

Fort Worth Independent School District

061 Leonard Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Leonard Middle Schools' mission is to.....

- ~assist students to gain new skills ~ even when it's difficult
- ~support them as they develop new friendships
- ~validate students' ability to accept responsibility
- ~encourage students to strive for goals, dreams, and meaningful destinations

Vision

Leonard Middle School students will

Advocate

Cultivate

Empower

Inspire

Value Statement

We will do what's right.

We will do our best.

We will show others we care.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: Early Literacy Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Reading from 34% to 50% by August 2024.	11
Goal 2: Early Math Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Mathematics from 34% to 50% by August 2024.	14
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 50% by June 2024.	18
Goal 4: Increase student engagement, attentiveness and inventiveness of students, from 31% to 50%.	20
Site-Based Decision Making Committee	24
Campus Funding Summary	25

Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

Leonard Middle School serves the Western Hills Pyramid as the only middle school in this pyramid. Our students live primarily in the Las Vegas Trail community. Our children come from a community that is a high density of multi-family residences. Over 14,000 people live in a 1.7 square mile area. there are 32 apartment complexes. Las Vegas Trail neighborhood is a diverse population of approximately 1/3 black, 1/3 white and 1/3 hispanic. It's eclectic families speak more than 40 different languages. There is also the reality of homelessness in the area and about a 30% transiency rate on average within the LVT community. Many of our children deal with the difficulty of acquiring basic social services, safe homes, food.

2019-2020

At-risk students

73.6 %

Economically disadvantaged

92 %

Limited English proficiency

38.7%

Demographics Strengths

Leonard's students are diverse! Our students create cultural diversity within our school. Latino, African-American, Asian, Indian and other nationalities increase our diversity. The student enrollment grew this past year and shows a possibility of continuing to grow. Ratios for inclusion students and deaf education students are positive. The diversity of the student body increases the awareness of race,

ethnicity, religion, economic status, sexual orientation, and language background.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LMS student attendance decreased from 94% in 2019-2020 to 90% in 2020-2021. **Root Cause:** Students do not connect with a club, team, or specific group. Teachers are not offering enough connections to students. Covid caused a lot of distance; however we cannot control that. We are not using our home room (2nd, 7th periods or lunch to make connections) Students are not involved in extra-curricular that will motivate attendance.

Problem Statement 2 (Prioritized): 70% of economic disadvantage students do not feel connected to adults in the school. (panorama, Question: how connected do sts feel, drill down to socio-ec) **Root Cause:** Staff does not use restorative practices. Staff does not feel like there is time to do restorative practices and/or they are new and do not know how. Staff has not been given the expectation to use 7th period (15 min) to focus on connecting with students and lunch monitoring staff has not used the time in recess to connect with students. Staff needs more training in restorative practice

Student Learning

Student Learning Summary

Student Achievement Summary Leonard Middle School received an accountability rating of an F in 2018-2019. LMS did not earn distinctions in ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. LMS is struggling in all subgroups; specific concerns are – English Language Learners and Economically Disadvantaged. LMS has room for growth in all subgroups. Campus site-based decision making committee focuses on providing strategic cultural and academic connections. All core content teachers are making decisions that are data driven continuously to improve and the district is supporting curriculum and instruction by providing the instructional frameworking and the literacy and bilingual frameworks. STAAR scores, TAPR, and PBMAS are used as sources of data. Another source includes common formative assessments and MAP Assessments, and Lexia and Pathways. Teachers are using benchmarking assessments more effectively. Many of these assessments are provided through Eduphoria. These assessments are difficult and raise expectations for student achievement. The continuous analysis of student performance reinforces the district's commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Student Learning Strengths

Grade level and content area vertical alignment meetings allow planning, collaboration, and formative assessments to be consistently used with students. Teachers and administration use flexible behavior and academintment interventions which are continually being coordinated and implemented to meet the needs of our students. Implementation of one to one devices, multiple applicatioons for students learning, interest, and achievement are availalbe for use with students – Lexia, Pathways, TEKS Resource, Pearson, Office 365 and Classroom. Teachers and staff shar data analysis using TAPR and local benchmarking to make teachers more aware of student weaknesses so they can better help students. After school programs and activitiess, Saturday school, tutorials and home room times are improving student classroom grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 2 (Prioritized): LMS students are not performing at high levels of academic rigor. More Specific: Only 38% of EL's met projected growth (Fall to Winter 2020) in Reading on MAP test. **Root Cause:** Daily instruction is not consistently engaging and rigorous. Inexperienced teachers. A lack of retention on campus (no control of last year) Inexperienced teachers have a lack of strategies that are evidence based. Time is necessary go back to need strategies and PD.

