

**Fort Worth Independent School District**  
**061 Leonard Middle School**  
**2022-2023 Campus Improvement Plan**



# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Leonard Middle School was built in 1967 to serve the west side of Fort Worth. The school had been a high-performing school historically, but has declined in performance. The campus now serves the Las Vegas Trail area primarily, with students living directly adjacent to the school busing over to Benbrook Middle. The campus has also shifted in terms of demographic population and currently, student enrollment is 776: Hispanic - 46%; African American - 46%; White - 10%; Other - 4%. Also, in one year only, the percentage of economically disadvantaged students has risen from 87% last year to 93% this year. Also very important to note is the mobility rate that fluctuates at about 30%, which is one of the most challenging data points.

Parent participation has been a difficult challenge, although more than 150 attended our "Meet the Teacher Night" in the fall. We have not been able to engage parents in parenting classes or with T3 college / career parenting classes, or with committees. PTA was going to be started by one mom, but her son did not continue his enrollment.

During the summer of 2021, new leadership hired 22 new teachers / staff. Many of those are first year teachers, and many are alternatively certified with no formal teacher training.

The campus was low performing with an F rating in 2019, at the last rating before covid. Unfortunately, the performance dropped from 53% overall to about 30% in 2021. The campus will become a leadership academy this fall of 2022, and the numbers are already going up on the benchmarks from this fall.

The campus hosts a Language Center for those transitioning as EL's from the INA. Only 6 students were enrolled this year, and since that will decrease next year, the district will close that program at Leonard. We are adding AVID, however and expect great things!

As Leonard transitions into a Leadership Academy, we will again be hiring about 28 new teachers. Teachers were invited to reapply and 11 were finally confirmed through the process. We are recruiting and hiring actively and intend to have positions filled by the end of May. We look forward to seeing student achievement skyrocket through the efforts of our team.

### Demographics Strengths

The students at Leonard are amazing, and though they face challenges of poverty and living in the neighborhood with the highest crime rate in the city, they are eager to learn and want to be involved in school life. We have had over 150 participate in athletics and have winning seasons, bolstering school pride. Our 8th grade volleyball team went undefeated for the first time in 18 years. The track team won first place medals in district, football 5 of 7, and for the first time ever, we started a successful cross country team.

Amazingly, Leonard has been able to go from literally zero student activities to having one of the largest and most successful after school programs in the district. We have now enrolled over 200 ACTIVE students who stay after school for clubs. The students want to enjoy school and be part of something wonderful that is happening at Leonard.

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

**Problem Statement 1 (Prioritized):** Due to our reconstitution for the Leadership Academy, we expect 26 teaching positions will need to be filled. **Root Cause:** Both the challenges of Leonard's difficult mobility rate of 34% and the high incident rates of discipline incidents among students contributed to the consistently high turnover rate of Leonard staff. Additionally, the announcement of becoming a Leadership Academy cause unrest and the feeling of job insecurity last year, as cited by many existing staff.

**Problem Statement 2 (Prioritized):** Attendance this year is averaging at 88% and for last year at Leonard Middle School was an overall average of 87.54%, with African American students at a lower rate of 84.50%. **Root Cause:** The fall semester of this year saw two significant waves of massive absences due to the covid quarantine option for 10 days, then changing to 5 days. Many students were quarantined in the fall. Following the virtual learning of last year, students have perceptions that attending in person is more of an option than legal mandate. Discipline incidents in fall resulted in countless suspensions too.

**Problem Statement 3 (Prioritized):** Leonard Middle School maintains a consistent MOBILITY Rate of about 33%, which is our greatest academic and school culture challenge, creating extreme challenges to consistency of instructional impact on student achievement and behavior reinforcements. **Root Cause:** About 90% of our student body lives in the low-income, section 8 housing that covers our school attendance zone. Students living in houses have largely migrated to charter schools in the nearby area. There is a pattern of turnover in the apartments based on the 90 days of free rent deal offered or eviction cycles.

**Problem Statement 4 (Prioritized):** Enrollment has decreased from the 850 that should be enrolled down to 680. **Root Cause:** Leonard needs to tell the story of the changes we have already made, adding over student activities and successful athletics. Charter schools have been built very nearby that have enrolled our students. Leonard had earned a negative perception due to discipline issues over the past several years.

# Student Learning

## Student Learning Summary

Leonard students have become more engaged in learning by their own admission. Student leaders have talked with campus leaders about the very noticeable difference in student engagement this year over years past. As a result, students have already outperformed some of their previous STAAR assessment scores / data on the Spring Benchmarks, while still much work is to be done. Leonard students in 8th grade scored at 40% Approaches in Reading and 22% Approaches in Math. Students in 7th grade scored at 37% Approaches in Reading and 17% Approaches in Math. Students in sixth grade scored at 22% Approaches in Reading and 33% Approaches in Math. In social studies 8th grade has hit 36% Approaches on the benchmark and has exceeded the FWISD average percent approaches of 31% on Science achieving 33% Approaches!

When compared to other middle schools in terms of percent of students moving from "did not meet" on STAAR to "Approaches" on March benchmark, our school moved from bottom three range in district to middle range in the school ranking - showing that our students are accelerating their progress. In fact, 6th grade math has risen to the top three schools in terms of moving students from failing to passing on this benchmark! Although the data is not where we want it by any stretch of the imagination, the progress is being made slowly, and our students have started to care more about their performance, setting goals for themselves.

## Student Learning Strengths

Students demonstrate strength overall in reading across grade levels, and those students who were identified as low or non-readers, have been provided with supports during extra time pull out using lower level reading interventions to close the gaps of fluency and comprehension. So, non readers have started to make progress / gains in addition to those already proficient in reading who are developing stamina and practicing with TEKS aligned comprehension skills and deeper analysis of text. As a campus, we have developed and implemented campus-wide strategies for attacking a text that provide consistent comprehension support for all students. LEXIA implementation by all teachers was slow in the beginning, but is now consistently enforced and expected for all students. This program is providing students with structured grammar / conventions lessons that are missing from FWISD curriculum in general and will support their performance as writers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores. **Root Cause:** During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent

history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure

**Problem Statement 2 (Prioritized):** Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels. **Root Cause:** During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal

**Problem Statement 3 (Prioritized):** STAAR results from 2020 took Leonard's 2019 "F" Rating scores down even lower. STAAR Overall performance scale score dropped from 53 in 2019 to 15 in 2021. **Root Cause:** The principal reported that less than half of the student body reported to school in person last year and that the students who reported themselves to be "virtual" almost never logged in and worked, making them basically no shows for school.

