

Leonard Independent School District

Leonard Elementary

2022-2023 Campus Improvement Plan



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."

Vision

To prepare LISD students to be active, productive citizens by developing these skills throughout their educational experiences.

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2022

Demographics

Demographics Summary

Leonard Elementary School is a prekindergarten through third grade campus comprised of approximately 248 students located in Leonard, Texas. The enrollment has remained steady over the last year. Leonard Elementary has many educational opportunities for students, including: gifted and talented, UIL, physical education, and fine arts.

Leonard Elementary is comprised of the following Ethnic Distribution:

African American: 2.4%

Hispanic: 15.7%

White: 79.1%

American Indian: 0.8%

Two or More Races: 2.0%

English Language Learners: 4.8%

The town of Leonard is growing. There are housing additions that are set to come in to Leonard in the near future. This will put a strain on our building due to its size.

Served through Special Education: 8.1%

Mobility Rate: 9.0%

Economically Disadvantaged: 51.2%, which qualifies Leonard Elementary as a school-wide Title I campus.

Leonard Elementary staff members consist of: 1 shared counselor, 1 shared nurse, 1 secretary, 3 food service ladies, 3 custodians, twenty state certified teachers, seven paraprofessionals, all are highly qualified, and one administrator.

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. Retention rate of highly qualified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LES has a high percentage of students receiving special services, such as Special Education, 504, ELL, reading intervention, and math intervention.

Student Learning

Student Learning Summary

Meetings are held once a month to discuss assessment and curriculum. Data is disaggregated by teachers, interventionists and the administrator for the purpose of instructional decision making and determining differentiated steps for students. Information is used to group students for intervention and enrichment purposes, as well as targeting objectives that were previously taught that are essential for meeting grade level standards. Multiple measures are used to include but are not limited to: DRA, Texas Primary Reading Inventory (TPRI), Curriculum Based Assessments, State of Texas Assessment of Academic Readiness (STAAR), NWEA MAP Testing and Unit Test.

STAAR results for students who are "Approaching Grade Level, or Above" are as follows:

3rd Grade:

Reading-80%

Math-80%

STAAR results for students who are "Meets Grade Level or Above" are as follows:

3rd Grade:

Reading-48%

Math-40%

STAAR results for students who are "Masters Grade Level" are as follows:

3rd Grade:

Reading-31%

Math-9%

Student Learning Strengths

1. Increased performance on TPRI in Kindergarten through second grade in all areas tested.
2. Increase in number of students meeting the grade level mark on Reading and Math.
3. TPRI Middle of the Year composite score increased across grade levels from last years BOY score

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many students in kindergarten and first grade did not properly socialize due to COVID, this is causing more time than usual to be spent on routines and procedures instead of academics. **Root Cause:** Covid, Students stayed home and could not go play with other kids.

Problem Statement 2: The math intervention program has less time dedicated per student than the reading intervention program. **Root Cause:** Schedules did not allow the flexibility Leonard Elementary
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of staff members like the reading schedules did.

School Processes & Programs

School Processes & Programs Summary

Leonard Elementary provides all teachers with an aligned curriculum to ensure that educators across the campus have a cohesive plan to guarantee all students have access to the required state standards and assured learning experiences. The curriculum, instruction, and assessment focus at Leonard Elementary is guided by the Texas Essential Knowledge and Skills, state standards, and the results of our campus assessments. Leonard Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment such as DRA, Reading Rotations, Istation, Think Through Math, and Brain Pop.

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 TPRJ, Pearson MyView, Go Math, Sharon Wells Math, the TEKS Resource System and campus/district benchmarks for formal assessments in kindergarten through 3rd grade. Prekindergarten uses CLI Engage for their formal assessment. All students are set up on SeeSaw for virtual learning as needed.

Our EL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is 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

Teachers meet in horizontal (grade level) teams as well as vertical (by subject for all grade levels) to ensure instructional alignment with the Texas Essential Knowledge and Skills (TEKS). The Positive Proof ID scanner, upgraded cameras, a security area, and a district police officer helps to ensure school safety. Leonard Elementary works to recognize students and staff through the Star Students, Golden Tickets, and attendance rewards for each month.

