

Leonard Independent School District
Leonard Elementary
2024-2025 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 Elementary School is a pre-kindergarten through third grade campus comprised of approximately 234 students located in Leonard, Texas. Leonard Elementary has many educational opportunities for students, in

Leonard Elementary is comprised of the following Ethnic Distribution:

African American: 2.1%

Asian: 0.04%

Hispanic: 23.1%

White: 67.5%

Two or More Races: 7.3%

The town of Leonard is on the edge of growth. Housing additions are scheduled for Leonard in the near future. Our new elementary will be open in August 2025.

Served through Special Education: 11.1%

Leonard Elementary staff members consist of: 1 shared counselor, 1 shared nurse, 1 secretary, 3 food service ladies, 2 custodians, 14 state certified teachers, shared PE coach, eight paraprofessionals several of which shared with other campuses and monitor buses, two shared dylexia therapists, one shared math interventionist, and two shared reading interventionists

Demographics Strengths

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

Attendance rate is consistently above 95%.

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.

Problem Statement 2: Staff need to continue to be educated on cultural differences and working with English Language Learners.

Student Learning

Student Learning Summary

Meetings are held once every six weeks 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 TEKS. Multiple measures are used to include but are not limited to: Texas Primary Reading Inventory (TPRI), CLI, Lexia, STAR AR Diagnostic Assessment, Curriculum Based Assessments, State of Texas Assessment of Academic Readiness (STAAR), and Unit Tests.

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

STAAR	Approaches	Meets	Masters
2023-2024 Reading	87%	58%	18%
2022-2023 Reading	82%	50%	16%
State Average	72%	46%	20%
2023-2024 Math	80%	47%	10%
2022-2023 Math	90%	64%	20%
State Average	68%	40%	15%

Student Learning Strengths

LES met or exceeded the state average in % of students receiving approaches in the following subjects: 3rd grade reading and 3rd grade math.

LES met or exceeded the state average in % of students receiving meets in the following subjects: 3rd grade reading and 3rd grade math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intervention programs/strategies are needed to meet the needs of our white, Hispanic, and high focus groups. **Root Cause:** Struggling students have been traditionally referred to special education instead of provided intervention through RTI.

Problem Statement 2: More students need to receive meets or masters on the STAAR test. **Root Cause:** Tier 1 instruction has been focused on average students and not differentiated to meet the needs of our higher and lower students.

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.

TEKS 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 TPRI, HMH Phonics, MyView, 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.

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 two district police officers helps to ensure school safety. Leonard Elementary works to recognize students and staff through Students of the Month, Tiger Tickets, and attendance rewards each six weeks for staff.

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

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. LES will teach a character trait each month. 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 (Fall Festival, Grandparent Game Nights, Dyslexia Parent Information Sessions, etc.).

Perceptions Strengths

1. Parent participation in campus events is high.
2. We have programs such as Student of the Month and Friday tiger ticket drawings that promote and encourage positive student behaviors.
3. We have frequent visits by our two School Officers who help contribute to the feeling of safety and security at school.
4. PTL volunteers celebrate our school staff.
5. Processes to involve parents in planning, implementing, and evaluating family involvement activities such as book fair and PTL activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New families need to be better informed of how to get involved and how to facilitate campus information as well as becoming a part of the community.

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented 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
- School safety data
- Enrollment trends

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
- T-TESS data

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 meet state performance standards for all subgroups in all content areas.

Evaluation Data Sources: State Assessment Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Leonard Elementary School will use AWARE to disaggregate data and identify areas of improvement, remediation, and enrichment. Teachers in grades 3, will document data on the data analysis sheet after every assessment. Teachers will track data for our high focus group to improve Domain 3.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to identify students' strengths and weaknesses for reteaching, monitoring, extension, and intervention.</p> <p>Staff Responsible for Monitoring: Teachers, principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leonard Elementary will utilize intervention resources and provide training based on campus needs, specifically for literacy and writing across the curriculum.</p> <p>Strategy's Expected Result/Impact: The teachers will have better knowledge of how to meet the needs of individual students.</p> <p>Staff Responsible for Monitoring: Principals, curriculum director, and interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher will continue to use TRS (TEKS Resource System) as a guide for curriculum scope and sequence. The YAG, IFD, and assessments will be used in every content area with the exception of math.</p> <p>Strategy's Expected Result/Impact: The number of students scoring "meets' or above will increase.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers in grades 2-3 will use Sharon Wells as a resource for math. The scope and sequence has been altered to better meet the needs of our students.</p> <p>Strategy's Expected Result/Impact: The number of students scoring "meets" or above will increase.</p> <p>Staff Responsible for Monitoring: Math teachers, interventionists, principals, and curriculum director</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize qualified teachers and aide to continue Pre-K full day program.</p> <p>Strategy's Expected Result/Impact: Pre-K students will score "on track" by the end of the year on the CIRCLE Progress Monitoring Assessment.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 will ensure academic success for all students. Through the provision of supplementary services and aids and a free and appropriate education, all student groups will meet or exceed state targets.