School Processes & Programs

School Processes & Programs Strengths

This is actually a movement to the solution

English Language Learners did not make expected progress on the Reading map because we need to improve our systems to encourage student buy in, implement academic language practices, and improve small group instruction so that students can ask questions and receive follow up assistance when needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): Administration redirected individual students about minor infractions in 3 months at least 372 times about dress code violations and 281 times about tardiness to class. **Root Cause:** Teachers recognize the issue and send students to administrators. Students are not clear about expectations. Administrators and SBDM did not develop and share clear and concise expectations about tardies and dress code with community and staff.

Problem Statement 3 (Prioritized): Only 31% of LMS students are attentive and engaged while in class. **Root Cause:** Students do not value lessons. Teachers are not developing lessons that provide opportunity of critical thinking and personal application. Consistent curriculum written and clear for staff will be beneficial.

Perceptions

Perceptions Summary

Leonard Middle School feels there is a strong administration team and administrative support is available to teachers, staff, students, and community. Teachers are supported by district staff including teaching and learning. There is a development of high quality curriculum that improves instruction by LMS teachers. Teachers support planning together while still allowing for personal connections and differentiated teaching styles. LMS has well maintained facilities and rooms and hallways are great learning areas. FWISD has supplied an optimal amount of technology for students to have one to one devices. Teachers are well versed in technology and instructional applications. They have received training in many instructional technology opportunities. The environment is active, positive and engaging. Many strong holds of negativity and a place that felt left behind or inimportant has improved due to community and parent voice. Student council, extracurricular activities, equity team are all working hard to demonstrate the beauty and greatness of the Leonard Learning Community. Teachers and community feel safe and there is a positive climate as parental and community involvement increases teachers and students recognize the support.

Perceptions Strengths

Leonard Middle School feels there is a strong administration team and administrative support is available to teachers, staff, students, and community. Teachers are supported by district staff including teaching and learning. There is a development of high quality curriculum that improves instruction by LMS teachers. Teachers support planning together while still allowing for personal connections and differentiated teaching styles. LMS has well maintained facilities and rooms and hallways are great learning areas. FWISD has supplied an optimal amount of technology for students to have one to one devices. Teachers are well versed in technology and instructional applications. They have received training in many instructional technology opportunities. The environment is active, positive and engaging. Many strong holds of negativity and a place that felt left behind or inimportant has improved due to community and parent voice. Student council, extracurricular activities, equity team are all working hard to demonstrate the beauty and greatness of the Leonard Learning Community. Teachers and community feel safe and there is a positive climate as parental and community involvement increases teachers and students recognize the support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers do not feel they can make a change based on students' needs from one period to the next. **Root Cause:** Teachers need training on adapting lessons to specific student needs.

Priority Problem Statements

Problem Statement 1: 70% of economic disadvantage students do not feel connected to adults in the school. (panaorama, Question: how connected do sts feel, drill down to socio-ec)

Root Cause 1: Staff does not use restorative practices. Staff does not feel like there is time to do restorative practices and/or they are new and do not know how. Staff has not been given the expectation to use 7th period (15 min) to focus on connecting with students and lunch monitoring staff has not used the time in recess to connect with students. Staff needs more training in restorative practice

Problem Statement 1 Areas: Demographics

Problem Statement 2: LMS student attendance decreased from 94% in 2019-2020 to 90% in 2020-2021.

Root Cause 2: Students do not connect with a club, team, or specific group. Teachers are not offering enough connections to students. Covid caused a lot of distance; however we cannot control that. We are not using our home room (2nd, 7th periods or lunch to make connections) Students are not involved in extra-curricular that will motivate attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: LMS students are not performing at high levels of academic rigor. More Specific: Only 38% of EL's met projected growth (Fall to Winter 2020) in Reading on MAP test.

Root Cause 3: Daily instruction is not consistently engaging and rigorous. Inexperienced teachers. A lack of retention on campus (no control of last year) Inexperienced teachers have a lack of strategies that are evidence based. Time is necessary go back to need strategies and PD.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Administration redirected individual students about minor infractions in 3 months at least 372 times about dress code violations and 281 times about tardiness to class.

Root Cause 4: Teachers recognize the issue and send students to administrators. Students are not clear about expectations. Administrators and SBDM did not develop and share clear and concise expectations about tardies and dress code with community and staff.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Only 31% of LMS students are attentive and engaged while in class.

