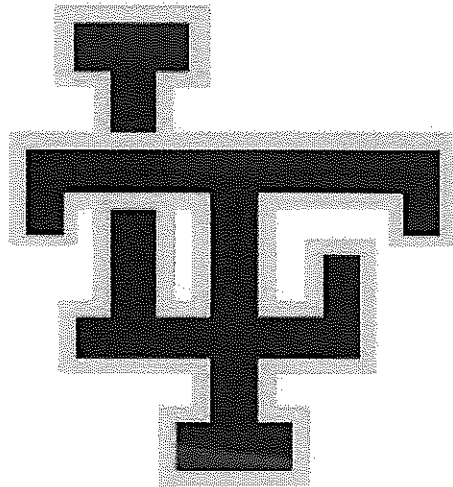


**Leonard Independent School District**  
**Leonard Intermediate**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**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 Intermediate School, located in Leonard, Texas, is a fourth and fifth grade campus comprised of approximately 120 students. The enrollment at Leonard Intermediate School has declined over the past year. The Intermediate School has many educational opportunities including, programs for gifted students, UIL, book club, physical education, and fine arts. LIS currently has seven full time teachers, five part time teachers, one counselor, and two instructional aides to help meet the needs of our students. LIS is comprised of White, Hispanic, African American, and American Indian students, and approximately 65% of students are economically disadvantaged. The percent of English Language Learners continues to increase and is currently at 6.5%. The mobility rate during the current year is 11.6%.

### Demographics Strengths

Leonard Intermediate School has the following demographics strengths:

- Ongoing monitoring of students including all subgroups
- Most teachers are ESL certified
- Diverse Population

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Very few students are exiting the ESL program

**Problem Statement 2:** Increase parental involvement to create consistency across ethnicities.

## Student Academic Achievement

### Student Academic Achievement Summary

Leonard Intermediate met standard in all areas on student achievement, school progress, and closing the gaps.

- School Achievement Domain: The percentage of students at or above "approaches" on the STAAR in all subjects increased from 59% in 2016-2017 to 73% in 2017-2018. The percentage of students at or above "meets" in all subjects on the STAAR increased from 30% in 2016-2017 to 34% in 2017-2018.
- School Progress Domain: The percentage of students making progress increased from 56% in 2016-2017 to 63% in 2017-2018.

### Student Achievement: % of Students At Each Performance Level

	2016-2017 Approaches	2017-2018 Approaches	2016- 2017 Meets	2017- 2018 Meets	2016-2017 Masters	2017-2018 Masters
4th Grade Reading	69	75	39	32	27	17
4th Grade Math	53	66	29	23	11	12
4th Grade Writing	47	59	16	23	3	2
5th Grade Reading	76	81	36	43	17	17
5th Grade Math	72	81	36	42	17	12
5th Grade Science	44	67	14	32	3	11

### Student Academic Achievement Strengths

- Student participation on STAAR is 100%..
- Gains were made in student achievement, school progress, and closing the gaps.
- Grade Level Performance target was met for economically disadvantaged students in reading.
- Academic growth targets were met for the following subgroups: all students in reading, Hispanic in reading, economically disadvantaged in reading,

non-continuously enrolled in reading.

- Student achievement targets were met for EL's and students receiving Special Education Services. EL's and SpEd were two of our main focal points during the 2017-2018 school year.

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

**Problem Statement 1:** Intervention programs/strategies are needed to meet the needs of At-Risk and economically disadvantaged students.

**Problem Statement 2:** Passing rate is below 60% in writing.

**Problem Statement 3:** The percentage of all students in all subjects at meets grade level standard or above is 34%.

**Problem Statement 4:** The percentage of all students in all subjects at masters grade level standard or above in 14%.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Leonard Intermediate School's staff are highly qualified and participate in PLCs throughout the year to improve instruction. PBIS has been implemented to improve student behavior. Leonard Intermediate School offers many programs to enrich students' education such as Gifted and Talented, Book Club, Honor Choir, student led Bible study, physical education, and fine arts.

### **School Processes & Programs Strengths**

- All staff are highly qualified
- Teachers participated in PLC's throughout the year to address needs
- Implemented targeted instruction and support for students in danger of failing

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Professional development is needed for writing and literacy.

**Problem Statement 2:** Professional development is needed for science.

## **Perceptions**

### **Perceptions Strengths**

- Parent attendance has increased at activities
- Parent satisfaction/involvement survey at over 86%
- Many opportunities were offered to include parents and other family members at school

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Bullying and internet safety awareness are needed to proactively reduce bullying problems.