**Problem Statement 4 (Prioritized):** Students meeting progress on MAP Reading between BOY 2021-22 to MOY was only 38% in 6th grade and only 44% in 8th grade. **Root Cause:** Students and teachers engaged during class time in "skills lessons" and listening to teacher rather than actual time spent reading, largely due to short class periods in the 7 period day, an obsolete teacher lecture model used in many classes, and no small group implementation in ELA classes.

**Problem Statement 5 (Prioritized):** Eighth grade students meeting "Approaches" or higher on Science benchmark was 33% in March, which is 11% below district average on the same benchmark. **Root Cause:** New teacher becoming familiar with TEKS and the language of the STAAR. Classroom management in all 8th grade science classes was an extraordinary challenge throughout the fall. School provided a district level coach periodically, but did not have a science coach available at the campus level specifically. Leadership should have provided a more structured goal setting and progress monitoring syst

**Problem Statement 6 (Prioritized):** Eighth grade students meeting "Approaches" or higher on Social Studies March benchmark was 36%, below the district average of 43%. **Root Cause:** New teacher becoming familiar with TEKS and the language of the STAAR. Classroom management in all 8th grade science classes was an extraordinary challenge throughout the fall. School provided a district level coach periodically, but did not have a science coach available at the campus level specifically. Leadership should have provided a more structured goal setting and progress monitoring syst

## School Processes & Programs

### School Processes & Programs Summary

Twenty-two new teachers hired for this year in July, and many were alternative certification. For next year, we are reconstituting so 26 will be hired to replace those opting out or not being selected to stay. New teacher induction will be paramount, and there will be basically NO mentor teachers on campus to support new staff, which poses a massive challenge and need for coaching.

Scheduling will be adjusted to support student needs and allow for double blocked time in both math and English. Small group differentiation will be a campus expectation after the FWISD lesson model structure is implemented again with new teachers.

Lexia plans will be presented as a campus-wide plan for the opening fo the year, whereas this year, teachers were asked to create and implement their own late in the year.

DISC assessments and training will support the buiding of our new team throughout the year, as we implement data driven cycles of collaborative lesson planning.

Professional Development will be extremely important for July 25-28 and August, as well as throughout the year. Required reading will be included from Bambrick and AVID will be implemented on campus this year with some strategies campus wide.

### School Processes & Programs Strengths

Leonard MS has offered the Career Tech Ed program here, but it lacked quality. We have clarified our vision going forward and have added new staff and a vertical alignment vision with WHHS. The goal is for this program to become a true Gold Seal.

New Teacher induction has become a large focus, due to the 22 vacancies that were filled last year and the reconstitution for the upcoming year. We have calendared professional development and meetings for collaborative support.. We will have 28 - 30 new teachers entering this fall. We will engage in structured, professionally led team building and collaborative planning through the DISC training model.

Leonard Leadership team has worked hard to refine and develop tight Safety protocols and procedures for student transitions, as well as drills and visitor sign ins. We have created systems for arrival and dismissal that are writen and practiced. Transitions between class periods was an area of challenge, but we created maps and duty assignments for every teacher, every period to ensure adult supervision in all open areas away from the classroom doors. Adults are in every area monitoring student safety. Also, protocols were developed for safety drills with practice. Visitors are now personally walked inside from the door if they have an appointment.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students need more time engaged in core academic content studies, particularly math and ELA, to ensure progress is made as measured by state



and local assessments. The 7 period day gives too much time to transitions and too little academic time in the core to make sustained focus on learning and small group instruction successful and tutoring is limited to only those students who attend. **Root Cause:** The mandated 7 period day has not provided optimal learning time for a student population that sits at 60% a year below grade level on MAP. Students need more math and ELA, science and SS time, and it is difficult to ensure they get additional time outside the school hours in tutoring.

**Problem Statement 2 (Prioritized):** High quality teacher recruitment, hiring, and training will be extremely important and challenging due to the high number of 27 teachers needed to start in the fall due to the reconstitution during a national teacher shortage. **Root Cause:** Reconstitution of Leonard allowed the existing teachers to recommit and be interviewed and selected to remain. That number will be less than 12, forcing the need to hire highly qualified teachers in large quantities for every content and elective. The challenge of a transient and high risk population makes it more inviting to teachers to apply elsewhere,

# Perceptions

## Perceptions Summary

Leonard students reported in Fall of this year that 79% felt they had supportive relationships in the school setting and 71% felt that the school understood and supported diversity and inclusion. On the lower end, however, only 38% felt a sense of belonging and, even lower, only 28% felt engaged and challenged in the classroom.

Teacher survey results indicated that 69% felt all students were being educated at Leonard and the same percentage felt a positive relationship with leadership. Sixty six percent reported an inviting work environment. Shortcomings showed that only 58% of faculty felt there was a growth mindset among them, and 39% were dissatisfied with the feedback and coaching they received.

## Perceptions Strengths

As a result of program improvements and the addition of previously non-existent extracurricular programs, the students have truly engaged with their school and enjoyed school life. We have added 17 after school clubs and 2 before school programs that are fun and relevant. Some are offered by community members and some by staff. Our site coordinator has bolstered the structure, organization, and sustainability of the program greatly. Our school has boasted incredible wins this year in every area, as we promised when the new leadership team arrived. The athletics program has significantly grown in participation, offerings and WINS! We had 40 girls play volleyball and the new coach took our 8th grade team to an undefeated season for the first time in 18 years. We started a new cross country track team that had victories. The girls' track team swept district and boys placed well too. Other teams grew in number and success - football, basketball, soccer. The Band took Sweepstakes at Band, winning a perfect 1 in EVERY category, a historic performance. The boys' choir took a superior rating of 1 in UIL as well.

Students in elementary school are gaining interest in attending Leonard Leadership Academy, as they heard about the fun and success! The principal (me) visited the feeder schools and presented slides and brochures to every 5th grader (in two of the schools), sharing enthusiasm about the great things happening at Leonard. The principal of Waverly Park Elem invited me to speak to the parents at their award ceremony, and parents applauded. We have begun working to engage with our community on social media more and have a new website manager with talent.