Evaluation Data Sources: Progress monitoring assessment on Lexia, STAR Renaissance, CLI Engage, Take Flight, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Leonard Elementary will provide appropriate instruction for students in special programs through Tiger Time. Students will receive intervention or extension as appropriate. Students will also be given access to tutorials and summer school.</p> <p>Strategy's Expected Result/Impact: Performance gaps will close and students will be successful in grade-level content through the use of accommodations, modifications, and supplementary aids.</p> <p>Staff Responsible for Monitoring: Campus principal, RTI coordinator, Interventionists, Special education teacher, Dyslexia therapists, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leonard Elementary will use targeted intervention and RTI using the 3 Tier process for identifying struggling students.</p> <p>Strategy's Expected Result/Impact: Students identified for needing RTI intervention will make progress in identified weaknesses.</p> <p>Staff Responsible for Monitoring: Campus principals, RTI coordinators, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Leonard Elementary will provide professional development through Region 10, Eduhero, FCSSA, and district training. We will continue to monitor strategies to promote continuous improvement for students in Special Education, Dyslexia, 504, GT, and EB programs.</p> <p>Strategy's Expected Result/Impact: Students will be successful in grade-level content through the use of accommodations, modifications, and supplementary aids.</p> <p>Staff Responsible for Monitoring: Campus principals, teachers, LPAC members, ARD committee members, 504 coordinator, dyslexia teachers, and curriculum director.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
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Goal 1: Leonard ISD will receive a "B" on each campus and at the district level, measured by state accountability guidelines.

Performance Objective 3: 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			
<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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: General education teachers will share their lesson plans with the special education teachers and interventionists. They will collaborate on previous and upcoming units to review and preload vocabulary and content.</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	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Leonard Elementary will provide professional development through Region 10, Eduhero, FCSSa, and district training. We will continue to monitor strategies to promote continuous improvement for students in Special Education, Dyslexia, 504, GT, and EB programs. Grade level teams will have data meetings with the administrators to monitor student growth and adjust instruction to the needs of each student.</p> <p>Strategy's Expected Result/Impact: Students will be successful in grade-level in grade-level content through the use of accommodations, modifications, and supplementary aids.</p> <p>Staff Responsible for Monitoring: Campus principals, teachers, LPAC, ARD committee, 504 coordinator, dyslexia teachers, curriculum director</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Leonard Elementary will provide professional development through Region 10 workshops, district training, and data-driven meetings. We will continue to monitor instructional strategies and vertical alignment to promote continuous improvement in ELAR.</p> <p>Strategy's Expected Result/Impact: Students will be successful in grade-level content.</p> <p>Staff Responsible for Monitoring: Principals, ELA teachers, and curriculum director</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


