

# **Leonard Independent School District**

## **District Improvement Plan**

### **2024-2025**



# 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
District Processes & Programs .....	9
Perceptions .....	10
Priority Problem Statements .....	11
Goals .....	12
Goal 1: Leonard ISD will strive to receive a "B" on each campus and maintain a "B" or higher at the district level, measured by state accountability guidelines. ....	12
Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, thorough developed instructional strategies, high quality academic courses. ....	15
Goal 3: Leonard ISD will support learning in environments that are safe, positive, drug free, and conducive to learning, according to discipline data. ....	17
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. ....	21
District Improvement Committee .....	23
District Funding Summary .....	25
Addendums .....	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As of the 2023 TAPR report, Leonard ISD is a 3A district located in northeast Texas in Fannin County. It is a small, rural agricultural community. The demographic breakdown of the district is approximately: 814 students, 68.8% White, 22.5% Hispanic, 6.5% Two or More Races, 1.5% African American, .1% Asian, and .6% American Indian. The district serves approximately 59.3% of students who are Economically Disadvantaged, 6.1% of students who are English Language Learners, and 12.8% of students who receive Special Education. We have 100% graduation rate.

### Demographics Strengths

New elementary and CTE facilities will open in August 2025

Leonard ISD and Grayson College have partnered to offer Adult ESL night classes

Drop-out and completion rate at the high school

A large number of students participate in extracurricular activities

All campuses now have an active PTL

There are numerous opportunities for participation in school activities

Businesses are supportive of the district

Communication through school messenger, social media, and Remind

Teachers working extended days to tutor students when needed, before and after school

Quality staff development provided for individual teachers and vertical teams

Use of technology to facilitate teaching: including Display Boards in most classrooms

All facilities are well maintained and repairs are completed in a timely manner

All campuses are in close proximity resulting in collaboration and shared activities and events

Buildings and grounds are aesthetically pleasing and well-manicured

Chromebooks are available for all students on a 1:1 ratio

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** High percentage of students receiving special services, such as: Special Education, 504, and ESL. **Root Cause:** Increased number of newly enrolled students who receive special services and additional training is needed regarding the RTI process.

# Student Learning

## Student Learning Summary

Students are monitored regularly on all campuses with a data-based management system, Eduphoria. Staff is able to disaggregate data in different content areas and by student groups. Data is maintained for each student throughout the school career while here at Leonard ISD.

As of October 2024, the accountability ratings have been postponed until further notice.

In 2022, LISD scored a B on the accountability rating scale.

### 2023-2024 STAAR Performance Data

Grade Level and Subject	Approaches	Meets	Masters
3rd Reading	87% 72%-State	54% 46%-State	18% 20%-State
3rd Math	77% 68%-State	43% 40%-State	11% 15%-State
4th Reading	94% 79%-State	58% 49%-State	28% 22%-State
4th Math	87% 67%-State	57% 44%-State	21% 20%-State
5th Reading	85% 78%-State	55% 53%-State	32% 28%-State
5th Science	69% 58%-State	39% 28%-State	18% 11%-State
5th Math	79% 75%-State	45% 48%-State	19% 19%-State
6th Reading	85% 77%-State	57% 57%-State	13% 26%-State
6th Math	75% 72%-State	22% 39%-State	3% 14%-State
7th Reading	72% 74%-State	58% 54%-State	23% 29%-State
7th Math	64% 56%-State	21% 34%-State	2% 11%-State

Grade Level and Subject	Approaches	Meets	Masters
8th Reading	93% 81%-State	70% 56%-State	35% 29%-State
8th Math	75% 72%-State	40% 43%-State	13% 16%-State
8th Science	70% 70%-State	41% 44%-State	6% 17%-State
8th Social Studies	51% 60%-State	26% 33%-State	9% 17%-State
8th Algebra I	95% 81%-State	58% 43%-State	21% 24%-State
English I EOC	76% 70%-State	55% 52%-State	22% 16%-State
English II EOC	79% 75%-State	51% 58%-State	1% 9%-State
Algebra I EOC	82% 81%-State	12% 43%-State	0% 24%-State
Biology EOC	97% 91%-State	61% 56%-State	11% 19%-State
US History EOC	94% 96%-State	55% 69%-State	19% 37%-State

### Student Learning Strengths

We were equal to or higher than the state in the approaches category in 18 out of 21 grade level /subject area tests.