Surveys were taken of students to determine what activities and clubs they want to see offered here in the future as well. Also, the panorama survey was not administered this EOY, so that data is not available. We have a whole new staff coming on for this year and we will work to build a strong culture and team.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Only 38% of Leonard students reported a "sense of belonging" on fall Panorama survey, and only 28% reported feeling "engaged" during classes. **Root Cause:** Students returning from pandemic year have been starved of social and emotional connections with peers and caring adults outside the home. Leonard MS has offered zero extracurricular activities for about 6 years prior to the pandemic. More than half the teachers struggle with implementing effective classroom management strategies, impeding student engagement in learning.

**Problem Statement 2 (Prioritized):** Parent engagement at Leonard has been low, despite multiple efforts to invite parent engagement and the addition of a Family Liaison specialist, with the exception of the "Meet the Teacher Night" which had excellent numbers (about 150). Parent University was attempted more than once with no attendance. **Root Cause:** Leonard needs to survey / find out what ways parents want to engage with the school, as it may be that we have not found a way to engage them that interests them, or we need to look at scheduling events differently. They may want to become involved but we have not provided the opportunity.

**Problem Statement 3 (Prioritized):** Only 39% of Leonard teachers expressed satisfaction with the amount / quality of feedback and coaching they received at Leonard in the fall survey. **Root Cause:** Time had not been given to coaching teachers in the fall as hoped. Discipline issues were at a near crisis level in the first two months of school. Admin focused on that part more than on coaching. We had a vacancy for math/ science instr. coach as well. Teachers who were new were particularly in need of an wanting coaching and feedback, but not getting it as needed in the fall.

# Priority Problem Statements

**Problem Statement 1:** Due to our reconstitution for the Leadership Academy, we expect 26 teaching positions will need to be filled.

**Root Cause 1:** Both the challenges of Leonard's difficult mobility rate of 34% and the high incident rates of discipline incidents among students contributed to the consistently high turnover rate of Leonard staff. Additionally, the announcement of becoming a Leadership Academy cause unrest and the feeling of job insecurity last year, as cited by many existing staff.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 7:** Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores.

**Root Cause 7:** During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 10:** Students need more time engaged in core academic content studies, particularly math and ELA, to ensure progress is made as measured by state and local assessments. The 7 period day gives too much time to transitions and too little academic time in the core to make sustained focus on learning and small group instruction successful and tutoring is limited to only those students who attend.

**Root Cause 10:** The mandated 7 period day has not provided optimal learning time for a student population that sits at 60% a year below grade level on MAP. Students need more math and ELA, science and SS time, and it is difficult to ensure they get additional time outside the school hours in tutoring.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 9:** Only 38% of Leonard students reported a "sense of belonging" on fall Panorama survey, and only 28% reported feeling "engaged" during classes.

**Root Cause 9:** Students returning from pandemic year have been starved of social and emotional connections with peers and caring adults outside the home. Leonard MS has offered zero extracurricular activities for about 6 years prior to the pandemic. More than half the teachers struggle with implementing effective classroom management strategies, impeding student engagement in learning.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 2:** Attendance this year is averaging at 88% and for last year at Leonard Middle School was an overall average of 87.54%, with African American students at a lower rate of 84.50%.

**Root Cause 2:** The fall semester of this year saw two significant waves of massive absences due to the covid quarantine option for 10 days, then changing to 5 days. Many students were quarantined in the fall. Following the virtual learning of last year, students have perceptions that attending in person is more of an option than legal mandate. Discipline incidents in fall resulted in countless suspensions too.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels.

**Root Cause 6:** During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of

MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 4:** High quality teacher recruitment, hiring, and training will be extremely important and challenging due to the high number of 27 teachers needed to start in the fall due to the reconstitution during a national teacher shortage.

**Root Cause 4:** Reconstitution of Leonard allowed the existing teachers to recommit and be interviewed and selected to remain. That number will be less than 12, forcing the need to hire highly qualified teachers in large quantities for every content and elective. The challenge of a transient and high risk population makes it more inviting to teachers to apply elsewhere,

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 8:** Parent engagement at Leonard has been low, despite multiple efforts to invite parent engagement and the addition of a Family Liaison specialist, with the exception of the "Meet the Teacher Night" which had excellent numbers (about 150). Parent University was attempted more than once with no attendance.

**Root Cause 8:** Leonard needs to survey / find out what ways parents want to engage with the school, as it may be that we have not found a way to engage them that interests them, or we need to look at scheduling events differently. They may want to become involved but we have not provided the opportunity.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 3:** Leonard Middle School maintains a consistent MOBILITY Rate of about 33%, which is our greatest academic and school culture challenge, creating extreme challenges to consistency of instructional impact on student achievement and behavior reinforcements.

**Root Cause 3:** About 90% of our student body lives in the low-income, section 8 housing that covers our school attendance zone. Students living in houses have largely migrated to charter schools in the nearby area. There is a pattern of turnover in the apartments based on the 90 days of free rent deal offered or eviction cycles.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 5:** STAAR results from 2020 took Leonard's 2019 "F" Rating scores down even lower. STAAR Overall performance scale score dropped from 53 in 2019 to 15 in 2021.

**Root Cause 5:** The principal reported that less than half of the student body reported to school in person last year and that the students who reported themselves to be "virtual" almost never logged in and worked, making them basically no shows for school.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 15:** Only 39% of Leonard teachers expressed satisfaction with the amount / quality of feedback and coaching they received at Leonard in the fall survey.

**Root Cause 15:** Time had not been given to coaching teachers in the fall as hoped. Discipline issues were at a near crisis level in the first two months of school. Admin focused on that part more than on coaching. We had a vacancy for math/ science instr. coach as well. Teachers who were new were particularly in need of an wanting coaching and feedback, but not getting it as needed in the fall.

**Problem Statement 15 Areas:** Perceptions

**Problem Statement 11:** Enrollment has decreased from the 850 that should be enrolled down to 680.

**Root Cause 11:** Leonard needs to tell the story of the changes we have already made, adding over student activities and successful athletics. Charter schools have been built very

nearby that have enrolled our students. Leonard had earned a negative perception due to discipline issues over the past several years.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Students meeting progress on MAP Reading between BOY 2021-22 to MOY was only 38% in 6th grade and only 44% in 8th grade.

**Root Cause 12:** Students and teachers engaged during class time in "skills lessons" and listening to teacher rather than actual time spent reading, largely due to short class periods in the 7 period day, an obsolete teacher lecture model used in many classes, and no small group implementation in ELA classes.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Eighth grade students meeting "Approaches" or higher on Science benchmark was 33% in March, which is 11% below district average on the same benchmark.

