Leonard Elementary will utilize instructional arrangements that support learning opportunities ensure that 75% of all students will meet the "meets grade level" standard on every portion of the state assessment in the 2018-2019 school year.

**Evaluation Data Source(s) 1:** State Assessment Report

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Use the TEKS Resource System to plan daily lessons. TRS will also be used to create performance assessments and unit assessments for each grade level in Reading and math.</p>	2.4, 2.6	Principal, Teachers	Students performance on state assessment will improve in reading and math.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide supplementary ESL instruction to ELL students through interventionist and various programs, such as Brain Pop.</p>	2.6	Classroom certified ESL teachers, ESL teacher, Principal	ESL students will be meets grade level standards or higher on state assessments.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Teachers will plan interventions for SPED, RtI, and students not meeting benchmarks in reading and math consisting of 3-5 times a week for 30 minutes each time and will monitor progress every 2 weeks.</p>	2.4, 2.6	Teachers, principal	Student performance on DIBELS and STAAR will increase.				
<p>4) Utilize qualified teachers and aide to continue Pre-K full day program.</p>		Principal	Pre-K students will score at the benchmark level on CIRCLE.				

5) Continue to provide intervention, tutorials, and summer school.	2.5	Principal	Students will meet grade level standards on report card and will be promoted to the next grade level.				
6) Utilize interventionist and aide for pull-out specialized programming with a focus on ESL, SPED, and RtI students.	2.4, 2.6	Principal	Meet the needs of special populations and provide supplemental assistance for underachieving students.				

**Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers.**

**Performance Objective 1:** All students will receive instruction by state certified and highly effective teachers.

**Evaluation Data Source(s) 1:** SBEC

**Summative Evaluation 1:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7  1) Provide new teachers with assistance and support from mentors and the district.	2.5	Principal, mentor	Retention of state certified and highly effective teachers				

**Goal 2:** In Leonard ISD, 100% of core academic classes will be taught by state certified teachers.

**Performance Objective 2:** Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals.

**Evaluation Data Source(s) 2:** T-TESS

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Professional development will be provided to teachers and instructional support staff focusing on core areas. Some of the professional development providers will be Region 10, independent consultants, etc.</p>	2.5	Principal	Increased number of students meeting "meets grade level" and "masters grade level" on STAAR.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3: All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.**

**Performance Objective 1:** Leonard Elementary will maintain a safe and orderly learning environment.

**Evaluation Data Source(s) 1:** Safety Audit, Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Work with local law enforcement to conduct fire drills, lock down drills, evacuation drills and other safety procedures.		Principal	Maintain student and staff safety in emergency situations.				
<b>Critical Success Factors</b> CSF 6 2) Designate one week in October as Red Ribbon week focusing on anti-drug/anti-bullying awareness.		Principal, Counselor	Decrease in bullying and/or aggressive behavior.				
<b>Critical Success Factors</b> CSF 6 3) Teach and practice acceptable hallway, restroom, and cafeteria behavior using PBIS lessons.		Teachers	More orderly learning environment.				
<b>Critical Success Factors</b> CSF 6 4) Use the new fire alarm system for faster response times by emergency personnel.		Principal	Maintain student and staff safety in emergency situations				
✓ = Accomplished   → = Continue/Modify   ● (3/4) = Considerable   ● (1/2) = Some Progress   ● (1/4) = No Progress   ✗ = Discontinue							









**Goal 4: Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.**

**Performance Objective 1:** Maintain positive communication of teacher expectations, critical information, involvement opportunities, and district initiatives in a clear, consistent manner.

**Evaluation Data Source(s) 1:** Facebook post, School Messenger reports, Campus Newsletters

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Send campus newsletter home to parents, as well as use various social media pages to relay information on an as needed basis. (Facebook, School Messenger, Remind).</p>		Principal	Increase awareness of positive happenings and campus events.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Teachers will hold at least two parent/teacher conferences, either in person or by phone.</p>		Principal	Increase parents' awareness of students' progress and gain parental support.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Teachers will ensure that parents know and use parent portal by making phone calls and sending a letter.</p>		Teachers, Principals	Parents will be aware of students' progress in a timely manner.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Develop parental involvement policy and compact and invite parents to participate in Title I planning.</p>	3.1	Principal	Increase parental involvement at the campus.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Dameron	Teacher	Pre-K	
Lesa Ashworth	Teacher	Pre-K	
Marta Barth	Paraprofessional	Pre-K	
Melinda Campbell	Para-Professional	School Wide	
Susan Perkins	Interventionist	School Wide	

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Regina Blain	Campus Principal
Classroom Teacher	Amber Dameron	Pre-K Teacher
Classroom Teacher	Misty Berry	Kindergarten Teacher
Classroom Teacher	Kristi Wortham	1st Grade Teacher
Classroom Teacher	Sheri Watson	2nd Grade Teacher
Classroom Teacher	Sarah Shearer	3rd Grade Teacher
Paraprofessional	Wendy Blackburn	Para-Professional
District-level Professional	Shana Bennett	Dyslexia Teacher
Parent	Kasey Blackerby	Parent
Parent	Julie Woodruff	Parent
Business Representative	Gaye Doyle	Business
Community Representative	Brenda Wrenn	Community
Community Representative	Deb Mitchell	Community
Business Representative	Sandra Sims	Business

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Regina Blain	Principal
Classroom Teacher	Amber Dameron	Pre-K Teacher
Classroom Teacher	Misty Berry	Kindergarten Teacher
Classroom Teacher	Kristi Wortham	1st Grade Teacher
Classroom Teacher	Sheri Watson	2nd Grade Teacher
Classroom Teacher	Sarah Shearer	3rd Grade Teacher
Paraprofessional	Wendy Blackburn	Para-Professional
District-level Professional	Shana Bennett	Dyslexia Teacher
Parent	Kacey Blackerby	Parent
Parent	Julie Woodruff	Parent
Community Representative	Deb Mitchell	Community
Community Representative	Brenda Wrenn	Community
Business Representative	Gaye Doyle	Business
Business Representative	Sandra Sims	Business

# Addendums

Sheet1

Leonard Elem. 2018-19	GT	Special Ed	Comp Ed	ESL	Title I	Title II
	PIC 21	PIC 23	PIC 24,28	PIC 25		
Teachers	0.022	0.320	2.811	0.050		
Teacher Aides			1.760			
Counselor						
<b>TOTAL FTE</b>	<b>0.022</b>	<b>0.320</b>	<b>4.571</b>	<b>0.050</b>		
6100	\$1,246.00	\$19,577.00	\$113,034.00	\$2,304.00	\$96,999.00	\$16,748.00
6200	\$200.00	\$0.00		\$850.00		
6300	\$300.00	\$3,700.00	\$3,200.00	\$1,000.00		
6400	\$600.00	\$100.00	\$0.00	\$250.00		
<b>Total</b>	<b>\$2,346.00</b>	<b>\$23,377.00</b>	<b>\$116,234.00</b>	<b>\$4,404.00</b>	<b>\$96,199.00</b>	<b>\$16,748.00</b>