

2016-17 CEIP for 061-Leonard MS

061-Leonard MS

Principal: Cathy Williams

Leadership Director: Steven Johnson

Accountability Status

Improvement Required

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2016-2017 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

the Fort Worth ISD School Board;

the Texas Education Code;

No Child Left Behind;

Title I, Part A; and

the School Improvement Program.

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your Learning Network leadership team.

[Click here to see the full Guide to Campus Assurances](#)

SBDM Members

Name	Role
Stephanie Applewhite	Teacher
Glenn Baird	Community Rep
John Castro	Business Rep
April DiCarlo	Teacher
Keith Haliburton	Campus Non-Tch Prof
Liffert Hobley	Parent
Deloris James	Teacher
Clara Jones-Mitchell	Dist Emp Relations Council Rep
Blanca Lopez	Campus Non-Tch Prof
Brenda Thomas	Teacher
	Select
	Select
Karen Van Eaton	Campus Non-Tch Prof
Teresa Watkins	Teacher
Eva Williams	District-level Staff
Scott Williams	Parent
	Select
	Select
	Select
	Select

Fort Worth ISD

Preparing all students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary for 2016-2017

Campus: 061-Leonard MS

Principal: Cathy Williams

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	Principal Dashboard
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds	
Demographics	1.	Diverse student population. 51% H, 37% AA, 12% W	1.	AA students account for 37% of population but 60% of the discipline.	1.	De-escalation Training for staff
	2.	Teacher Demographics- 37% AA, 23% H, 40% W	2.	Identify students that need BIPs/Student Support Plans for behavior (RTI)	2.	Reduce discipline referrals for AA & SPED (disproportionality)
	3.	School-wide Cultural Awareness, Education, and Celebrations by both staff & students	3.	Grade Level Mtgs are necessary every 3 weeks to identify struggling students and begin RTI for TIER 2 & 3 students. (Review 360 & Edugence for behavior & academic improvement)	3.	Training and implementation of Respect Agreements
Student Achievement	1.	In Writing 49% of all students met standard, 44% AA, 33%ELL, 20% SPED. In SS our AA +11%, SPED +19%. In Science AA +8%, +19% SPED, +7% White. In reading grade 6 AA +10%, +14% SPED,	1.	All STAAR tested subjects decreased. -2 Science, -7 SS, -3 Writing, -8 math, -4 reading. In math 47% of all students met standard, 37% AA, 36% ELL, 22% SPED. In reading 59% of all students met standard, 56%AA, 34%ELL, 30% SPED. In SS 43%of all students met standard, 42%AA, 10%ELL, 32% SPED. In Science 65% of all students met standard, 56% AA, 41% ELL, 42% SPED	1.	Direct Interactive Instruction Model training for entire staff. (Goal- Increase ALL Students Lexiles scores 200 points)
	2.	Passing Rates all students 91%, AA 87%, White 88%, 6th grade 93%, 7th 88%, 8th 92%.	2.	40% of students are reading below grade level according to Istation reports	2.	Increase rigor in the classroom so that STAAR scores will correlate to classroom grades.