We were equal to or higher than the state in the meets category in 12 out of 21 grade level /subject area tests.

We were equal to or higher than the state in the masters category in 7 out of 21 grade level /subject area tests.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our meets and masters scores need to increase. **Root Cause:** The majority of intervention time, resources, and available staff are devoted to students who "did not meet" on the assessment. Alternative ways to differentiate and provide enrichment are needed to close gaps and increase student achievement for all students.

**Problem Statement 2:** The eighth grade social studies STAAR passing scores need improvement. **Root Cause:** Additional resources and strategies are needed for alignment and

engagement purposes.

## District Processes & Programs

### District Processes & Programs Summary

The district uses a variety of resources for instructional purposes. The district utilizes the TEKS Resource System as a guide for scope and sequence to achieve the vertical and horizontal aligned curriculum. The teachers have access to a variety of resources for lesson planning. Eduphoria is used across the district to analyze assessment data. Students are continuously progressed monitored through the Response to Intervention (RTI) process. Each campus has a separate time built into the master schedule to allow for intervention and enrichment for students. Teachers across the district participate in vertical team meetings both on-campus and between campuses in order to give input and ensure alignment of curriculum. Leonard ISD is recruiting teachers through the local colleges/universities and by attending job/teacher/career fairs and partnering with ESCs. A variety of programs and clubs are offered to students including: Gifted and Talented, UIL, Honor Choir, Physical Education, Robotics, Coding, Beta, Student Government, and Summer Enrichment. The administration and school board have evaluated the pay scale to be competitive within our area.

### District Processes & Programs Strengths

- A competitive pay scale with schools our size in the area
- TEKS Resources System
- Eduphoria
- Master Schedule for each campus allows for intervention and enrichment time
- Vertical curriculum meetings between all campuses and grade levels
- Many opportunities for extra-curricular activities
- Intervention resources available at each grade level
- Professional development and planning days are built in to district calendars

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Staff struggle to balance the rigor level of the TEKS and meeting students at their level. **Root Cause:** Lack of time and support staff to provide additional, targeted instruction to meet each students' individual needs.

# Perceptions

## Perceptions Summary

LISD believes that having a positive culture and climate across the district is an essential part of what makes Leonard a great place to be. Each campus offers a variety of activities from athletic events, band competitions, and one-act play participation. One way campuses increase positive culture is to provide many different clubs and organizations for students to participate in both during and after school. Some of these include Beta, Student Government, UIL, Robotics, Family, Career, and Community Leaders of America, Bass Fishing Team, Future Farmers of America, and Honor Choir. Every campus now has an active PTL organization which supports each campus by hosting events for families and students, fundraising to provide needed resources at each campus, and celebrates teachers and staff through luncheons and various activities throughout the year. LISD values feedback from families and community members and strive to communicate in many different ways. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, Remind, and campus and district newsletters.

## Perceptions Strengths

The campuses have been able to provide opportunities for parents, community, and business members to actively participate in school activities. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, Remind, and campus and district newsletters. LISD students are excelling in academic competitions and athletic events. The school board recognizes student achievement throughout the year during monthly school board meetings.





# Priority Problem Statements

# Goals

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

**Performance Objective 1:** By June 2025, 80% of all students will pass all portions of the state assessment and the "meets" and "masters" score across all grades and subjects will increase by 10%.