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

Evaluation Data Sources: Retention rate, walk-throughs, observations, teacher performance, student performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement the Texas Teacher Evaluation and Support System (TTESS) that incorporates student growth as required by the state. New teachers to the district received a refresher or full six-hour training depending on their knowledge and experience with TTESS.</p> <p>Strategy's Expected Result/Impact: Walk-through and observation data that focus on growth.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the district mentoring program to support new staff. Mentors were assigned a required minimum of mentoring hours based on the mentee's years of experience. Substitute teachers were provided for mentors to push in to the classrooms so mentees can receive immediate support and one-on-one support.</p> <p>Strategy's Expected Result/Impact: Teachers feel better supported by administration and more prepared to meet campus expectations.</p> <p>Staff Responsible for Monitoring: Campus principals, mentors, curriculum director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development through Region 10 workshops and consultants with ELAR, science, and math. Data talks will continue after every district assessment. Lead teachers will be implemented to help with the dissemination of information.</p> <p>Strategy's Expected Result/Impact: Retention rate increases, teachers feel prepared for their specific content area, and supported from campus administration</p> <p>Staff Responsible for Monitoring: Campus principals, curriculum director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Evaluation Data Sources: Discipline referrals, drill documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Fire drills, evacuations, and other safety procedures will be conducted as mandated by the state. Strategy's Expected Result/Impact: Students will be educated in safe learning environment. Staff Responsible for Monitoring: Campus principals, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Drug awareness /anti-bullying program will be implemented which will include Red Ribbon Week activities, Beta Buddies, StopIT online bullying report, and open door policy. Strategy's Expected Result/Impact: Students will be educated in a safe, drug free environment. Staff Responsible for Monitoring: Campus principals, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Positive Behavior Interventions and Support (PBIS) will continue to be used to support a positive learning environment. Strategy's Expected Result/Impact: Students will be educated in positive learning environment. Staff Responsible for Monitoring: Campus Principals, Teachers, PBIS team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide online safety lesson through Learning.com to proactively prevent cyberbullying and promote appropriate internet usage. Learning.com provides technology lessons that are TEKS aligned.</p> <p>Strategy's Expected Result/Impact: Students will be educated in positive learning environment.</p> <p>Staff Responsible for Monitoring: Campus Principals, teachers, technology director, and technology paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Leonard Elementary will utilize the security vestibule to increase safety and security on the campus.</p> <p>Strategy's Expected Result/Impact: Students will be educated in a safe and secure learning environment.</p> <p>Staff Responsible for Monitoring: Campus Principals, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Leonard Elementary will utilize School-Based Children's Health Telebehavioral Health Care to help our students manage stress and other emotions.</p> <p>Strategy's Expected Result/Impact: Students will receive action planning, psychological education, and short-term counseling.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Leonard Elementary will do weekly door sweeps. All interior doors of instructional areas will remain locked and latched. All exterior doors will remain locked and latched.</p> <p>Strategy's Expected Result/Impact: Students will be educated in a safe environment.</p> <p>Staff Responsible for Monitoring: Campus Principals and LES resources officers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Leonard Elementary will implement new social and emotional lessons and monthly character traits. Classwide and Linewize Student Pulse programs monitor students' online search activity and provide mental health check-ins.</p> <p>Strategy's Expected Result/Impact: Increase in attendance, higher grades, fewer discipline referrals, and student confidence.</p> <p>Staff Responsible for Monitoring: Counselor and Campus Principals</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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 Elementary will strive to increase parent and community involvement through communication and school sponsored activities.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue publishing a monthly newsletter, calendar, and regularly update the website. Strategy's Expected Result/Impact: Parents will be informed about school activities and learning objectives. Staff Responsible for Monitoring: Campus principals, secretary, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parent attendance at school activities by varying the time and communication methods. A recommendation will be made to the district calendar committee to include parent/teacher conference days. Strategy's Expected Result/Impact: Parents will be involved in their child's education through learning about content area curriculum. Staff Responsible for Monitoring: Campus principals, teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue using multiple modes of communication including in person conferences, email, phone calls, Facebook, Zoom, Class Dojo, Remind, and School Messenger. Staff members will make positive phone calls or send positive notes home. Dates and times of conferences should be varied to meet the needs of parents' schedules. Strategy's Expected Result/Impact: Parents will have communication about school and learning activities. Staff Responsible for Monitoring: Campus principals, teachers, secretary</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The school will update the Parent and Family Engagement Policy and Compact 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> <p>Strategy's Expected Result/Impact: The school and parents will have a stronger partnership.</p> <p>Staff Responsible for Monitoring: Campus principals, secretary</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Leonard ISD will partner with the Texas Education Agency to support our emergent bilingual (EB) through three virtual events. LISD will also partner with Grayson County College to provide Adult ESL classes.</p> <p>Strategy's Expected Result/Impact: Parents will be educated to increase their English skills, academic performance, and become active participants in the education of their children.</p> <p>Staff Responsible for Monitoring: Curriculum director, ESL coordinator, Principals, Translator</p>	Formative			Summative
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2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Trevor Williams	5th Grade Teacher
Business Representative	Daretha Hooten	Daretha's Daycare
Paraprofessional	Justina Majeau	Paraprofessional
Classroom Teacher	Nicole Taylor	4th Grade Teacher
Administrator	Sarah Day	Principal
Administrator	Rhonda Adamson	Assistant Principal
Classroom Teacher	Donna Branch	Special Education Teacher
Classroom Teacher	Chris Elvington	Special Education Teacher
Classroom Teacher	Rob Brown	5th Grade Teacher
Classroom Teacher	Emily McCarley	Interventionist
Classroom Teacher	Cheryl Bollin	3rd Grade Teacher
Classroom Teacher	Susan Bowen	2nd Grade Teacher
Business Representative	Autumn Hooten	Daretha's Daycare
Business Representative	Ashley Runyan	Nolen's Home Market
Community Representative	Craig Adamson	Community Member
Community Representative	Wendy Fojick	Community Member
Parent	Amy Harris	Parent
Parent	Tiffany Wren	Parent
District-level Professional	Kerbi Alexander	Nurse
Paraprofessional	Melodi Fry	Paraprofessional
Classroom Teacher	Laura Westbrook	1st Grade Teacher
Classroom Teacher	Misty Berry	Kindergarten Teacher

Addendums

Leonard

Leonard Elem										
2024-2025	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
	PIC 21	PIC 22	PIC 23	PIC 24,28,30	PIC 25	PIC 36	PIC 37	PIC 38		
Teachers	0.10	0.00	1.00	0.00	0.70	0.00	0.00	0.00	1.50	0.50
Teacher Aides	0.00	0.00	0.00	2.80	0.20			0.00		
Counselor	0.00	0.00	0.00	0.00	0.00			0.00		
TOTAL FTE	0.10	0.00	1.00	2.80	0.90	0.00	0.00	0.00	1.50	0.50
6100	\$7,895.00	\$0.00	\$83,483.00	\$753,795.00	\$9,354.00	\$254,240.00	\$63,008.00	\$0.00	\$105,679.00	\$20,091.00
6200	\$200.00	\$0.00	\$28,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$750.00	\$0.00	\$2,050.00	\$1,450.00	\$500.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00
6400	\$1,250.00	\$0.00	\$100.00	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$10,095.00	\$0.00	\$113,633.00	\$755,245.00	\$10,254.00	\$264,240.00	\$64,008.00	\$0.00	\$105,679.00	\$20,091.00