**Problem Statement 2:** We would like parents to take a leadership role and help organize activities.

# 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
- State and federal planning requirements

## Accountability Data

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

## 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, 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
- Homeless data



- Gifted and talented 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
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

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

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals



**Goal 1: Leonard ISD will be "Met Standards" on each campus and at the district level, measured by state accountability guidelines.**

**Performance Objective 1:** Leonard Intermediate School will meet state performance standards for all subgroups in all content areas.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Leonard Intermediate school will use AWARE to disaggregate data and identify areas of improvement, remediation, and enrichment.</p>	2.4, 2.5, 2.6	Campus Principal, Teachers	Teachers will be able to identify students' strengths and weaknesses for re-teaching, monitoring, extension, and intervention.				
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>2) Leonard Intermediate will utilize intervention resources and provide training based on campus needs, specifically for literacy and writing across the curriculum.</p>	2.4, 2.5, 2.6	Campus Principal	The teachers will have better knowledge of how to meet the needs of individual students.				
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will participate in PLCs to research and develop strategies for effective instructional practices.</p>	2.4, 2.5, 2.6	Campus Principal	Student performance will increase.				

<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4</p> <p>4) Teachers will continue to use TRS as a guide for curriculum scope and sequence.</p>	2.4, 2.5, 2.6	Campus Principal, teachers	The number of students meeting standard will increase.				
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**Goal 1:** Leonard ISD will be "Met Standards" on each campus and at the district level, measured by state accountability guidelines.

**Performance Objective 2:** Leonard Intermediate will ensure academic success for all students. Through the provision of supplementary services and aids and a free and appropriate education, all students groups will meet or exceed the state targets.

**Evaluation Data Source(s) 2:** Report cards, teacher feedback, state assessment results, dyslexia assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Teachers will provide appropriate instruction for students in special programs through intervention and tutorials.</p>	2.4, 2.5, 2.6	Campus principal, teachers	Performance gaps will close and students will be successful in grade-level content through the use of accommodations, modifications, and supplementary aids.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Leonard Intermediate will use targeted intervention and continue RTI using the 3 Tier process for identifying struggling students.</p>	2.4, 2.5, 2.6	Campus principal, RTI coordinator, teachers	Students identified for needing RTI intervention will make progress in identified weaknesses.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>3) Leonard Intermediate will provide supplemental help for students below the passing standard in writing.</p>	2.4, 2.5, 2.6	Campus principal, writing teachers	Students will make progress toward meeting the passing standard.				

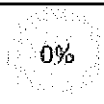
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>4) Leonard Intermediate will provide supplemental help for students below the passing standard in science.</p>	2.4, 2.5, 2.6	Campus principal, science teachers	Students will make progress toward meeting the passing standard.				
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>5) Leonard Intermediate will provide professional development through Region 10, Eduhero, FCSSA, and district training. We will continue to monitor strategies to promote continuous improvement in Special Education, Dyslexia, 504, GT, and ESL programs.</p>	2.4, 2.5, 2.6	Campus principal, Teachers, LPAC, ARD committee	Students will be successful in grade-level content through the use of accommodations, modifications, and supplementary aids.				
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>6) Leonard Intermediate will provide professional development through Region 10 workshops, ELA consultant mentoring/coaching, and PLC's. We will continue to monitor instructional strategies and vertical alignment to promote continuous improvement in writing.</p>	2.4, 2.5, 2.6	Campus principal, ELA teacher	Students will be successful in grade-level content.				
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>7) Leonard Intermediate will provide professional development through Region 10 workshops, Science consultant mentoring/coaching, and PLC's. We will continue to monitor instructional strategies that address all learning styles and promote continuous improvement in science.</p>	2.4, 2.5, 2.6	Principal, Science teacher	Students will be successful in grade-level content.				



= Accomplished



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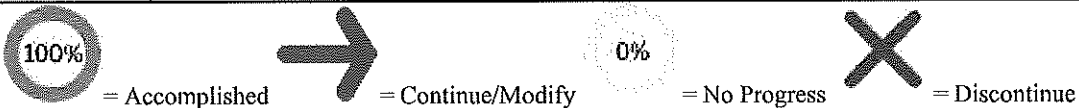
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**Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers and 100% state certified staff will be maintained.**

**Performance Objective 1:** Leonard Intermediate will hire certified, qualified and dedicated staff from different cultural and ethnic backgrounds.