Leonard Elementary will focus on creating the following strengths:

1. Maximize instructional time
2. District/Campus goal alignment
3. A master schedule that maximizes the amount of time on instruction and ensure that special program times are addressed
4. Focus on virtual student needs and rigor of instruction to the same degree that in person students receive
5. Provide Chrome books for instructional purposes to students as needed

Problem Statements Identifying School Processes & Programs Needs

- Problem Statement 1:** EL students are not seeing the gains in language proficiency compared to the state average
- Problem Statement 2:** Having time built into the schedule for accelerated learning groups.
- Problem Statement 3:** Staff struggling to balance the rigor expectations of the TEKS and meeting students at their current level.

Perceptions

Perceptions Summary

Leonard Elementary will provide a positive and safe learning environment for students, staff, and faculty. The LISD adopted PBIS holds character expectations for all students and teachers. Students will practice our mission each day; with our focus character trait of the day. Students will be encouraged to take risks and learn through their own unique learning styles. Parents will be provided with several volunteer opportunities to support Leonard Elementary and the community it serves.

Leonard Elementary strives to promote various modes of communication (Facebook, the school web page, Remind, School Messenger, campus newsletter, SeeSaw, etc.) Several planned parent and PTL special events are being hosted throughout the school year (Bingo for Books, Fall Festival, Game Nights, etc.).

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 our School Officer, the Texas Highway Patrol, and city police who help contribute to the feeling of safety and security at school.
4. PTL volunteers
5. Processes to involve parents in planning, implementing and evaluating family involvement activities such as book fair and PTL activities

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals




Goal 1: Leonard ISD will receive 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 a80% of all students will meet the "meets grade level" standard on every portion of the state assessment in the 2021-2022 school year.

Evaluation Data Sources: State Assessment Report

Summative Evaluation: Some progress made toward meeting Objective

	Strategy 1 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Jan	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students performance on state assessment will improve in reading and math.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.6</p>						
	Strategy 2 Details			Reviews		
<p>Strategy 2: Provide supplementary ESL instruction to ELL students through interventionist and various programs, such as Brain Pop.</p> <p>Strategy's Expected Result/Impact: ESL students will be meets grade level standards or higher on state assessments.</p> <p>Staff Responsible for Monitoring: Classroom certified ESL teachers, ESL teacher, Principal</p> <p>Title I: 2.6</p>				0%	0%	

Strategy 3 Details		Reviews			
<p>Strategy 3: Teachers will plan interventions for SPED, Rtl, 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> <p>Strategy's Expected Result/Impact: Student performance on DIBELS and STAAR will increase.</p> <p>Staff Responsible for Monitoring: Teachers, principal</p> <p>Title I: 2.4, 2.6</p>	Nov	Jan	Mar	June	
	Formative				Summative
Strategy 4 Details					
<p>Strategy 4: Utilize qualified teachers and aide to continue Pre-K full day program.</p> <p>Strategy's Expected Result/Impact: Pre-K students will score at the benchmark level on CIRCLE.</p> <p>Staff Responsible for Monitoring: Principal</p>	Nov	Jan	Mar	June	
	Formative				Summative
Strategy 5 Details					
<p>Strategy 5: Continue to provide intervention, tutorials, and summer school.</p> <p>Strategy's Expected Result/Impact: Students will meet grade level standards on report card and will be promoted to the next grade level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Nov	Jan	Mar	June	
	Formative				Summative
Strategy 6 Details					
<p>Strategy 6: Utilize interventionist and aide for pull-out specialized programming with a focus on ESL, SPED, and Rtl students.</p> <p>Strategy's Expected Result/Impact: Meet the needs of special populations and provide supplemental assistance for underachieving students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p>	Nov	Jan	Mar	June	
	Formative				Summative
<p>0% No Progress  Accomplished  Continue/Modify  Discontinue</p>					

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

Performance Objective 2: Leonard Elementary teachers will ensure alignment in their lessons with written, taught, and assessed curriculum through weekly planning within their PLC by using backwards planning with the TEKS Resource System's Instructional Focus Documents.