**Root Cause 13:** New teacher becoming familiar with TEKS and the language of the STAAR. Classroom management in all 8th grade science classes was an extraordinary challenge throughout the fall. School provided a district level coach periodically, but did not have a science coach available at the campus level specifically. Leadership should have provided a more structured goal setting and progress monitoring system

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Eighth grade students meeting "Approaches" or higher on Social Studies March benchmark was 36%, below the district average of 43%.

**Root Cause 14:** New teacher becoming familiar with TEKS and the language of the STAAR. Classroom management in all 8th grade science classes was an extraordinary challenge throughout the fall. School provided a district level coach periodically, but did not have a science coach available at the campus level specifically. Leadership should have provided a more structured goal setting and progress monitoring system

**Problem Statement 14 Areas:** Student Learning

# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



# District Goals

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44% to 60% by May 2023.

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 45% to 60% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP growth reports, Student and class summary reports broken down by demographic groups

**Strategy 1:** Provide data profiles and time for teachers to examine and analyze the data for each class period to prepare initial grouping of students for reading acceleration and interventions during the week back in August.

**Strategy's Expected Result/Impact:** Teachers will know their student data and have access to it before the first day of instruction to ensure every student makes more than "expected growth" on MAP and "meets or exceeds expected progress" on STAAR.

**Staff Responsible for Monitoring:** Teachers monitor the progress of their students weekly using common assessments. Administration monitors the progress of teachers weekly through PLC cycle of examining data

**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 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Train teachers on how to access, understand, and use their data in Aware and in GoFormative in order for them to diagnose students' areas of need and provide structured supports  <b>Intended Audience:</b> Teachers, CIC's	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Date(s) / Timeframe:</b> October completion  <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal  <b>Collaborating Departments:</b> Core Content Departments  <b>Delivery Method:</b> Staff training in PLC or faculty meeting</p>				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Strategy 2:** Implement our campus instructional goal for Differentiated Data Driven instruction for every scholar, through training teachers in effective workshop / small group design using weekly data and plan collaboratively during PLC for lesson implementation.

**Strategy's Expected Result/Impact:** Students receive small group targeted instruction that accelerates their learning from where they are to more than one year's expected growth on data measures.

**Staff Responsible for Monitoring:** Admin monitors small group design and delivery, and tutoring in addition to that. Teachers monitor student data weekly. Students monitor their own data weekly.

- TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **ESF Levers:**  
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  
- **Results Driven Accountability**

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase and organize AVID style Student Planners and Binders for every student to manage their coursework, set goals, monitor their progress toward goals, involve parents and mentors in supporting goals and feedback</p> <p><b>Intended Audience:</b> Students  <b>Date(s) / Timeframe:</b> July 1 when budget is activated  <b>Provider / Presenter / Person Responsible:</b> Principal purchase and ILT / Teachers organize  <b>Collaborating Departments:</b> Grade level teams will oversee goal setting and tracking  <b>Delivery Method:</b> August training for teachers</p> <p><b>Funding Sources:</b> Title funding supplies and materials for planners - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Hire, train, utilize a Data Analyst to create and implement Data Monitoring Systems based on campus created formative assessments. Use Lead4Ward, GoFormative, TFAR, TIDE , and Eduphoria AWARE to create data alignment with instruction and weekly assessments - formative and summative.</p> <p><b>Intended Audience:</b> Teachers in PLC review weekly assessments; Students will practice mastery on TEKS and MAP skills using exit tickets and formative assessments weekly</p> <p><b>Date(s) / Timeframe:</b> July 25 start date for Data Analyst; weekly PLC</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal recruit, train, lead the work; ILT collaborate with DA and PLC teams</p> <p><b>Collaborating Departments:</b> Content Departments</p> <p><b>Delivery Method:</b> Weekly assessments and data dig</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04N-061-30-510-000000-23F10 - \$82,070</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase and use GoFormative to manage, access, disaggregate and address with interventions and acceleration the weekly data-identified needs of students, ensuring we are a data driven instruction campus.</p> <p><b>Intended Audience:</b> All students will have specific needs addressed weekly, set goals, reflect on performance,</p> <p><b>Date(s) / Timeframe:</b> Weekly all year</p> <p><b>Provider / Presenter / Person Responsible:</b> Scott Gutkowski Data Analyst oversees the program implementation by GoFormative</p> <p><b>Collaborating Departments:</b> All four core contents</p> <p><b>Delivery Method:</b> Weekly aligned assessment design</p> <p><b>Funding Sources:</b> Purchase GoFormative - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Train teachers and fully implement the uses of district ELA curriculum functions of SAAVAS that are available to support differentiated data driven instruction as well as novel units, supplemental materials for informational text, including their grammar, vocabulary, assessment platforms.

**Strategy's Expected Result/Impact:** Students will effectively benefit from all the functionality of Savaas and demonstrate greater mastery of vocabulary / word parts, grammar and conventions of language.

**Staff Responsible for Monitoring:** Literacy Coach and admin

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Purchase and / or write grant for TEKS aligned informational text resources , reading intervention materials &amp; novel sets that are leveled and appropriate for various groups and varied genres. Purchase site licenses for literacy support supplemental materials in order to push advanced students forward, and bridge gaps for underperforming students.</p> <p><b>Intended Audience:</b> Advanced, ESL, and marginalized student groups, Econ Dis, AA, Hisp.</p> <p><b>Date(s) / Timeframe:</b> Purchase in July implement weekly</p> <p><b>Provider / Presenter / Person Responsible:</b> Trish Jackman and Miranda Poole lead selection and leveling criteria, targeted groups of students for use of materials based on data</p> <p><b>Collaborating Departments:</b> ELA, Social Studies, Science - content based materials for use to enhance reading / writing skills</p> <p><b>Delivery Method:</b> Small groups in the block, tutoring, enrichment, and after school</p> <p><b>Funding Sources:</b> Novels, informational text, - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$7,500, Half-Time Title I Teacher - Title I (211) - 211-11-6119-04N-061-30-510-000000-23F10 - \$31,000</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>			

**Strategy 4:** Create and implement a motivational monitoring system for Lexia reading platform use for all students, in addition to the required usage by rewarding and incentivizing students for completion and teachers for percentage completion of lessons, strands, and the program, demonstrating mastery of concepts.