	<p>3. Spanish Placement tests given to 6th graders numerous Pre-AP Spanish classes created, Biology section 16-17, Music & Band sections based on ability level not grade level.</p>	<p>3. Intensive Reading and Enhanced Math courses built into Master Schedule (double dip highest need students: SPED/ELL, Language Center)</p>	<p>3. Enhance Professional Learning Communities (PLCs) for all core contents to increase collaboration and rigor in all classrooms by utilizing 7-Steps, KAGAN, & Q-TEL strategies.</p>
<p>School Culture and Climate</p>	<p>1. Increased communication to all stakeholders (letters, calendars, Facebook, website, phone calls, parent portal, etc.</p>	<p>1. Opportunities for Teacher Leadership- Implement Teacher Cadres aligned to the critical success factors to increase leadership, ownership, sustainability and capacity building of all stakeholders.</p>	<p>1. Increase student participation in clubs and organizations.</p>
	<p>2. Student Focus Groups, Honor Roll Celebrations, Top Readers Celebrated, Longhorn Pride each Six Weeks, Longhorn Loot</p>	<p>2. Lack of consistency: school-wide systems in place throughout the year and follow through (procedures, discipline, attendance)</p>	<p>2. Encourage teacher leadership and committee participation to connect teachers to events.</p>
	<p>3. School-wide awards ceremony, Athletic Banquet</p>	<p>3. Over 1100+ entries in Review 360 but fewer than 10-12 student plans created, 10-15% of students failing across grade levels but only 5% of teachers put academic plans into Edugence.</p>	<p>3. Review 360 & Edugence training for more follow through and monitoring.</p>
<p>Staff Quality/ Professional Development</p>	<p>1. Ongoing PD by staff and specialist, ongoing planning b/w specialist and content area teachers, IT Specialist conducted several campus trainings for staff and students.</p>	<p>1. PD for all teachers to use literacy strategies across the content areas.</p>	<p>1. PLC Learning Walks conducted monthly by all CORE departments monitoring that "non-negotiables" are in place. Feedback provided to classroom teachers visited during the learning walks.</p>
	<p>2. Increased ELL awareness, more teachers getting ESL certified, ELL Prof. Dev. Consistently provided in faculty mtgs and PLCs. 7-Steps campus-wide implementation.</p>	<p>2. PD to increase student engagement, academic rigor, critical thinking, and differentiated instruction, and formative assessment.</p>	<p>2. IB training for more teachers.</p>

	<p>3. 20 staff members attended 2 Day Conference in Hurst in June (instructional strategies to increase student engagement, motivation, creativity, and activate the brain, memory, and learning) 10 staff members attended 2 Day IB training in Irving. 3 teachers are attending TRC with ESC XI (100 PD hours w/cadre coaching)</p>	<p>3. PD to increase use of technology in the classroom. Early PD for teachers to disaggregate student data to identify individual student needs.</p>	<p>3. Hiring teachers with content degrees and certifications.</p>
<p>Curriculum, Instruction, and Assessment</p>	<p>1. 11 new positions (social worker, CTE teachers, Go-Center CCRC, ALD specialist, Lang. Center teachers, curriculum specialists.</p>	<p>1. Increased critical thinking, differentiated instruction, academic rigor</p>	<p>1. Accomodations (SPED/ELL) need to be in place within the few 2 weeks of school, so that teachers and students are aware of their accomodations.</p>
	<p>2. SPED inclusion teachers are assigned to one content area and are able to plan with the co-teacher.</p>	<p>2. Fidelity to curriculum frameworks, pacing, and PLCs.</p>	<p>2. Implementing STAAR testing practices all year. Reviewing rosters, accomodations, special groupings prior to benchmarks.</p>
		<p>3. Increase implementation of 7 Steps to a Language Rich Classroom (lang. acquisition, lang. development across contents)</p>	<p>3. Increased application of IB practices. Increased use of teacher technology and websites.</p>
<p>Family and Community Involvement</p>	<p>1. Increased parent involvement (Sweetheart breakfast, donuts for dads, 8th grade counselors meetings, etc.)</p>	<p>1. Increase PTA membership and parental involvement.</p>	<p>1. Parent education courses (PTA, PTO)</p>
	<p>2. Special population parent events (SPED/ELL/Lang. Center)</p>	<p>2. Increase parent portal accounts.</p>	<p>2. Active Family and Community Specialist in partnership with the College and Career Readiness Coach, and FWAS program.</p>
	<p>3. Strong Community Partnerships (Moritz, Capstone Church, Western Hills Church of Christ, etc.)</p>	<p>3. Create monthly newsletter to increase communication and to inform parents of upcoming events/opportunities.</p>	<p>3. Open library and computer lab for parent use and provide them technology training as well.</p>
<p>School Context and Organization</p>	<p>1. School layout allows for grade levels to be clustered in separate locations throughout campus.</p>	<p>1. Systems and processes (new enrollees, accomodations, RTI, supplies, etc)</p>	<p>1. Structural improvements throughout the campus.</p>
	<p>2. Data Driven scheduling allows for us to meet student needs (more Pre-AP classes, smaller class sizes, intervention classes) and allows for common department planning.</p>	<p>2. PD for faculty to use technology/universal management system more effectively.</p>	<p>2. Training on Access Control Entry.</p>