Evaluation Data Sources: PLC notes, lesson plans

	Strategy 1 Details			Reviews		
				Formative		Summative
	Nov	Jan	Mar	Nov	Jan	Mar
<p>Strategy 1: 1. Teachers will hold weekly PLC meetings to ensure alignment with the standards and district curriculum</p> <p>Strategy's Expected Result/Impact: Student focused PLC RTI information updated and goals are reviewed, established</p> <p>Staff Responsible for Monitoring: Admin, general education teachers and special education teacher, interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>						
Strategy 2 Details			Reviews			
<p>Strategy 2: General education and special education teachers will collaborate on upcoming units at least once per six weeks grading period to ensure students are exposed to grade level TEKS while meeting the needs of each learner</p> <p>Strategy's Expected Result/Impact: Lesson plans, calendar</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.6</p>						
			Formative		Summative	
	Nov	Jan	Mar	Nov	Jan	Mar

Strategy 3 Details

Strategy 3: Grade level teams will meet in PLCs to monitor student growth and adjust instruction to the needs of each student.

Strategy's Expected Result/Impact: Calendar, PLC notes

Staff Responsible for Monitoring: Admin, teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

0%

No Progress



Accomplished



Continue/Modify



Discontinue

Reviews

Formative			Summative
Nov	Jan	Mar	June

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

Performance Objective 3: Teachers and administrators utilize available data to identify and track individual student academic growth.

Evaluation Data Sources: STAAR data, Aware Student data, classroom assessments, and RTI team documentation

Goal 2: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Performance Objective 1: Leonard Elementary School maintains a professional learning system for educator and leadership development focused on maximum growth and engagement by providing mentoring opportunities using T-TESS appraisal system, and monthly staff meetings embedded with professional development.

Evaluation Data Sources: T-Tess documentation
Campus and Professional Development Calendars
Professional Development sessions

Strategy 1 Details		Reviews			
Strategy 1: Provide new teachers with assistance and support from mentors and the district. Strategy's Expected Result/Impact: Retention of state certified and highly effective teachers Staff Responsible for Monitoring: Principal, mentor Title I: 2.5		Nov	Jan	Mar	Summative June
Strategy 2 Details		Reviews			
Strategy 2: Provide professional development once per grading period to provide time for teachers to plan vertically and discuss TEKS mastery. Strategy's Expected Result/Impact: PLC notes, Lesson Plans Staff Responsible for Monitoring: Admin Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals		Nov	Jan	Mar	Summative June
	0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

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





Evaluation Data Sources: T-TESS

Strategy 1 Details		Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased number of students meeting "meets grade level" and "masters grade level" on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Nov	Jan	Mar	Summative June	
	<p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p>				
					<p>✗ 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 Sources: Safety Audit, Surveys

Strategy 1 Details		Reviews		
Strategy 1: Work with local law enforcement to conduct fire drills, lock down drills, evacuation drills and other safety procedures. Strategy's Expected Result/Impact: Maintain student and staff safety in emergency situations. Staff Responsible for Monitoring: Principal		Formative	Formative	Summative
		Nov	Jan	Mar
				June
Strategy 2 Details		Reviews		
Strategy 2: Designate one week in October as Red Ribbon week focusing on anti-drug/anti-bullying awareness. Strategy's Expected Result/Impact: Decrease in bullying and/or aggressive behavior. Staff Responsible for Monitoring: Principal, Counselor		Formative	Formative	Summative
		Nov	Jan	Mar
				June
Strategy 3 Details		Reviews		
Strategy 3: Teach and practice acceptable hallway, restroom, and cafeteria behavior using PBIS lessons. Strategy's Expected Result/Impact: More orderly learning environment. Staff Responsible for Monitoring: Teachers		Formative	Formative	Summative
		Nov	Jan	Mar
				June
Strategy 4 Details		Reviews		
Strategy 4: Use the new fire alarm system for faster response times by emergency personnel. Strategy's Expected Result/Impact: Maintain student and staff safety in emergency situations Staff Responsible for Monitoring: Principal		Formative	Formative	Summative
		Nov	Jan	Mar
				June
0% No Progress  Accomplished  Continue/Modify  Discontinue 				