**Evaluation Data Sources:** STAAR results, Eduphoria, Lesson plans, Professional Development

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will analyze and monitor student data using district provided data sources. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will ensure alignment between TEKS, lesson plans, instruction, and assessment with the use of TEKS Resource System and other district provided resources. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver improved lessons that will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will use observational and assessment data to adjust Tier 1 instruction, as needed. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize supplemental programs, such as: Lexia, IXL, Zearn, TPRI, and Renaissance STAR tests to provide intervention and monitor progress. <b>Strategy's Expected Result/Impact:</b> Close the gap. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** By June 2025, our SPED and At-Risk populations will have a 10% increase in state assessment scores.





**Evaluation Data Sources:** STAAR results, Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each campus will implement targeted intervention time on their campus during the school day and offer tutoring before or after school. <b>Strategy's Expected Result/Impact:</b> Close the student achievement gap. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Interventionists	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers, aides, and interventionists will provide intervention and tutoring support for students. <b>Strategy's Expected Result/Impact:</b> Close the student achievement gap. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ESL students will utilize online ESL program, Lexia English, targeting listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> ESL students will have opportunities to build their knowledge of the English language in order to close the achievement gap. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Teachers will deliver rigorous and relevant curriculum through innovative instructional strategies to engage all learners.

**Evaluation Data Sources:** Observation, Professional Development, Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principals and the curriculum director will complete learning rounds together to observe teaching and learning across the campus. <b>Strategy's Expected Result/Impact:</b> Align expectations for rigor and content area strategies and provide support to teachers in need. <b>Staff Responsible for Monitoring:</b> Administrators and Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Appraisers will utilize walk- through and observation forms through T-Tess to monitor teacher implementation of TEKS and TRS. <b>Strategy's Expected Result/Impact:</b> Teachers will be evaluated on the use of TEKS and its impact on learning. <b>Staff Responsible for Monitoring:</b> Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers across the district will participate in vertical alignment meetings and professional development. <b>Strategy's Expected Result/Impact:</b> Vertically align expectations for rigor and content area strategies. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Dual-credit classes will continue to be offered at the high school. <b>Strategy's Expected Result/Impact:</b> Expand opportunities for LISD students through rigorous curriculum and innovative teaching strategies. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Funding Sources:</b> - 289 - Title IV, Part A-SSAEP	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, thorough developed instructional strategies, high quality academic courses.

**Performance Objective 1:** LISD will hire staff that are state certified and highly effective in teaching students through best practice, research-based strategies.

**Evaluation Data Sources:** Region Service Centers, Lesson plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Language Arts teachers will be certified as ESL teachers. <b>Strategy's Expected Result/Impact:</b> Students will receive instruction from teachers that have been trained and certified in ESL. <b>Staff Responsible for Monitoring:</b> Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers who serve Gifted and Talented students attend 30 hours of professional development in order to receive a GT certificate. Then, attend 6 hours of additional "GT" professional development annually. <b>Strategy's Expected Result/Impact:</b> Gifted students will receive instruction from teachers who have been trained in specific instructional strategies to meet their needs. <b>Staff Responsible for Monitoring:</b> Administrators, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leonard ISD will continue to offer "New Teacher Mentor Program" for first year teachers and new to Leonard teachers. <b>Strategy's Expected Result/Impact:</b> Increase efficacy of new teachers Decrease the turn-over rate of new teachers Increase campus culture <b>Staff Responsible for Monitoring:</b> Curriculum Director, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will participate in professional development throughout the school year and during the summer to enhance mastery of the curriculum and increase student achievement. <b>Strategy's Expected Result/Impact:</b> Teachers will have professional development for instructional strategies that will increase student learning.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 1:** All students will be involved with activities to promote drug and bully free school environments.