	<p>3. Utilizing One Drive as a universal management system (calendar, lesson plans, forms, trackers for attendance, tutoring, new enrollees, etc.)</p>	<p>3. Create a School Portfolio Binder that has multiple data sets (School report card, STAAR scores, attendance rating, assessment calendar, comprehensive needs assessment, Staff Roster, School map, school demographics, school discipline data, surveys, etc)</p>		
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2016-17 CEIP for 061-Leonard MS

Budget Summary

Principal: Cathy Williams

Leadership Director: Steven Johnson

Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	GRAND TOTAL budgeted in CEIP
Tier I Instruction	87,500	0	0	0	0	0	\$ 87,500
Middle Grade Math	11,750	0	0	0	0	0	\$ 11,750
College and Career Readiness	100	0	0	1,000	0	0	\$ 1,100
Professional Development	4,000	0	0	1,240	0	0	\$ 5,240
Campus Needs Assessment	0	0	0	0	0	0	\$ -
TOTAL	\$ 103,350	\$ -	\$ -	\$ 2,240	\$ -	\$ -	\$ 105,590
Allocations	181,711	-	-	97,695	-	-	-
Percent Budgeted	NA	NA	NA	2%	NA	NA	NA

Compensatory Education Fund - FTEs

2016-17 CEIP for 061-Leonard MS

Tier I Instruction Action Plan

Principal: Cathy Williams

Leadership Director: Steven Johnson

District	Goal: 1. Increase Student Achievement
Strategic Plan	Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy Strategy: 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure: 1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on tier one instruction and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 4	SPED	Grade Level & Department Planning of Tier 1 Lessons with goal of 80% mastery of learning.	Teachers	Weekly				
1, 3, 4, 9	SPED	Common Formative Assessments (such as plickers, Quizizz to assess Mastery of Learning)	Dept Chair, Admin	Weekly				
2, 8, 10	LEP	Evaluate and receive feedback regarding Student Work (during PLCs & Grade Level Meetings)	Teachers	Monthly				
1,2,9, 10	LEP	ALD Specialist will work with teachers of LEP students in a coaching model as well as 100% implementation of 7 Steps to provide strategies and interventions to meet the needs of ELs.	Teachers	Weekly				
1, 2, 9, 10	LEP	Analyze Data in PLCs and Content Meetings using common data analysis tool.	All Staff, Data Analyst, APs, Principal	Daily/ Weekly	PLC	Title I	\$70,000	Data Analyst F/T position
1, 2,	LEP	Learning Walks/Classroom Observations	Core Depts, CLT, Dept Chairs, All Teachers	Monthly				
1, 2, 9	SPED	Teachers will follow the lesson model "I DO, WE DO, YOU Do"	All Teachers	Weekly				
1, 2, 4, 9	LEP	ALD Specialist and Reading Specialist will train teacher Differentiation in the Classroom (EX: 7 Steps to Lang Rich Classroom) to maximize learning for subgroups (ELL, SPED, GT, Econ Dis)	Teachers, LPAC, Reading Specialist, SPED Tchr, ALD Specialist	Daily Instruction/ Weekly Lesson Plans	Faculty Mgt			
1, 2, 9, 10	SPED	Achieve 3000 will be implemented whole school with ELA 2x/wk and SS and Science 4x/month.	SS, Sci, ELA teachers	Weekly	PLC	Other		
1,2,3,4,9	LEP	Instructional support in the classroom for Social Studies and Language Center classrooms using push-ins and pull-outs from highly qualified tutors.	Teachers, Tutors	Weekly	PLC	Title I	\$5,500	
1, 2, 9	SPED	Lesson Plan Feedback (for Tier 1 instruction/rigor, differentiation, and formative assessment)	Administrative Team	Weekly				
1, 2, 3, 9	SPED	Saturday Camps for Core Tested Subjects	Teachers, Dept Chairs, Admin	Monthly	Saturday	Title I	\$6,000	
1, 2, 3, 9	SPED	Weekly Mandatory Tutoring for all grade levels in tested content areas	Teachers	Weekly	After Sch	Title I	\$6,000	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)	EOY (February 27 - June 2)				