**Evaluation Data Source(s) 1:** Retention rate, walk-throughs, observations, teacher performance, student performance

**Summative Evaluation 1:**

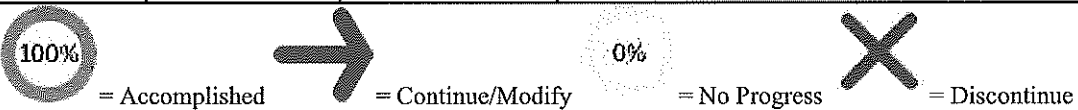
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Continue to implement the Texas Teacher Evaluation and Support System (TTESS) that incorporates student growth as required by the state.	2.4, 2.5, 2.6	Campus Principal	Walk-through and observation data that focus on growth.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7  2) Teacher and administrator turnover rate will be equal to or lower than the district average.		Campus Principal	Campus retention rate and school climate will increase.				
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  3) Implement the district mentoring program to support new staff.		Campus principal, mentors	Teachers feel better supported by administration and more prepared to meet campus expectations.				
<b>Targeted Support Strategy</b> PBMAS <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  4) Provide professional development through Region 10 workshops and consultants for writing, reading, science, and math. Data talks will continue after every district assessment.	2.4, 2.5, 2.6	Campus principal	Retention rate increases, teachers feel prepared for their specific content area, and supported from campus administration.				
							

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

**Performance Objective 1:** The safe, drug free and bullying programs in place for the school year will decrease the amount of discipline referrals by 10%.

**Evaluation Data Source(s) 1:** Discipline referrals, drill documentation

**Summative Evaluation 1:**

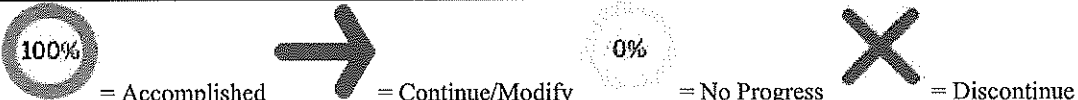
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Fire drills, evacuations, and other safety procedures will be conducted.		Campus principal, teachers	Students will be educated in a safe learning environment.				
<b>Critical Success Factors</b> CSF 6 2) Drug awareness/anti-bullying program will be implemented which will include Red Ribbon Week activities, high school buddies, and one minute check-ins.		Campus principal, counselor, teachers	Students will be educated in a safe, drug-free environment.				
<b>Critical Success Factors</b> CSF 6 3) Positive Behavior Interventions and Supports will continue to be used to support a positive learning environment.	2.5	Campus principal, teachers, PBIS team	Students will be educated in a positive learning environment.				
<b>Critical Success Factors</b> CSF 6 4) Provide online safety lessons through Learning.com to proactively prevent cyberbullying and promote appropriate internet usage.		Principal, teachers, and technology paraprofessional	Students will be educated in a positive learning environment.				
							

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

**Performance Objective 2:** Leonard Intermediate will maintain a high attendance rate, at or above 95%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6 1) Attendance will be recognized every 6wks and at the end of the year.		Campus Principal, secretary	The attendance rate will remain high.				
<b>Critical Success Factors</b> CSF 4 CSF 5 2) Leonard Intermediate will partner with Children's Health Pediatric group to provide in-school virtual doctor appointments.		Campus principal, secretary, nurse	Fewer students will need to leave for doctor's appointments, and attendance rates will remain high.				
<b>Critical Success Factors</b> CSF 4 CSF 5 3) Leonard Intermediate will notify parents of absences.	2.5	Campus principal, secretary, teachers	School messenger will send automated calls to parents. Text messages and/or emails can also be sent through the parent portal. The attendance rate will remain high.				
							



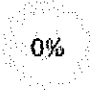



**Goal 4: Parents and Community will be partners in the education of students in Leonard ISD.**

**Performance Objective 1:** Leonard Intermediate will strive to increase parent and community involvement through communication and school sponsored activities.

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

**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) Continue publishing a monthly newsletter and calendar, website, and weekly news.</p>		Campus principal, secretary, teachers	Parents will be informed about school activities and learning objectives.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Increase parent attendance at STAAR nights, movie nights, parent involvement meetings, and other school activities by varying the times and communication methods.</p>	3.2	Campus principal, teachers	Parents will be involved in their child's education through learning about content area curriculum.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Continue using multiple modes of communication including email, phone calls, Class Dojo, Remind, School Messenger, and weekly behavior calendars.</p>		Campus principal, teachers	Parents will have communication about school and learning activities.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) The school will update the Parent and Family Engagement Policy on a yearly basis with input from staff, parents, community members, and business representatives. This will be distributed to parents at the beginning of each school year.</p>	3.1	Campus principal, secretary	The school and parents will have a stronger partnership.				
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## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers will provide appropriate instruction for students in special programs through intervention and tutorials.
1	2	2	Leonard Intermediate will use targeted intervention and continue RTI using the 3 Tier process for identifying struggling students.
1	2	3	Leonard Intermediate will provide supplemental help for students below the passing standard in writing.
1	2	4	Leonard Intermediate will provide supplemental help for students below the passing standard in science.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Terie Sutton	Interventionist	Title I	

