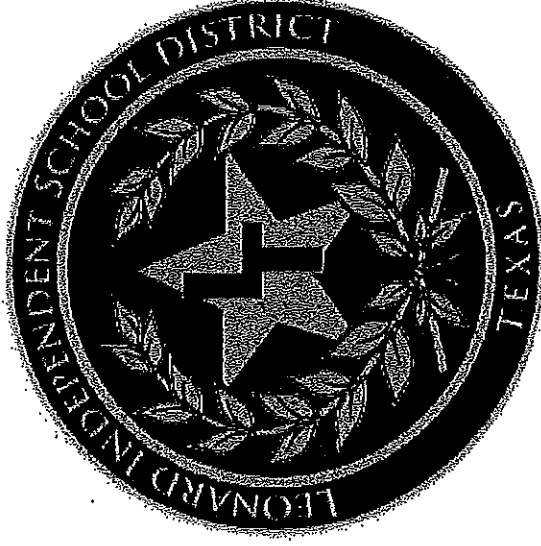


**Leonard Independent School District
Leonard Junior High
2022-2023 Campus Improvement Plan**



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

Demographics

Demographics Summary

Leonard Junior High is comprised of grades 6th through 8th. The current enrollment for Leonard Junior High is 202 students. The 2021-2022 school enrollment ended at 183. According to the 2022 Accountability Summary Data the percentage of Economically Disadvantaged students was 47.1 percent. The English Language Learners was 5.9 percent. The At-Risk students was 62.2 percent. The Gifted and Talented student percentage was 10.4. The student mobility rate was 13.9 percent. The percentage of students in Special Education was 12.6. The current number of staff which includes all teachers, teacher aids, custodial workers, and office personnel is 25. Leonard Junior High is located in the city of Leonard, Texas which is a rural community located in Fannin County.

Demographics Strengths

Leonard Junior High continues to evaluate all students including economically disadvantaged, special education, english language learners, and at-risk students through a variety of data assessment programs. The junior high currently administers formative assessments, unit assessments, benchmark testing, and Map testing for both reading and math. Leonard ISD scored an academic rating of B from the state of Texas. The junior high attained a accountability rating score of 79 which is just one point short of the B rating. The junior high scored an 80 in both school progress and academic growth which is an accountability rating score of B. Six of nine STAAR tests administered to students at the junior high had increased scores for the 2022 testing year. Seventh grade and eighth grade reading scores increased. Seventh grade and eighth grade math scores increased. Eighth grade science and social studies scores increased and the eighth grade algebra students had 100% passing scores. The home and social needs of students continue to be met by the school partnering with the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student performance levels have not increased to the expected levels for special education students. **Root Cause:** The learning gaps caused by the Covid pandemic are still a strong contributing factor in student progress.

Problem Statement 2: Student performance levels have not increased to the expected levels for English language learner students. **Root Cause:** The learning gaps caused by the Covid pandemic and continuing language barriers are strong contributing factors in student progress.

Student Learning

Student Learning Summary

Leonard Junior High students performed better on six of the nine STAAR tests administered in 2022. Seventh grade and eighth grade students outperformed the previous years scores in both math and reading. The eighth grade math students scored an impressive 97% passing rate on the math STAAR test. The eighth grade students outperformed the previous years scores in both science and social studies. The eighth grade algebra students scored a 100% passing rate for the 2022 testing year. The eighth grade students outperformed the previous years scores on all tested areas. Sixth grade reading scores were within three percentage points of the previous year. Sixth grade math scores were within seven percentage points of the previous year. Seventh grade math scores increased by 5% over the previous year. Special education and English language learners are still an area of concern. The junior high continues to use unit assessments and formative assessments that contain STAAR level material. The junior high is in its second year of implementing Map testing for math and reading at all grade levels to acquire more data.