**Evaluation Data Sources:** Scheduled campus activities





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campuses will participate in Red Ribbon week with activities to promote drug-free and bully-free zones. <b>Strategy's Expected Result/Impact:</b> Students will be educated in a drug-free and bully-free school environment. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide programs for cyber safety, drug prevention, fentanyl prevention, suicide prevention, conflict resolution, and dating violence prevention to appropriate age levels. <b>Strategy's Expected Result/Impact:</b> Students will be able to make better choices which creates a more positive learning environment. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

**Performance Objective 2:** Each campus will support and promote a safe and positive learning environment.

**Evaluation Data Sources:** Incentives  
PBIS  
surveys  
guidance lessons  
drop-out rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campuses will implement drills according to the Standard Response Protocol. <b>Strategy's Expected Result/Impact:</b> The campus will be trained in procedures for drills. <b>Staff Responsible for Monitoring:</b> Principals, School Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The SHAC committee will organize a parent and student education on health and wellness for the community. <b>Strategy's Expected Result/Impact:</b> There will be increased opportunities for parents to participate and be involved with the school. <b>Staff Responsible for Monitoring:</b> Nurse, Food Service Director, Administrators, SHAC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide CPI training and updates to campus teams annually. <b>Strategy's Expected Result/Impact:</b> Campus teams will be trained to help provide a more positive learning environment. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Each campus will ensure weekly door checks. <b>Strategy's Expected Result/Impact:</b> Campus staff and students will be safe. <b>Staff Responsible for Monitoring:</b> Administrators, LISD Police Officers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> District and campus staff will use the program "Alertus" to communicate safety concerns. <b>Strategy's Expected Result/Impact:</b> Increased time to implement safety protocol in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Technology Director, LISD Police Officers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Each campus has staff members trained in the Guardian program. <b>Strategy's Expected Result/Impact:</b> Campus staff and students will be safe. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students complete a weekly online check-in called Pulse to reflect their mental, social, and physical well-being. <b>Strategy's Expected Result/Impact:</b> Identify students quickly who might need help <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Leonard ISD will maintain a high attendance rate, at or above 97%.

**Evaluation Data Sources:** Daily attendance rate





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incentives for attendance will be rewarded each six weeks across the district for both students and staff. <b>Strategy's Expected Result/Impact:</b> Motivate and encourage daily attendance to promote a conducive learning environment. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**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:** Leonard ISD will strive to increase parent and community involvement through communication and school-sponsored activities.

**Evaluation Data Sources:** Parent Surveys, parent attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All campuses will host school related events outside of school hours to provide opportunities for parent and community involvement. <b>Strategy's Expected Result/Impact:</b> Parents will be more involved with the school resulting in positive relationships. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses will participate in college/career activities with regular activities on campus along with virtual and in-person College/Career Fairs. <b>Strategy's Expected Result/Impact:</b> Parents, students, and community members will learn more about careers and college expectations, grant and financial aid opportunities, and/or career opportunities. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campuses will disseminate state assessment results in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Parents will be informed of student performance on state assessment resulting in better communication. <b>Staff Responsible for Monitoring:</b> Administrators, Testing Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use letters, newsletters, local newspaper, staff meetings, faculty meetings, district marquee, board meetings, social media, and student events to recognize achievements publicly. <b>Strategy's Expected Result/Impact:</b> LISD achievements will be recognized publicly which will result in positive communication with stakeholders. <b>Staff Responsible for Monitoring:</b> Administrators, Technology department	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> LISD will provide parents and community members awareness of online and internet safety, including social media, sexual abuse/ sex trafficking, and gun safety. <b>Strategy's Expected Result/Impact:</b> LISD partners will be educated in technology safety and signs of maltreatment of children that will result in a safer environment for LISD students. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> LISD will continue to partner with Region 10 and TEA to offer the Title 3 Engagement Series virtual events three times a year for our English Learner families. <b>Strategy's Expected Result/Impact:</b> Increase communication and engagement with our English Learner families. <b>Staff Responsible for Monitoring:</b> Curriculum Director and Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> LISD will continue to partner with Grayson College to offer Adult ESL classes to families of LISD students and other Leonard residents. <b>Strategy's Expected Result/Impact:</b> Increase communication with our English Learner families. <b>Staff Responsible for Monitoring:</b> Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# District Improvement Committee