Root Cause 5: Students do not value lessons. Teachers are not developing lessons that provide opportunity of critical thinking and personal application. Consistent curriculum written and clear for staff will be beneficial.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers do not feel they can make a change based on students' needs from one period to the next.

Root Cause 6: Teachers need training on adapting lessons to specific student needs.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Goals

Revised/Approved: October 1, 2021

Goal 1: Early Literacy

Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Reading from 34% to 50% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 33.1% to 47% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27.3% to 40.3% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP MOY 2020-21

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of English Language Arts and Reading instruction (and all cross curricular instruction that includes reading, reading comprehension, and writing skills) by providing culturally and personally relevant instruction through aligned planning, instruction and performance data.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Leadership Team (ILT)</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay for Tutoring - Title I (211) - 211-11-6116-04N-061-30-510-000000-22F10 - \$3,500, Curriculum - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$10,000, .5 Teacher - Title I (211) - 211-11-6119-04N-061-30-510-000000-22F10 - \$30,771</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop Instructional Leadership Team by improving protocols and professional development in the areas of instructional planning, school culture, innovation, student engagement, data driven instruction, technology use, observation, and feedback.</p> <p>Strategy's Expected Result/Impact: Improve student learning and engagement. Improve the pride in LMS. Improve formative assessment productivity. Increase teacher pedagogy, communication, and excitement.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-061-30-510-000000-22F10 - \$94,011</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Early Literacy

Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Reading from 34% to 50% by August 2024.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 95.2% to 98% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90.9% to 95% by May 2022.

Evaluation Data Sources: EOY 2018-2019





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement differentiated instructional design in literacy classrooms using a small group / workshop model using the I do, we do , you do in addition to small group workstations to deliver data-driven differentiated instruction, acceleration, and interventions.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: ILT, teachers</p> <p>Funding Sources: TEKS aligned materials - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$5,000, Supplies and Materials - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$20,000, Training for Staff (mentoring minds contract) - Title I (211) - 211-13-6299-04N-061-30-510-000000-22F10 - \$5,000</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: Early Literacy

Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Reading from 34% to 50% by August 2024.

Performance Objective 3: Performance objective 2A: Increase number of students participating in English 1 from 40 students to 65 students by May 2022.

Evaluation Data Sources: Focus Class enrollment May 2021 and May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student awareness of honor offerings, provide all students in Tier I embedded extensions to increase trajectory to be prepared for honors class, and improve teacher's ability to extend and allow student independence.</p> <p>Strategy's Expected Result/Impact: Great Action Step: 6th and 7th grade students will be exposed and purposefully put in extension groups based on data and individualized interventions will be put in place to increase student achievement. Targeted student groups are All, Eco Dis, AA, H, and ELL students.</p> <p>Staff Responsible for Monitoring: ILT, Counselors, Parent Liaison, Teachers, Interventionist, Go Center</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Early Math





Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Mathematics from 34% to 50% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 40.9% to 51.9% by May 2022.

Increase the percentage of African American students from 36.7% to 51.9% by May 2022.

Evaluation Data Sources: MOY 2020-21

Strategy 1 Details	Reviews			
<p>Strategy 1: Deepen teachers capacity to instruct using research based strategies (including but not limited to higher level questioning, peer discussion, skill-building, and project based learning) while increasing student curiosity and purpose in what they learn.</p> <p>Strategy's Expected Result/Impact: Increase teacher performance, management, and increase classroom facilitation.</p> <p>Staff Responsible for Monitoring: ILT, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay for Tutoring - Title I (211) - 211-11-6116-04N-061-30-510-000000-22F10 - \$3,500, Curriculum - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILT will increase the quality of tier 1 evidence-based math instruction by focusing on conceptual and applications such as problem-based learning to increase student thinking and solving problems.</p> <p>Strategy's Expected Result/Impact: Improve student problem-solving and student understanding of math concepts.</p> <p>Staff Responsible for Monitoring: ILT, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student use of the TINspire calculators to solve mathematical equations and decrease error in basic multiplication and/or division.</p> <p>Strategy's Expected Result/Impact: Impact Math and Algebra scores, student capacity to problem solve</p> <p>Staff Responsible for Monitoring: ILT, teachers</p> <p>Funding Sources: Calculators for 7th & 8th grade Math - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Engage all Enriched Mathematics students in research-based programs and activities such as Edgenuity Strategy's Expected Result/Impact: Improved student understanding of math and an increase in STAAR scores in math Staff Responsible for Monitoring: ILT and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Early Math

Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Mathematics from 34% to 50% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 82.4% to 93.4% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82.4 % to 93.4% by May 2022.