6th grade Reading - Approaches - 78% Meets - 52% Masters - 30%

6th grade Math - Approaches - 78% Meets - 25% Masters - 8%

7th grade Reading - Approaches - 83% Meets - 62% Masters - 48%

7th grade Math - Approaches - 55% Meets - 17% Masters - 2%

8th grade Reading - Approaches - 88% Meets - 61% Masters - 32%

8th grade Math - Approaches - 97% Meets - 58% Masters - 26%

8th grade Science - Approaches - 80% Meets - 31% Masters - 10%

8th grade Social Studies - Approaches - 80% Meets - 14% Masters - 5%

8th grade Algebra - Approaches - 100% Meets - 57% Masters - 36%

Student Learning Strengths

Leonard Junior High continues to implement a intervention program that targets reading and math students that need extra support to be successful on the state assessment. This instruction takes place during the non-instructional activity period so it does not interfere with the student's core or elective classes. The junior high continues to serve students in special education in the regular classroom environment with inclusion support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The passing percentage on the 2022 state STAAR assessment for the 7th grade math was 55%. This is 5% higher than the previous years assessment score, but still not at the expected level. **Root Cause:** Students are still struggling from the gaps caused by the pandemic school years.

School Processes & Programs

School Processes & Programs Summary

Leonard Junior High continues to encourage parental and community involvement. The junior high provides a high number of extra-curricular activities such as junior high football, junior high volleyball, junior high basketball, junior high track and field, junior high cheerleading, junior high student government, junior high Beta club, junior high band and band concerts for students and parents to participate in. The junior high also holds a meet the teacher night at the beginning of the school year. The junior high participates in a fall festival which the community is encouraged to come out to.

School Processes & Programs Strengths

Leonard Junior High provides several methods to screen and identify students for a variety of intervention programs. Special education, 504 program, dyslexia and RTI programs are available to students in need. The junior high uses the Eduphoria software program to compile data for teachers that allow them to tailor their instructional curriculum to student needs. The teachers use unit assessments to strengthen and monitor student progress. The teachers use benchmark assessments to assess student need in core subject areas. The junior high ELAR teachers are incorporating the Empowering Writers program into the ELAR curriculum. The junior high uses the MAP testing program for both math and reading for data collection and grade level analysis. The ELAR teachers utilize the Istation software program to gather additional reading and writing data. The junior high has two high school credit courses in Algebra I and Principles of Agriculture. The junior high has honors classes available for both English Language Arts and Reading and Math. The junior high provides an intervention program for reading and math during the activity period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The junior high's need to prioritize and utilize data that is available to them in order to target instruction efficiently continues. **Root Cause:** Data gathered needs to be valid in order to be successfully utilized and implemented.

Perceptions

Perceptions Summary

School leadership continues to be involved with the staff, community, and students when decision-making for the school. Parent relationships and community relationships are developed by the school to ensure student progress. The school holds a campus improvement meeting for the staff, parents, and community members during the school year.

Perceptions Strengths

There is high student participation in the many activities offered at Leonard Junior High. These include junior high athletics, band concerts and competitions, junior high student government, UIL events, and junior high Beta club. The parents are provided opportunities to attend the many student activities as well as a CIP meeting, PTL meetings, and boys and girls athletic activities. The junior high utilizes a vast array of technology applications within instruction. The students at the junior high are one-to-one for technology, meaning all of the students have an individual chromebook computer.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Technology needs to continue to be implemented at all levels of instruction. **Root Cause:** Prior year technology capabilities have been limited.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student 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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: The junior high will receive a minimum accountability rating from the state of Texas of B on all campus metrics measured by state accountability guidelines.

Performance Objective 1: At the end of the 2023 school testing year, 90% of all students and each subgroup will meet or exceed the approaches or passing standard on each STAAR test.

Evaluation Data Sources: STAAR assessment

	Strategy 1 Details			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will continue to provide targeted intervention to students who were not successful on the STAAR assessment for math and reading in a non-instructional activity period.</p> <p>Strategy's Expected Result/Impact: Increase in the scores of students who are receiving the targeted instruction in math and reading.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				

Strategy 2 Details

Strategy 2: Maintaining special education students in the least restrictive environment and ensuring that students are receiving high quality teaching.

Strategy's Expected Result/Impact: Improved scoring on state and classroom assessments. High quality teacher instruction.

Staff Responsible for Monitoring: Teachers, Principal, SPED dept.

Title I:
2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy

Reviews

Formative			Summative
Nov	Jan	Mar	June

Strategy 3 Details

Strategy 3: A math interventionist will be utilized to help reinforce instruction and build foundational math skills to the students in need.

Strategy's Expected Result/Impact: Improve STAAR assessments in math for grades 6 through 8. Improve overall math comprehension for students in need.