**Strategy's Expected Result/Impact:** 100% of Leonard students will meet required minutes for Lexia use, while completing strands and units within the program by demonstrating mastery. Students will spend increased time learning outside the day on Lexia using their devices.

**Staff Responsible for Monitoring:** ILT - coaches make progress visible in ELA PLC, Admin monitor, reward, announce, recognize achievers.





**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Using church donated funds to purchase gift card motivators for Lexia, reading accomplishments <b>Intended Audience:</b> students <b>Date(s) / Timeframe:</b> by October 22 <b>Provider / Presenter / Person Responsible:</b> Brown <b>Collaborating Departments:</b> purchasing <b>Delivery Method:</b> upon completion of unit goals and strands	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of 6th - 8th grade students who score at meets or above on the Reading STAAR from 25% to 35% by May 2023.

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 17% to 30% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR Preliminary Data by demographic sub group

**Strategy 1:** Train teachers to implement with fidelity the FWISD English Savaas Learning system curriculum, novel studies, and use of grammar and conventions in the writing process daily, and to implement the workshop model of small group ELA studies to accelerate learning

**Strategy's Expected Result/Impact:** 30% of Leonard students will achieve Meets on English STAAR, and 40% will reach the Progress Measure

**Staff Responsible for Monitoring:** ILT, Coaches, Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 4

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During Weekly PLC, conduct lesson internalization with ELA department teachers, use data based on GoFormative assessments, and create differentiated supports to students at all levels <b>Intended Audience:</b> ELA Teachers <b>Date(s) / Timeframe:</b> Weekly PLC <b>Provider / Presenter / Person Responsible:</b> Miranda Poole / Brown <b>Collaborating Departments:</b> Literacy <b>Delivery Method:</b> Collaborative data analysis and lesson planning / role play	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Hire, train, schedule tutors and monitor the impact of the tutorials through assessment data and tutorial attendance

**Strategy's Expected Result/Impact:** Students will make more than expected Progress on STAAR and on MAP, earning .5 or 1.0 progress measure points

**Staff Responsible for Monitoring:** ILT

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools





- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Hire, train, schedule tutors and monitor the impact of the tutorials through assessment data and tutorial attendance</p> <p><b>Intended Audience:</b> Students receive additional targeted supports</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and ILT</p> <p><b>Collaborating Departments:</b> Jackman and Department Heads</p> <p><b>Delivery Method:</b> During school tutors work in the rooms with teachers simultaneously AND after school tutoring</p> <p><b>Funding Sources:</b> Tutors - Title I (211) - 211-11-6117-04N-061-30-510-000000-23F10 - \$10,500, SCE - SCE (199 PIC 24) - 199-13-6117-001-061-24-273-000000- - \$5,000, Extra Duty pay tutoring - Title I (211) - 211-11-6116-04N-061-30-510-000000-23F10 - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 3:** Provide targeted supports for EL - English learners - through ESL / Sheltered instructional strategies, Q-TEL training and support for teachers, and targeted interventions for learners.

**Strategy's Expected Result/Impact:** EL's demonstrate Advanced High proficiency ratings on TELPAS from 10% in 2022 to 15% in 2023

**Staff Responsible for Monitoring:** ILT and ESL Teachers, LPAC

**TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide small group push in and pull out / after school to EL's,  <b>Intended Audience:</b> Students receive targeted supports and additional time  <b>Date(s) / Timeframe:</b> August - May  <b>Provider / Presenter / Person Responsible:</b> Tutors and ILT / LPAC  <b>Collaborating Departments:</b> ELA, Math  <b>Delivery Method:</b> small group instruction</p> <p><b>Funding Sources:</b> Pay for extra duty / after school - Title I (211) - 211-11-6121-04N-061-30-510-000000-23F10 - \$3,000, Materials to support sheltered instruction - BEA (199 PIC 25) - 199-11-6399-001-061-25-273-000000 - \$1,242</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Train teachers and part-time tutors to specifically support EL - current and monitored students to make academic gains using daily quick writes, reading / listening, speaking to one another and working with tutors on targeted deficiencies in these areas.</p> <p><b>Intended Audience:</b> EL student population, bilingual, monitored LEP  <b>Date(s) / Timeframe:</b> Sept - May  <b>Provider / Presenter / Person Responsible:</b> Principal, LPAC, Teachers, Tutors, Jackman, Campbell  <b>Collaborating Departments:</b> LPAC  <b>Delivery Method:</b> small groups during advisory</p> <p><b>Funding Sources:</b> Hourly pay tutors and materials - Title I (211) - 211-11-6127-04N-061-30-510-000000-23F10 - \$3,180</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores. <b>Root Cause:</b> During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure</p> <p><b>Problem Statement 2:</b> Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels. <b>Root Cause:</b> During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal</p>



### Student Learning

**Problem Statement 3:** STAAR results from 2020 took Leonard's 2019 "F" Rating scores down even lower. STAAR Overall performance scale score dropped from 53 in 2019 to 15 in 2021. **Root Cause:** The principal reported that less than half of the student body reported to school in person last year and that the students who reported themselves to be "virtual" almost never logged in and worked, making them basically no shows for school.

**Problem Statement 4:** Students meeting progress on MAP Reading between BOY 2021-22 to MOY was only 38% in 6th grade and only 44% in 8th grade. **Root Cause:** Students and teachers engaged during class time in "skills lessons" and listening to teacher rather than actual time spent reading, largely due to short class periods in the 7 period day, an obsolete teacher lecture model used in many classes, and no small group implementation in ELA classes.

### School Processes & Programs

**Problem Statement 1:** Students need more time engaged in core academic content studies, particularly math and ELA, to ensure progress is made as measured by state and local assessments. The 7 period day gives too much time to transitions and too little academic time in the core to make sustained focus on learning and small group instruction successful and tutoring is limited to only those students who attend. **Root Cause:** The mandated 7 period day has not provided optimal learning time for a student population that sits at 60% a year below grade level on MAP. Students need more math and ELA, science and SS time, and it is difficult to ensure they get additional time outside the school hours in tutoring.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** Increase the percentage of students scoring at Masters Level on STAAR Reading from 7% 2022 to 15% on STAAR Reading 2023

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR Benchmarks, Formative Assessment Data, STAAR 2023

**Strategy 1:** Provide targeted interventions and small group acceleration to students at the Meets and Masters level on 2022 STAAR Reading in order to ensure they make MORE than one full year's growth as measured on STAAR 2023.