Evaluation Data Sources: EOY 2018-19





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop clear, scope and sequence, units, and formative assessments that are aligned to TEKS and ensure students' personal connection to the learning.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate an increase in learning and increase their ability to retain what they learn.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Leadership team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase teachers' ability to respond when students demonstrate mastery, provide challenging, project-based, extension, or personalized learning opportunities for increased development.</p> <p>Strategy's Expected Result/Impact: Students will take risks and demonstrate a desire to increase learning and take chances with higher level learning.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Teachers</p> <p>Funding Sources: TEKS aligned materials to differentiate and close gap - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

Increase the percentage of 6-8 grade students who score at meets grade level or above on STAAR Mathematics from 34% to 50% by August 2024.

Performance Objective 3: Increase the number of students who participate in Algebra I from 34 students to 59 students by May 2022.

Evaluation Data Sources: Focus Class Enrollment 2021.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student awareness of honor offerings, provide all students in Tier I embedded extensions to increase trajectory to be prepared for honors class, and improve teacher's ability to extend and encourage student independence and intrigue in what they are capable of doing.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment and student performance in all math courses.</p> <p>Staff Responsible for Monitoring: ILT, teachers, counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Student Incentives - Title I (211) - 211-11-6499-04N-061-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 50% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 21.6% to 35% by May 2022.

Increase the percentage of African American students from 16.0% to 35% by May 2022.

Evaluation Data Sources: EOY 2018-19





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in reading in all content areas while building teachers ability to recognize students' perspectives, seek conversations that honor diversity and provide situations to break down misunderstandings and shallow beliefs popular in social media.</p> <p>Strategy's Expected Result/Impact: To increase student performance and students' love of reading.</p> <p>Staff Responsible for Monitoring: ILT, teachers, librarian</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers, instructional coaches, counselors, librarian, and administrators with opportunities to attend professional development and conferences including but not limited to Lead4ward, Region 11 offerings, Research-based instruction trainings, special ed/inclusion, equity, culture building, differentiation, questioning techniques, and other research-based training to improve student learning and teacher/staff capacity.</p> <p>Strategy's Expected Result/Impact: Improve student learning and STAAR scores</p> <p>Staff Responsible for Monitoring: ILT teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 50% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 21.6% to 32.6% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 9.5% to 24% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track student data and engage all students to find individual strengths or gaps and/or areas of struggles to develop small group learning opportunities to develop foundational skills and provide interventions when necessary.</p> <p>Strategy's Expected Result/Impact: Individualized learning and clears data to drive next steps.</p> <p>Staff Responsible for Monitoring: ILT, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student engagement, attentiveness and inventiveness of students, from 31% to 50%.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 32% to 10% by May 2022.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39.2% to 15% by May 2022.

Evaluation Data Sources: Focus attendance 2018-29(or was this 2017?)

Strategy 1 Details	Reviews			
Strategy 1: LMS will create inclusive campus-wide programs to proactively develop systems, processes, and environments that improve healthy adult-student, student-student, staff-parent relationships. Funding Sources: Family Engagement Supplies - Title I (211) - 211-61-6399-04L-061-30-510-000000-22F10 - \$3,980	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Increase student engagement, attentiveness and inventiveness of students, from 31% to 50%.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 53% to 80% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 80% by May 2022.

Evaluation Data Sources: Panorama Data 2021 (MOY)





Strategy 1 Details	Reviews			
<p>Strategy 1: School staff will create SEL committee, involve parents and community members, and partner with student organizations to improve communication, mental health, wellness, and relationships while recognizing positive improvements individually and collectively.</p> <p>Strategy's Expected Result/Impact: Improved school culture, student leadership, and decrease in negative behavior.</p> <p>Staff Responsible for Monitoring: Interventionists, Counselors, Administrators, Parent Liaison, SEL committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Communities in Schools Contract - Title I (211) - 211-32-6299-04N-061-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Increase student engagement, attentiveness and inventiveness of students, from 31% to 50%.

Performance Objective 3: Decrease the GAP (ratio comparison between ethnicity) reflected in the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 87 to 50 by May 2022.