## 2018-2019 Campus Site-Based Commitee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sarah Day	Principal
Non-classroom Professional	Judy Williams	Counselor
Classroom Teacher	Jackie Hammonds	Teacher
Classroom Teacher	Trevor Williams	Teacher
Classroom Teacher	Emily McCarley	Teacher
Classroom Teacher	Rebecca Winslow	Teacher
Classroom Teacher	Nicole Taylor	Teacher
Classroom Teacher	Bethani Knight	Teacher
Paraprofessional	Junie Green	Paraprofessional
Community Representative	Terri Dunn	
Business Representative	Betsy Blevins	
Business Representative	Vicki McAngus	
Parent	Michelle Gimeno	
Parent	Brandi Scallions	
Community Representative	Sandra Sims	

## 2018-2019 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sarah Day	Principal
Non-classroom Professional	Judy Williams	Counselor
Classroom Teacher	Jackie Hammonds	Teacher
Classroom Teacher	Trevor Williams	Teacher
Classroom Teacher	Emily McCarley	Teacher
Classroom Teacher	Rebecca Winslow	Teacher
Classroom Teacher	Nicole Taylor	Teacher
Classroom Teacher	Bethani Knight	Teacher
Paraprofessional	Junie Green	Teacher
Community Representative	Terri Dunn	
Business Representative	Betsy Blevins	
Business Representative	Vicki McAngus	
Parent	Michelle Gimeno	
Parent	Brandi Scallions	
Community Representative	Sandra Sims	

# Addendums

Sheet1

Leonard Int 2018-19	GT	Special Ed	Comp Ed	ESL	Title I
	PIC 21	PIC 23	PIC 24,28	PIC 25	
	Teachers	0.040	0.670	1.179	
Teacher Aides		0.603	0.722		
Counselor					
<b>TOTAL FTE</b>	<b>0.040</b>	<b>1.273</b>	<b>1.901</b>	<b>0.072</b>	
6100	\$1,932.00	\$56,426.00	\$56,206.00	\$2,660.00	\$ 33,574.00
6200	\$200.00	\$0.00		\$850.00	
6300	\$200.00	\$2,200.00	\$6,500.00	\$1,020.00	
6400	\$800.00	\$200.00	\$0.00	\$100.00	
<b>Total</b>	<b>\$3,132.00</b>	<b>\$58,826.00</b>	<b>\$62,706.00</b>	<b>\$4,630.00</b>	<b>\$33,574.00</b>

Sheet1

Leonard MS  
2018-19

Title I

	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
Teachers	0.009	0.989	1.200	0.019
Teacher Aides		1.830		
Counselor				
<b>TOTAL FTE</b>	<b>0.009</b>	<b>2.819</b>	<b>1.200</b>	<b>0.019</b>
6100	\$681.00	\$116,412.00	\$77,529.00	\$1,095.00
6200	\$200.00	\$0.00		\$850.00
6300	\$200.00	\$3,700.00	\$9,900.00	\$500.00
6400	\$355.00	\$200.00	\$0.00	\$300.00
<b>Total</b>	<b>\$1,436.00</b>	<b>\$120,312.00</b>	<b>\$87,429.00</b>	<b>\$2,745.00</b>

\$250.00

\$250.00



Sheet1

<b>Leonard HS</b>	<b>GT</b>	<b>CTE</b>	<b>Special Ed</b>	<b>Comp Ed</b>	<b>ESL</b>	<b>HS Allot</b>
<b>2018-19</b>	<b>PIC 21</b>	<b>PIC 22</b>	<b>PIC 23</b>	<b>PIC 24,28</b>	<b>PIC 25</b>	<b>PIC 31</b>
Teachers	0.129	4.406	1.000	1.780	0.031	1.550
Teacher Aides	0.000		1.865	0.989		
Counselor						
<b>TOTAL FTE</b>	<b>0.129</b>	<b>4.406</b>	<b>2.865</b>	<b>2.769</b>	<b>0.031</b>	<b>1.550</b>
6100	\$6,415.00	\$241,777.00	\$120,766.00	\$127,260.00	\$1,840.00	\$101,493.00
6200	\$200.00	\$600.00	\$0.00		\$850.00	
6300	\$200.00	\$42,350.00	\$3,700.00	\$3,450.00	\$200.00	\$52,000.00
6400	\$1,150.00	\$27,700.00	\$200.00	\$200.00	\$100.00	
<b>Total</b>	<b>\$7,965.00</b>	<b>\$312,427.00</b>	<b>\$124,666.00</b>	<b>\$130,910.00</b>	<b>\$2,990.00</b>	<b>\$153,493.00</b>

Title I	Title IV
\$250.00	
	\$10,000.00
\$250.00	\$ 10,000.00