2016-17 CEIP for 061-Leonard MS

Middle Grade Math Action Plan

Principal: Cathy Williams

Leadership Director: Steven Johnson

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement Priority: Middle Grade Math
	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
	Strategy:	1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on middle grade math and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment	Expectations					Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 9		ESC 11 Coaches to work with Math Teachers (backwards	Principal, AP,					Secondary Leadership
1, 2,3, 9		Dept Chair observation, coaching, planning with math tchrs	AP, Dept Chair					
1, 2, 3	SPED	Interdisciplinary Units w/Science, Social Studies, CTE (STEM	Admin, Dept					
1, 2,9, 10	CTE	Technology Integration into Lessons (+ student engagement,	Teachers					
1, 2, 8, 9		Students referred to LEAP- Leonard Enrichment Academic	Teachers		After Sch	Other		FWAS is Funding
3, 9	LEP	Enhanced Math Classes built into Master Schedule for Tier	Teachers					
1, 2		Think Through Math	Teachers					
1, 2, 9		Targeted Tutorials- Before school, during lunch, after school	Teachers		After Sch	Title I	\$2,500	(tchrs can only be paid
1, 2, 9	SPED	ALL In Learning computer program for formative assessment,	Math Teachers,		PLC	Title I	\$2,000	
1, 2, 6, 9, 10	SPED	Math/Science Family Night & Literacy/Humanity Night	ALL Core Tchrs			Title I	\$750	
1, 2, 3, 8, 9	SPED	Math Manipulative Kits with personalized training from	Math Teachers		Pull-Out/	Title I	\$6,500	
1, 2, 4, 9	LEP	Teachers meet in PLC, content planning to discuss vertical	Teachers					
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)	MOY (November 7 - February 24)					EOY (February 27 - June 2)

2016-17 CEIP for 061-Leonard MS

College and Career Readiness Action Plan

Principal: Cathy Williams

Leadership Director: Steven Johnson

District	Goal: 1. Increase Student Achievement
Strategic Plan	Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy: 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, & emotionally
Alignment	Measure: 1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on college and career readiness and the intentional action steps, below students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
2, 3, 8, 10		HB 18 Lessons delivered by 4 CORE Depts. With student folders rotating from each dept to the next building the student folder which we will continue using with our SEAL Cadre and Colleege and Career Readiness Go Center.	Teachers	Sept, Oct		Local	\$1,000	Set up Student Folders in conjunction with SEAL Cadre and GO Center
1,2, 9, 10		Partnership with Leadership ISD to create a prototype built around "Student Advocacy, Student Voice, Student Self-Efficacy"	Principal, Teachers, Students	Sept-June				
1, 2, 3,		Interest Inventories given to all 8th graders, college visits, college promotion, Career Day, Go Get It Week, Colleege Night	CCRC SEAL Cadre	Monthly, Quarterly				
1, 2, 3		Open House- Counselors did presentation for 8th grade parents regarding HB 5, Graduation Requirements, Foundation/Distinguished Diploma	Principal, Counselors	Sept.				
1, 2, 5, 8		SEAL Cadre partnership with Go Center to Conduct Parent Trainings (focused around transition to high school and colleege)	SEAL cadre, CCRC	October				
1, 2, 10		Motivational Speakers brought in for student assemblies	Int Specialist Counselors	BOY, MOY EOY		Title I	\$100	
1, 2		Teachers incorporate CCR standards into lesson plans	Admin Teachers	Weekly				
2, 5		Partnership with Trinity River Water Authorities (field trips-robotics, photography, colleege visits, trinity river)	POC coordinator	Monthly				Chosen to Pilot so Trinity River picks up cost
1, 2,		Partner with WHHS to promote different parent and student hosted events related to Colleege & Career Readiness. Host 2nd Annual Colleege and Career Fair @LMS and 2nd annual Job Fair for parents @ WHHS	CCRC, POC Coord, SEAL Cadre	2-3x's Per Year				
1, 9		Expand on Partnership with Junior Achievement to foster work-readiness, entrepreneurship, and financial literacy skills.	Principal, CTE teachers	Semester				
1, 2, 3, 4, 10		Teacher Professional Development (IB Conference, TCU Institute, NMSI training)	Pre-AP/AP Teachers	Semester	Saturday			Advanced Academics Pays
1, 2	LEP	Counselors meet with students and parents to discuss high school and colleege and complete student progression plans	Counselors	Oct-16				
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)				EOY (February 27 - June 2)