**Strategy's Expected Result/Impact:** Increased number of students performing at Masters level on STAAR 2023. Increase number of students at or above grade level expectation on MAP.

**Staff Responsible for Monitoring:** ILT, Jackman

**TEA Priorities:**

Build a foundation of reading and math, 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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide targeted groups and advanced materials for students who are already at meets and masters level during the school day by using differentiated instruction and assessment feedback.</p> <p><b>Intended Audience:</b> On and Above level students</p> <p><b>Date(s) / Timeframe:</b> During extended ELA and Math blocks</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Jackman</p> <p><b>Collaborating Departments:</b> ILT</p> <p><b>Delivery Method:</b> small group acceleration / advanced learning</p> <p><b>Funding Sources:</b> Materials for advanced learners above level - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$2,219.20</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### School Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 3:** STAAR results from 2020 took Leonard's 2019 "F" Rating scores down even lower. STAAR Overall performance scale score dropped from 53 in 2019 to 15 in 2021. **Root Cause:** The principal reported that less than half of the student body reported to school in person last year and that the students who reported themselves to be "virtual" almost never logged in and worked, making them basically no shows for school.

**Problem Statement 4:** Students meeting progress on MAP Reading between BOY 2021-22 to MOY was only 38% in 6th grade and only 44% in 8th grade. **Root Cause:** Students and teachers engaged during class time in "skills lessons" and listening to teacher rather than actual time spent reading, largely due to short class periods in the 7 period day, an obsolete teacher lecture model used in many classes, and no small group implementation in ELA classes.

#### School Processes & Programs

**Problem Statement 1:** Students need more time engaged in core academic content studies, particularly math and ELA, to ensure progress is made as measured by state and local assessments. The 7 period day gives too much time to transitions and too little academic time in the core to make sustained focus on learning and small group instruction successful and tutoring is limited to only those students who attend. **Root Cause:** The mandated 7 period day has not provided optimal learning time for a student population that sits at 60% a year below grade level on MAP. Students need more math and ELA, science and SS time, and it is difficult to ensure they get additional time outside the school hours in tutoring.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 49% to 60% by May 2023.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 60% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Preliminary STAAR data

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of students who score at MEETS or above in 6-8 Math STAAR from 7% to 21% by May 2023. 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 4% to 20% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Preliminary STAAR data

**Strategy 1:** Develop and implement targeted additional supports to students in math that are performing below grade level expectations through tutoring, guided use of Carnegie Math instructional program online, Maneuvering the Middle, Mentoring Minds, Measuring Up to supplement tutorials.

**Strategy's Expected Result/Impact:** Students will increase math growth to demonstrate 1.5 + years growth on MAP.

**Staff Responsible for Monitoring:** AP over math, Math PLC lead, Computer Lab Assistant

**TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire tutors and implement targeted after school tutoring for students identified as performing below grade level  <b>Intended Audience:</b> Students below grade level in math - Approaches or Did not Meet, or below on MAP <b>Date(s) / Timeframe:</b> September - May <b>Provider / Presenter / Person Responsible:</b> Principal and Jackman <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> During, After or before school additional supports / tutoring  <b>Funding Sources:</b> tutors - Title I (211) - 211-11-6117-04N-061-30-510-000000-23F10 - \$15,000, Maneuvering the Middle - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$4,258.80	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Implement targeted supports during small group time and tutorials using supplemental TEKS aligned materials such as Measuring Up, Maneuvering, and Mentoring Minds to target mastery of specific standards.</p> <p><b>Intended Audience:</b> Did not meets and approaches student groups</p> <p><b>Date(s) / Timeframe:</b> October - May</p> <p><b>Provider / Presenter / Person Responsible:</b> Math Teachers and hired additional math tutors</p> <p><b>Collaborating Departments:</b> Math</p> <p><b>Delivery Method:</b> Small group instruction, tutoring</p> <p><b>Funding Sources:</b> Measuring Up, Mentoring Minds - SCE (199 PIC 24) - 199-11-6399-001-061-24-273-000000- - \$4,180</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Increase teacher mastery and efficacy in their delivery through ensuring Carnegie required and optional trainings are completed and implemented in classrooms, in the workshop model using differentiated instruction

**Strategy's Expected Result/Impact:** Students will increase their critical thinking and problem solving skills through communication and collaboration in the math instructional class resulting in 20% at Masters on Math STAAR

**Staff Responsible for Monitoring:** ILT, Math Lead, PLC

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Student Learning 1, 2, 3 - Perceptions 1

**School Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores. <b>Root Cause:</b> During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure</p>
<p><b>Problem Statement 2:</b> Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels. <b>Root Cause:</b> During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal</p>
<p><b>Problem Statement 3:</b> STAAR results from 2020 took Leonard's 2019 "F" Rating scores down even lower. STAAR Overall performance scale score dropped from 53 in 2019 to 15 in 2021. <b>Root Cause:</b> The principal reported that less than half of the student body reported to school in person last year and that the students who reported themselves to be "virtual" almost never logged in and worked, making them basically no shows for school.</p>

## Perceptions

**Problem Statement 1:** Only 38% of Leonard students reported a "sense of belonging" on fall Panorama survey, and only 28% reported feeling "engaged" during classes. **Root Cause:** Students returning from pandemic year have been starved of social and emotional connections with peers and caring adults outside the home. Leonard MS has offered zero extracurricular activities for about 6 years prior to the pandemic. More than half the teachers struggle with implementing effective classroom management strategies, impeding student engagement in learning.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 19% to 35% by May 2023.

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 15% to 30% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR 2022 results  
MAP - STAAR Projection  
STAAR Formatted Benchmarks and assessments

**Strategy 1:** Increase student voice, ownership, and self-efficacy by creating a calendared goal-setting and self-monitoring structure for all students to set clear targets and achieve them.

**Strategy's Expected Result/Impact:** Students in all sub-pops, including EL and African American populations, will increase Meets percentages on STAAR by 7% in 2023

**Staff Responsible for Monitoring:** ILT and Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

**- Results Driven Accountability**

**Problem Statements:** Demographics 3 - Student Learning 1, 2, 4

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 3:</b> Leonard Middle School maintains a consistent MOBILITY Rate of about 33%, which is our greatest academic and school culture challenge, creating extreme challenges to consistency of instructional impact on student achievement and behavior reinforcements. <b>Root Cause:</b> About 90% of our student body lives in the low-income, section 8 housing that covers our school attendance zone. Students living in houses have largely migrated to charter schools in the nearby area. There is a pattern of turnover in the apartments based on the 90 days of free rent deal offered or eviction cycles.