Staff Responsible for Monitoring: Teachers, Math Interventionist, Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

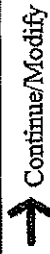
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy

Reviews

Formative				Summative
Nov	Jan	Mar	June	

Strategy 4 Details		Reviews			
<p>Strategy 4: Tutorial time is available for any At-Risk students to be able to receive targeted instruction time before or after school and during the summer.</p> <p>Strategy's Expected Result/Impact: Improved understanding of content in any subject area needed. Improved performance in content subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Nov	Jan	Mar	Summative June	
	Formative				
	Formative				
<p>Strategy 5 Details</p> <p>Strategy 5: Teachers will continue to monitor the progress of students that are economically disadvantaged, at-risk, and special education through programs like Istation and Map testing.</p> <p>Strategy's Expected Result/Impact: Improved academic performance provided from targeted intervention and instruction.</p> <p>Staff Responsible for Monitoring: Teachers, SPED teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>		Nov	Jan	Mar	Summative June
Formative					
Formative					






No Progress

Continue/Modify

Goal 1: The junior high will receive a minimum accountability rating from the state of Texas of B on all campus metrics measured by state accountability guidelines.

Performance Objective 2: At the end of the 2023 school testing year, the percentage of students obtaining mastery on the each STAAR assessment will increase 10 percentage points.

Evaluation Data Sources: STAAR assessment

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will continue to identify students for accelerated instruction and placement into honors classes.</p> <p>Strategy's Expected Result/Impact: Students receive higher level differentiated instruction in accelerated classes.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				
<p>0% No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>				

Goal 2: The junior high will educate it's students in a safe, positive, drug free, and conducive to learning environment.

Performance Objective 1: The junior high campus will provide a safe and positive learning environment for it's students.

Evaluation Data Sources: Documentation of strategies completed.





Strategy 1 Details		Reviews	
Strategy 1: The junior high campus will conduct weekly door sweep checks to ensure the building is secure. Strategy's Expected Result/Impact: Locked doors and safe school environment. Staff Responsible for Monitoring: Principal		Formative	Summative
		Nov	June
		Jan	Mar
Strategy 2 Details		Reviews	
Strategy 2: The junior high campus will conduct monthly safety drills following the Standard Response Protocols school safety program. Strategy's Expected Result/Impact: Preparing students for all types of safety situations when completed and practiced. Staff Responsible for Monitoring: Principal		Formative	Summative
		Nov	June
		Jan	Mar
Strategy 3 Details		Reviews	
Strategy 3: The district adding an additional school safety resource officer to help monitor and protect the campuses. Strategy's Expected Result/Impact: Better protection for all students on campus. Staff Responsible for Monitoring: School Resource Officer, Principal		Formative	Summative
		Nov	June
		Jan	Mar
Strategy 4 Details		Reviews	
Strategy 4: School guidance counselor providing positive character lessons to the students addressing topics such as bullying and school violence. Strategy's Expected Result/Impact: Better student behavior and social interaction between students leading to less discipline referrals. Staff Responsible for Monitoring: Counselor, Principal		Formative	Summative
		Nov	June
		Jan	Mar
Strategy 5 Details		Reviews	
Strategy 5: Drug testing program for all students who are participating in any UIL extra-curricular activities. Strategy's Expected Result/Impact: Testing of all participating students in UIL extra-curricular programs. Staff Responsible for Monitoring: Principal		Formative	Summative
		Nov	June
		Jan	Mar

Strategy 6 Details

Strategy 6: Students can use the districts anonymous reporting application StopIT to report any safety issues.

Strategy's Expected Result/Impact: Students being more comfortable reporting concerns creating a more positive learning environment.

Staff Responsible for Monitoring: Principal

		Reviews			
		Formative			Summative
		Nov	Jan	Mar	June
<p>No Progress  Accomplished   Continue/Modify  Discontinue</p>					

Goal 2: The junior high will educate it's students in a safe, positive, drug free, and conducive to learning environment.

Performance Objective 2: The junior high campus will continue to provide well rounded health education that promotes and encourages a balanced, healthy lifestyle.