Evaluation Data Sources: 2020-2021 ADQ

Strategy 1 Details	Reviews			
Strategy 1: Explicit behavior expectations and management systems will be clearly expressed, taught, and reinforced to include restorative practices, interventions, and open communication with families. Funding Sources: Supplies and Materials - Title I (211) - 211-11-6399-04N-061-30-510-000000-22F10 - \$4,668	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student engagement, attentiveness and inventiveness of students, from 31% to 50%.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 78% to 100% by May 2022. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Evaluation Data Sources: Panorama 2021? (no sub pops available)

Strategy 1 Details	Reviews			
<p>Strategy 1: LMS will create an inclusive environment to team with parents and community members to share students' positive performance, behavior, and constructively honor redirection when needed.</p> <p>Strategy's Expected Result/Impact: Improved parent confidence, and community confidence.</p> <p>Staff Responsible for Monitoring: Principal, APs, counselors, Parent Liaison</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-061-24-273-000000- - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family engagement to assist as families raise children together, prepare for college and professional opportunities for students, and encourage parent-engagement in Leonard Middle School</p> <p>Strategy's Expected Result/Impact: Improved parent-school relationship, and improved parent to parent connections, and improved student pride in their school.</p> <p>Staff Responsible for Monitoring: Administrative staff, Parent Liaison, Interventionists, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Snacks for Family Engagement - Title I (211) - 211-61-6499-04L-061-30-510-000000-22F10 - \$2,000, - SCE (199 PIC 24) - 199-11-6399-001-061-24-273-000000- - \$2,181</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve the security and safety of the campus and all students and staff by providing time and money including but not limited to professional training implemented, staff hired, and equipment purchased.</p> <p>Strategy's Expected Result/Impact: Security and safety measures will impact learning by ensuring comfort to families and students.</p> <p>Staff Responsible for Monitoring: Admin Staff, SRO, Safety & Security Team, Nurse, Equity Committee</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>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sara Gillaspie	Principal
Classroom Teacher 1	Eunice Iyalho	ELA Teacher
Business Representative 1	Jesse Rodriguez	Business Member
Classroom Teacher 2	Lexa Richmond	Art Teacher
Classroom Teacher 3	Sarahy Cruz	Math Teacher
Classroom Teacher 4	Judah Lewis	Teacher
District-level Professional	Susan Rhoten	HR
Non-classroom Professional	Judy Austin	Librarian
Professional Non-Teaching Staff	Donnell Bivens	Go Center College Career
Parent 1	Ruth Bedoy	Parent
Paraprofessional	Griselda Delgado	Admin Asst
Administrator	Kalicia Williams	AP
Administrator	Manuel Alvarado	AP
Community Representative 2		
Business Representative 2		
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)	Patrick Wentworth	Sped Teacher Rep
Professional District-Level Staff		
Parent 1		
Parent 2		
Parent 3		
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Extra Duty Pay for Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-061-30-510-000000-22F10	\$3,500.00
1	1	1	Curriculum	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$10,000.00
1	1	1	.5 Teacher	Title I Teacher	211-11-6119-04N-061-30-510-000000-22F10	\$30,771.00
1	1	2	Data Analyst	Data Analyst	211-13-6119-04N-061-30-510-000000-22F10	\$94,011.00
1	2	1	TEKS aligned materials	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$5,000.00
1	2	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$20,000.00
1	2	1	Training for Staff (mentoring minds contract)	Contracted professional development	211-13-6299-04N-061-30-510-000000-22F10	\$5,000.00
2	1	1	Extra Duty Pay for Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-061-30-510-000000-22F10	\$3,500.00
2	1	1	Curriculum	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$10,000.00
2	1	3	Calculators for 7th & 8th grade Math	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$10,000.00
2	2	2	TEKS aligned materials to differentiate and close gap	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$5,000.00
2	3	1	Student Incentives	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-22F10	\$2,000.00
4	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-061-30-510-000000-22F10	\$3,980.00
4	2	1	Communities in Schools Contract	Contracted student support services	211-32-6299-04N-061-30-510-000000-22F10	\$10,000.00
4	3	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-22F10	\$4,668.00
4	4	2	Snacks for Family Engagement	Snacks for parents to promote participation	211-61-6499-04L-061-30-510-000000-22F10	\$2,000.00
Sub-Total						\$219,430.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount						\$219,430.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1		Supplies and materials for instructional use	199-11-6399-001-061-24-273-000000-	\$5,000.00
4	4	2		Supplies and materials for instructional use	199-11-6399-001-061-24-273-000000-	\$2,181.00
Sub-Total						\$7,181.00
Budgeted Fund Source Amount						\$7,181.00
+/- Difference						\$0.00
Grand Total						\$226,611.00