Committee Role	Name	Position
Member	Brad Maxwell	Superintendent
Member	Lisa Jones	Curriculum Director
Member	Misty Berry	Teacher
Member	Melodi Fry	Paraprofessional
Member	Kerbi Alexander	Nurse
Member	Trevor Williams	Teacher
Member	Rob Brown	Teacher
Member	Rodney Machaka	Teacher
Member	Alichia Brackett	Teacher
Member	Donna Branch	Special Education
Member	Jennifer Mendez	Paraprofessional
Member	Chris Elvington	Special Education
Member	Ashley Lopin	Counselor
Member	Cheryl Bollin	Teacher
Member	Shana Bennett	Other
Member	Emily McCarley	Interventionist
Member	Rhonda Adamson	Elem./Inter. Assistant Principal
Member	Sarah Day	Elem./Inter. Principal
Member	Alec Kyle	Teacher
Member	Luke McCarley	Teacher
Member	Bruce Elvington	Teacher
Member	Jessica Lewis	Paraprofessional
Member	Terie Sutton	Counselor
Member	Bill Onley	Junior High Principal
Member	Pam McCarley	Librarian
Member	Mandy Bennett	Secretary
Member	Megan Hornberger	Teacher

Committee Role	Name	Position
Member	Greg Connelly	Teacher
Member	Brandon Bennett	Teacher
Member	Corrie Evans	Teacher
Member	Erin McGill	Teacher
Member	Sara Anderson	Special Education
Member	Matthew Bush	Teacher
Member	Kacie Littrell	Counselor
Member	Brian Lewis	High School Principal
Member	Blaine Alexander	Business Representative
Member	Chelsi Riley	Business Representative
Member	Kayla Mullins	Parent
Member	Whitney Shaw	Parent
Member	Gaye Doyle	Community Representative
Member	Craig Adamson	Community Representative

# District Funding Summary

289 - Title IV, Part A-SSAEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00

# Addendums

## Leonard

Leonard ISD	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2024-2025	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	Pic 36	PIC 37	PIC 38		
Teachers	0.69	6.12	3.80	0.90	1.30	0.00	0.00	1.50	2.25	0.84
Teacher Aides	0.00	0.00	3.07	3.60	0.20	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	0.00	0.00
<b>TOTAL FTE</b>	<b>0.69</b>	<b>6.12</b>	<b>6.87</b>	<b>4.50</b>	<b>1.50</b>	<b>0.00</b>	<b>0.00</b>	<b>1.50</b>	<b>2.25</b>	<b>0.84</b>
<b>6100 (999)</b>	\$0.00	\$0.00	\$101,005.00	\$1,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>6200 (999)</b>	\$0.00	\$0.00	\$15,000.00	\$0.00	\$1,500.00	\$0.00	\$250.00	\$0.00	\$0.00	\$0.00
<b>6300 (999)</b>	\$0.00	\$750.00	\$16,500.00	\$150.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>6400 (999)</b>	\$0.00	\$2,500.00	\$350,250.00	\$150.00	\$0.00	\$0.00	\$2,550.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$0.00	\$3,250.00	\$482,755.00	\$1,700.00	\$6,500.00	\$0.00	\$2,800.00	\$0.00	\$0.00	\$0.00
<b>Campus Totals</b>	\$51,210.00	\$709,956.00	\$549,282.00	\$1,038,417.00	\$23,280.00	\$264,240.00	\$79,627.00	\$83,124.00	\$150,971.00	\$20,091.00
<b>Total</b>	<b>\$51,210.00</b>	<b>\$713,206.00</b>	<b>\$1,032,037.00</b>	<b>\$1,040,117.00</b>	<b>\$29,780.00</b>	<b>\$264,240.00</b>	<b>\$82,427.00</b>	<b>\$83,124.00</b>	<b>\$150,971.00</b>	<b>\$20,091.00</b>
<b>Leonard 24-25 STATE SPECIAL PROGRAMS MOE</b>										
<b>PIC</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24/28/30</b>	<b>25</b>	<b>36</b>	<b>37</b>	<b>38</b>		
	<b>GT</b>	<b>CTE</b>	<b>SE</b>	<b>Comp Ed</b>	<b>ESL</b>	<b>Early Child</b>	<b>Dyslexia</b>	<b>CCMR</b>	<b>Title I</b>	<b>Title II</b>
Appropriation	\$51,210.00	\$713,206.00	\$1,032,037.00	\$1,040,117.00	\$29,780.00	\$264,240.00	\$82,427.00	\$83,124.00	\$150,971.00	\$20,091.00
Allotment	\$16,497.00	\$994,189.00	\$1,186,915.00	\$769,153.00	\$27,720.00	\$80,080.00	\$43,736.00	\$3,000.00	\$150,971.00	\$28,702.00
Direct Cost	\$16,497.00	\$546,803.95	\$652,803.25	\$423,034.15	\$15,246.00	\$80,080.00	\$43,736.00	\$3,000.00	Balanced	Balanced
Compliant/Non-Comp	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant		
Shortage	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		