## Student Learning

**Problem Statement 1:** Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores. **Root Cause:** During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure

**Problem Statement 2:** Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels. **Root Cause:** During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal

**Problem Statement 4:** Students meeting progress on MAP Reading between BOY 2021-22 to MOY was only 38% in 6th grade and only 44% in 8th grade. **Root Cause:** Students and teachers engaged during class time in "skills lessons" and listening to teacher rather than actual time spent reading, largely due to short class periods in the 7 period day, an obsolete teacher lecture model used in many classes, and no small group implementation in ELA classes.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 7% to 25% by May 2023.

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 4% to 20% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR 2022 Results  
MAP STAAR Projection reports  
STAAR Benchmarks, assessments

**Strategy 1:** Design and implement small group differentiated instruction in every math classroom 4 days / week based on weekly assessment scores.

**Strategy's Expected Result/Impact:** Students will make faster progress by working specifically on targeted needs daily.

**Staff Responsible for Monitoring:** All math teachers will report / input weekly assessment data by Approaches, meets, masters into the shared tracking document for PLC review and planning

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize FWISD and supplemental platforms such as Carnegie Math intuitive platform for students, IXL for data assigning of practice during workshop groups. Groups can work in computer lab as part of HB4545 and additional targeted supports.</p> <p><b>Intended Audience:</b> Students in math classrooms during instructional block, Teachers using and assigning resources during FWISD workshop design</p> <p><b>Date(s) / Timeframe:</b> Weekly data based grouping for acceleration</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal purchase and monitor, Teachers implement</p> <p><b>Collaborating Departments:</b> MATH PLC</p> <p><b>Delivery Method:</b> Weekly small group design</p> <p><b>Funding Sources:</b> IXL for extended acceleration and grouping - Title I (211) - 211-11-6399-04N-061-30-510-000000-23F10 - \$9,045, Computer Lab Assistant - Title I (211) - 211-11-6129-04U-061-30-510-000000-23F10 - \$20,820</p>	Formative			Summative
	Nov	Jan	Mar	June

**School Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Over 70% of the Leonard MS student body at the beginning of 2021-2022 performed 1-2 years below grade level expectations according to both MAP and STAAR Math and Reading scores. <b>Root Cause:</b> During the covid circumstances of last year, less than 50% of Leonard students came to school physically as reported by previous leadership, and virtual students literally never logged in and functioned as drop-outs for the year. Those students came to us with 2 year gaps as a result. Leonard has a recent history of massive teacher turnover, including 22 new hires this fall. Feeder sch failure</p>
<p><b>Problem Statement 2:</b> Students meeting progress on MAP Math between BOY 2021-22 to MOY was only averaged at 45% across grade levels. <b>Root Cause:</b> During fall semester, behaviors were out of control inside many classrooms due to new teacher hire and need for training. Teachers did not understand the urgency of MAP historically and had been told last year that the MAP test did not matter. No small group instruction yet was taking place in most rooms. Teachers were not using MAP data until the week before MAP when they were required goal</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students need more time engaged in core academic content studies, particularly math and ELA, to ensure progress is made as measured by state and local assessments. The 7 period day gives too much time to transitions and too little academic time in the core to make sustained focus on learning and small group instruction successful and tutoring is limited to only those students who attend. <b>Root Cause:</b> The mandated 7 period day has not provided optimal learning time for a student population that sits at 60% a year below grade level on MAP. Students need more math and ELA, science and SS time, and it is difficult to ensure they get additional time outside the school hours in tutoring.</p>

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percent of students meeting Projected Growth on MAP Reading and Math from 49% in Math meeting Expected growth to 60%, and from 44% in Reading to 57% meeting expected growth by EOY 2023

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAY 2022 - 2023 EOY Comparison Data

**Strategy 1:** Provide small group, structured supports for students who are already near or at Meets level on STAAR / MAP to ensure they achieve the greatest possible growth / progress in reaching the Masters level with a goal of 20% Masters on STAAR Math and Reading EOY STAAR 2023

**Strategy's Expected Result/Impact:** 20% or more students will achieve masters' level on STAAR 2023

**Staff Responsible for Monitoring:** Jackman

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19% to 12% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Attendance data by six weeks

**Strategy 1:** Attendance committee will create and implement a campus attendance plan that implements six weeks incentives and improvement incentives, in addition to the existing Awards system in place.





**Strategy's Expected Result/Impact:** Student attendance will increase, and the number of students with excessive absences will decrease

**Staff Responsible for Monitoring:** Attendance Committee, AP over attendance

**Results Driven Accountability**

**Problem Statements:** Demographics 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Attendance committee meets in August to devise and implement an incentive system, which includes daily parental contacts and attendance meetings as needed, for students to improve poor attendance as well as maintain high attendance by offering rewards and additional recognitions</p> <p><b>Intended Audience:</b> Students with poor attendance</p> <p><b>Date(s) / Timeframe:</b> August train, daily FES calls, weekly goal tracking by students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers maintain parent connection, FES calls, Attendance Committee reviews each three weeks with FES</p> <p><b>Collaborating Departments:</b> Attendance committee, clerk, FES</p> <p><b>Delivery Method:</b> Daily calls, weekly student progress tracking and teacher parent contacts</p> <p><b>Funding Sources:</b> Student Incentives - Title I (211) - 211-11-6499-04N-061-30-510-000000-23F10 - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Attendance Committee and AP's will create and sustain a system of set consequences for tardies and attendance recovery program to ensure students are in class on time, not skipping class, and make up classes missed.