2016-17 CEIP for 061-Leonard MS

Professional Development Action Plan

Principal: Cathy Williams

Leadership Director: Steven Johnson

District Strategic Plan Alignment	Goal:	1. Increase Student Achievement
	Objective:	1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
	Strategy:	1.4 Equip employees to meet the academic and social/emotional/physical needs of our students
	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus	Through an increased focus on professional development and the intentional action steps below, students will achieve a 200 point Lexile level gain each year, leading to a Lexile level of 1300 by graduation for all students.
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Title I Components	PBMAS	Alignment		Expectations				Comments (+/Δ)
		Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4	LEP	Prof Development - 7 Steps to a Lang. Rich Classroom (Book Study)	ALD Specialist Admin Team Tchrs	1- Aug 2- Oct 3- Dec	Faculty Mgt/PLC			ALD Specialist- training whole school during inservice, then faculty mtg, then PLCs)
1, 2, 3, 4	SPED	Campus-wide PD over Achieve 3000	Rdg Specialist, Principal	October- November	Faculty Mgt			District Initiative (training in PLCs) ELA tchrs at Paschal on waiver day. Reading Specialist
1, 2, 4	SPED	Continue Professional Development and Implementation of Literacy Strategies in all classrooms	Reading Specialist, ELA Curriculum Writers	Monthly	Faculty Mgt/PLC			
1, 3, 4, 8	LEP	Intensive Professional Learning (ESC 11 Coaches coming to coach teachers, ESL certification, Curriculum Collaboration Nights, IB Training, 20 Prof Dev Strategies to Engage the Brain, ESC 11 TRC (Math & Science), GT Training NMSI/TCU Institute)	Core Tchrs, Admin, POC/IB Coord	Varied Ongoing 2X/Six Weeks	PLC	Other		Director/Secondary Leadership providing (November 2016)
1, 2, 3, 4	CTE	Technology Professional Development to increase student engagement and formative assessment in the classroom	J. Otto (IT Campus Spec) TIE, Tech. Cadre, Admin	1- Oct 2- Nov 3- Jan	Faculty Mgt/PLC			
1, 2, 4	LEP	Data Analysis, Data Disaggregation AWARE Training	Data Analyst/ALD Specialist/Admin	Sept/Oct PLCs	Faculty Mgt/PLC			
1,2, 3, 4, 5	SPED	T-TESS Professional Development by ESC 11 Trainer who trained admin team (stronger alignment, clear focus around growth of all staff)	ESC 11 Consultant Admin Team	August (4.5 hrs)	Faculty Mgt/Vendor	Local	\$1,000	
1, 2, 4, 9, 10	SPED	MOL Training and posters and ongoing Formative Assessment Training	Admin Team	Aug, Sept, Oct	Faculty Mgt	Local	\$240	Faculty Mtg, PLCs
1, 2, 9, 10		Core Teachers Friday Night/Super Saturday Planning for Instruction (MOL, Form/Summ Assmts)	Core Teachers	1 Per Semester	Saturday	Title I	\$4,000	
Opportunity		Progress Monitoring Schedule: BOY (August 22 - November 4)		MOY (November 7 - February 24)		EOY (February 27 - June 2)		

2016-17 CEIP for 061-Leonard MS

Campus Needs Assessment Action Plan

Principal: Cathy Williams

Leadership Director: Steven Johnson

District	Goal:	SELECT A GOAL
Strategic Plan	Objective:	SELECT AN OBJECTIVE
Alignment	Strategy:	SELECT A STRATEGY
	Measure:	SELECT A MEASURE

Focus	
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		Alignment	Expectations					
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
Opportunity	Progress Monitoring Schedule: BOY (August 22 - November 4) MOY (November 7 - February 24) EOY (February 27 - June 2)							