<b>Title IV</b>
0.00
0.00
0.00
<b>0.00</b>
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
\$11,353.00
<b>\$11,353.00</b>
<b>Title IV</b>
\$12,932.00
\$11,353.00
Balanced

# District Improvement Committee

Meeting Date: November 1, 2024 at 12:00 p.m.

LHS Library

Committee Role	Name	Position	Signature
Member	Brad Maxwell	Superintendent	Brad Maxwell
Member	Lisa Jones	Curriculum Director	Lisa Jones
Member	Misty Berry	Teacher	Misty Berry
Member	Melodi Fry	Paraprofessional	Melodi Fry
Member	Kerbi Alexander	Nurse	
Member	Trevor Williams	Teacher	Trevor Williams The 1st
Member	Rob Brown	Teacher	Rob Brown
Member	Rodney Machaka	Teacher	Rodney Machaka
Member	Alicia Brackett	Teacher	Alicia Brackett
Member	Donna Branch	Special Education	Donna Branch
Member	Jennifer Mendez	Paraprofessional	Jennifer Mendez
Member	Chris Elvington	Special Education	Chris Elvington
Member	Ashley Lopin	Counselor	Ashley Lopin
Member	Cheryl Bollin	Teacher	Cheryl Bollin
Member	Shana Bennett	Other	Shana Bennett
Member	Emily McCarley	Interventionist	Emily McCarley
Member	Rhonda Adamson	Elem./Inter. Assistant Principal	Rhonda Adamson
Member	Sarah Day	Elem./Inter. Principal	Sarah Day
Member	Alec Kyle	Teacher	
Member	Luke McCarley	Teacher	Luke McCarley
Member	Bruce Elvington	Teacher	
Member	Jessica Lewis	Paraprofessional	Jessica Lewis
Member	Terie Sutton	Counselor	Terie Sutton
Member	Bill Onley	Junior High Principal	Bill Onley

Committee Role	Name	Position	Signature
Member	Pam McCarley	Librarian	
Member	Mandy Bennett	Secretary	<i>Mandy Bennett</i>
Member	<del>Megan</del> Megan Hornberger	Teacher	<i>Megan Hornberger</i>
Member	Greg Connelly	Teacher	
Member	Brandon Bennett	Teacher	<i>Brandon Bennett</i>
Member	Corrie Evans	Teacher	
Member	Erin McGill	Teacher	
Member	Sara Anderson	Special Education	<i>Sara Anderson</i>
Member	Matthew Bush	Teacher	<i>Matthew Bush</i>
Member	Kacie Littrell	Counselor	
Member	Brian Lewis	High School Principal	<i>Brian Lewis</i>
Member	Blaine Alexander	Business Representative	
Member	Chelsi Riley	Business Representative	
Member	Kayla Mullins	Parent	<i>Kayla Mullins</i>
Member	Whitney Shaw	Parent	<i>Whitney Shaw</i>
Member	Gaye Doyle	Community Representative	<i>Gaye Doyle</i>
Member	Craig Adamson	Community Representative	<i>Craig Adamson</i>

*Elizabeth Bratton* Parent

*Elizabeth Bratton*