Evaluation Data Sources: Documentation of offerings

Strategy 1 Details		Reviews		
Strategy 1: The junior high students will participate in required physical education classes that perform annual physical fitness evaluations and assessments. Strategy's Expected Result/Impact: Better physical and mental health for the students. Staff Responsible for Monitoring: Physical Education teachers, Health teachers, Principal		Formative	Summative	
	Nov	Jan	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: The junior high campus will provide mental health screenings for any students whose parents provide consent. Strategy's Expected Result/Impact: Students getting mental health screenings. Staff Responsible for Monitoring: Counselor	Formative	Summative		
	Nov	Jan	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: The junior high students will be provided drug awareness through Red Ribbon Week activities. Strategy's Expected Result/Impact: Student awareness of drugs and the impact on lives. Staff Responsible for Monitoring: Counselor, Principal	Formative	Summative		
	Nov	Jan	Mar	June
<input type="radio"/> No Progress		<input checked="" type="radio"/> Accomplished		<input checked="" type="checkbox"/> Discontinue
		<input type="checkbox"/> Continue/Modify		

Goal 3: The junior high will have certified teachers teaching all core academic classes and will deliver, through developed instruction strategies, high quality academic courses.

Performance Objective 1: The junior high will recruit certified teachers and staff for all positions.

Evaluation Data Sources: Verifying all certifications.

Strategy 1 Details		Reviews					
		Nov	Jan	Mar	June		
<p>Strategy 1: The junior high will post positions on sites to attract high quality applicants and engage in activities at educational job fairs.</p> <p>Strategy's Expected Result/Impact: Employ certified professionals in all content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning; Lever 5: Effective Instruction</p>							
<p>No Progress</p>		<p> Accomplished</p>		<p> Continue/Modify</p>		<p> Discontinue</p>	

Goal 4: The junior high, the parents, and the community will establish a partnership in the education of the junior high students that can be measured by attendance at school functions and community involvement.

Performance Objective 1: Build and maintain a positive relationship with the junior high PTL organization in order to meet common goals.

Evaluation Data Sources: PTL and school communication

Strategy 1 Details		Reviews		
<p>Strategy 1: Continue to partner with the junior high parents through PTL fundraisers, concession stands, meet the teacher night, parent volunteers, and any other means available.</p> <p>Strategy's Expected Result/Impact: Greater parent involvement in junior high activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative	Formative	Formative	Summative
	Nov	Jan	Mar	June
<p>Strategy 2 Details</p> <p>Strategy 2: The junior high will continue to provide communication avenues for our Spanish-speaking parents through the in-school provided translator.</p> <p>Strategy's Expected Result/Impact: More parent Spanish-speaking interaction with the junior high.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				
<p> <input type="radio"/> No Progress <input checked="" type="radio"/> Accomplished <input type="radio"/> Continue/Modify <input checked="" type="radio"/> Discontinue </p>				

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	William Onley	Principal
Classroom Teacher	Katie Cook	Teacher
Classroom Teacher	Dean Earls	Teacher
Classroom Teacher	Rodney Machaka	Teacher
Classroom Teacher	Bruce Elvington	Teacher
Business Representative	Gaye Doyle	Business Owner/Parent
Paraprofessional	Jessica Lewis	Aide
Classroom Teacher	Luke McCarley	Teacher
Parent	Krysten Wyatt	Parent
Counselor	Terie Sutton	Counselor

Addendums

Leonard

Leonard JH	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2022-23	PIC 21	PIC 22	PIC 23	PIC 24,28,30	PIC 25	PIC 36	PIC 37	PIC 38		
Teachers	0.12	0.23	0.99	2.08	0.03	0.00	0.00	0.00	0.00	0.00
Teacher Aides		0.00	2.18	0.14	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	0.00	0.00
TOTAL FTE	0.12	0.23	3.17	2.22	0.03	0.00	0.00	0.00	0.00	0.00
6100	\$883.85	\$16,466.97	\$198,770.00	\$136,148.69	\$2,332.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200	\$200.00	\$0.00	\$0.00	\$0.00	\$850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$200.00	\$0.00	\$3,700.00	\$8,200.00	\$500.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00
6400	\$755.00	\$0.00	\$200.00	\$1,500.00	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$2,038.85	\$16,466.97	\$202,670.00	\$145,848.69	\$3,982.50	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	William Onley	Principal
Classroom Teacher	Katie Cook	Teacher
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Business Representative	Gaye Doyle	Business Owner/Parent
Paraprofessional	Jessica Lewis	Aide
Classroom Teacher	Luke McCarley	Teacher
Parent	Krysten Wyatt	Parent
Counselor	Tenie Sutton	Counselor