Goal 4: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

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

Evaluation Data Sources: Facebook post, School Messenger reports, Campus Newsletters

Strategy 1 Details		Reviews			
Strategy 1: Students will be asked to share their experience during morning announcements to bring awareness and application to each content area. Strategy's Expected Result/Impact: Announcements Staff Responsible for Monitoring: Admin Title I: 2.5		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will hold at least two parent/teacher conferences, either in person or by phone. Strategy's Expected Result/Impact: Increase parents' awareness of students' progress and gain parental support. Staff Responsible for Monitoring: Principal		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Develop parental involvement policy and compact and invite parents and the community to participate in Title 1 planning. Strategy's Expected Result/Impact: Increase parental and community involvement at the campus. Staff Responsible for Monitoring: Admin Title I: 4.1		Nov	Jan	Mar	June
0% No Progress		100% Accomplished			Continue/Modify
		 Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Scoggins	Interventionist	School Wide	
Lesa Ashworth	Teacher	Pre-K	
Marta Barth	Para-professional	Pre-K	
Melinda Campbell	Para-Professional	School Wide	

Campus Advisory Team

Committee Role	Name	Position
Administrator	Regina Blain	Principal
Classroom Teacher	Laura Westbrook	First Grade Teacher
Classroom Teacher	Misty Berry	Kindergarten Teacher
Classroom Teacher	DeAnna Carroll	Second Grade Teacher
Classroom Teacher	Andrea Scoggins	Reading Teacher
Paraprofessional	Melodi Fry	Para-Professional
District-level Professional	Nancy Zachary	District Nurse
Parent	Amber Dameron	Parent
Parent	Brandy Damesworth	Parent
Community Representative	Gaye Doyle	Community Member
Community Representative	Charlotte Garner	Community Member
Business Representative	Blaine Alexander	Business
Business Representative	Autumn Hooten	Business

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Regina Blain	Campus Principal
Classroom Teacher	Misty Berry	Kindergarten Teacher
Classroom Teacher	Laura Westbrook	1st Grade Teacher
Classroom Teacher	Shearer Sarah	Second Grade Teacher
Classroom Teacher	Andrea Scoggins	Reading Interventionist
Paraprofessional	Melodi Fry	Para-Professional
District-level Professional	Nancy Zachary	Nurse
Parent	Brandi Damesworth	Parent
Parent	Amber Dameron	Parent
Community Representative	Gaye Doyle	Community Member
Community Representative	Charlotte Garner	Community Member
Business Representative	Blaine Alexander	Bear Creek Store
Business Representative	Autumn Hooten	Autumn's Creations/Hooten Manufacturing

Leonard Elem	GT PIC 21	CTE PIC 22	Special Ed PIC 23	Comp Ed PIC 24,28,30	ESL PIC 25	Early Child PIC 36	Dyslexia PIC 37	CCMR PIC 38	Title I	Title II
Teachers	0.02	0.00	0.39	0.00	0.07	0.00	0.00	0.00	1.50	0.50
Teacher Aides	0.00	0.00	0.00	0.00	0.00			0.00		
Counselor	0.00	0.00	0.00	0.00	0.00			0.00		
TOTAL FTE	0.02	0.00	0.39	0.00	0.07	0.00	0.00	0.00	1.50	0.50
6100	\$1,299.00	\$0.00	\$28,362.00	\$262,418.00	\$3,914.00	\$118,128.00	\$65,185.00	\$0.00	\$100,000.00	\$16,416.00
6200	\$200.00	\$0.00	\$40,000.00	\$1,200.00	\$850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$300.00	\$0.00	\$4,000.00	\$5,200.00	\$1,000.00	\$425.00	\$1,000.00	\$0.00	\$0.00	\$0.00
6400	\$600.00	\$0.00	\$100.00	\$100.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$2,399.00	\$0.00	\$72,462.00	\$268,918.00	\$6,014.00	\$118,553.00	\$66,185.00	\$0.00	\$100,000.00	\$16,416.00