**Strategy's Expected Result/Impact:** Diminished percent of students with excessive absences to below 12%

**Staff Responsible for Monitoring:** Assistant principals  
Attendance committee

**Title I:**  
2.4, 2.5, 4.1

- **TEA Priorities:**  
Improve low-performing schools

- **ESF Levers:**  
Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

**School Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Due to our reconstitution for the Leadership Academy, we expect 26 teaching positions will need to be filled. <b>Root Cause:</b> Both the challenges of Leonard's difficult mobility rate of 34% and the high incident rates of discipline incidents among students contributed to the consistently high turnover rate of Leonard staff. Additionally, the announcement of becoming a Leadership Academy cause unrest and the feeling of job insecurity last year, as cited by many existing staff.</p> <p><b>Problem Statement 2:</b> Attendance this year is averaging at 88% and for last year at Leonard Middle School was an overall average of 87.54%, with African American students at a lower rate of 84.50%. <b>Root Cause:</b> The fall semester of this year saw two significant waves of massive absences due to the covid quarantine option for 10 days, then changing to 5 days. Many students were quarantined in the fall. Following the virtual learning of last year, students have perceptions that attending in person is more of an option than legal mandate. Discipline incidents in fall resulted in countless suspensions too.</p>

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 474 to 250 by May 2023.  
Decrease the number of discipline referrals by school personnel for African American students from 303 to 150 by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** FWISD Leonard 21-22 Discipline Report by 5th six weeks

**Strategy 1:** Grade level TEAMS meet weekly to identify, document, and plan for students with behavior, attendance, grades issues and ensure support services are assigned to Tier 2 and 3 behavior students proactively mitigating future conduct problems through relationship building and restorative circles / mentoring groups

**Strategy's Expected Result/Impact:** Student discipline referrals will decrease significantly to 250

**Staff Responsible for Monitoring:** Teachers, Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

- **Results Driven Accountability**

**Problem Statements:** Demographics 3 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Design and Implement DREAM TEAMS (mentor teams) for each student that contain a teacher, community mentor, PARENT, and a peer that will meet on calendared Dream Team days to set goals in the student binder / planner, then revisit on quarterly Dream Team Days.	Formative			Summative
	Nov	Jan	Mar	June

**Intended Audience:** Every student feels connected and supported because they have a real support team, assigned to them, that holds them accountable for their quarterly progress

**Date(s) / Timeframe:** August, October, December, March

**Provider / Presenter / Person Responsible:** Academy 4, Parents, and Community Partners

**Collaborating Departments:** Design Team, John Shearer

**Delivery Method:** Calendared days for Dream Teams

**Funding Sources:** Parent Engagement Funds quarterly - Parent Engagement - 211-61-6499-04L-061-30-510-000000-23F10 - \$2,215, Parent Engagement Funds - Parent Engagement - 211-61-6399-04L-061-30-510-000000-23F10 - \$800



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 3:** Leonard Middle School maintains a consistent MOBILITY Rate of about 33%, which is our greatest academic and school culture challenge, creating extreme challenges to consistency of instructional impact on student achievement and behavior reinforcements. **Root Cause:** About 90% of our student body lives in the low-income, section 8 housing that covers our school attendance zone. Students living in houses have largely migrated to charter schools in the nearby area. There is a pattern of turnover in the apartments based on the 90 days of free rent deal offered or eviction cycles.

#### Perceptions

**Problem Statement 1:** Only 38% of Leonard students reported a "sense of belonging" on fall Panorama survey, and only 28% reported feeling "engaged" during classes. **Root Cause:** Students returning from pandemic year have been starved of social and emotional connections with peers and caring adults outside the home. Leonard MS has offered zero extracurricular activities for about 6 years prior to the pandemic. More than half the teachers struggle with implementing effective classroom management strategies, impeding student engagement in learning.



**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students from 101 to 50 by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** FWISD 21-22 Discipline Report as of Fifth Six Weeks

**Strategy 1:** Grade Level Teams / Student Support Teams meet weekly to review all discipline referrals and create / provide support plans for students from the first indication of repeated misbehavior.

**Strategy's Expected Result/Impact:** Immediate support for students will create fewer / reduced number of discipline incidents

**Staff Responsible for Monitoring:** Admin, Grade Level Team Leads, Counselors, Interventionists.

**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 3: Positive School Culture

- **Additional Targeted Support Strategy - Results Driven Accountability**

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 4 to 8 by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Family Engagement Specialist Data

**Strategy 1:** Implement the 22-23 Parent Engagement Plan which includes at minimum 4 Dream Team Days, Open House / Orientation, Meet the Teacher, Awards, Fine Arts Night, Club Showcase Night, Parenting College and Career Classes through T3, and numerous volunteering / committee opportunities.

**Strategy's Expected Result/Impact:** Parents and Family members will become more actively involved in their child's education as reflected in Parent sign ins, attendance at school events and meetings.

**Staff Responsible for Monitoring:** Principal and FES

**Problem Statements:** Demographics 2, 3 - Perceptions 2

**Strategy 2:** Create and Calendar the T3 Parent Education and Enrichment nights that provide information and opportunities for parents to both understand and support their child's college and career pathway, as well as enhance their own job opportunities.

**Strategy's Expected Result/Impact:** Parents utilize Leonard as a community school resource

**Staff Responsible for Monitoring:** FES, Admin

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Results Driven Accountability**

**Problem Statements:** Perceptions 1, 2

**Strategy 3:** I will create and promote new family engagement activities that promote the PYRAMID growth and retention of students.

**Strategy's Expected Result/Impact:** Students from Leonard will choose to stay in the pyramid and attend WHHS up to 90%

**Staff Responsible for Monitoring:** Admin, and family engagement specialist, counselors

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1, 2

### School Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 1:** Due to our reconstitution for the Leadership Academy, we expect 26 teaching positions will need to be filled. **Root Cause:** Both the challenges of Leonard's difficult mobility rate of 34% and the high incident rates of discipline incidents among students contributed to the consistently high turnover rate of Leonard staff. Additionally, the announcement of becoming a Leadership Academy cause unrest and the feeling of job insecurity last year, as cited by many existing staff.

**Problem Statement 2:** Attendance this year is averaging at 88% and for last year at Leonard Middle School was an overall average of 87.54%, with African American students at a lower rate of 84.50%. **Root Cause:** The fall semester of this year saw two significant waves of massive absences due to the covid quarantine option for 10 days, then changing to 5 days. Many students were quarantined in the fall. Following the virtual learning of last year, students have perceptions that attending in person is more of an option than legal mandate. Discipline incidents in fall resulted in countless suspensions too.

**Problem Statement 3:** Leonard Middle School maintains a consistent MOBILITY Rate of about 33%, which is our greatest academic and school culture challenge, creating extreme challenges to consistency of instructional impact on student achievement and behavior reinforcements. **Root Cause:** About 90% of our student body lives in the low-income, section 8 housing that covers our school attendance zone. Students living in houses have largely migrated to charter schools in the nearby area. There is a pattern of turnover in the apartments based on the 90 days of free rent deal offered or eviction cycles.

#### Perceptions

**Problem Statement 1:** Only 38% of Leonard students reported a "sense of belonging" on fall Panorama survey, and only 28% reported feeling "engaged" during classes. **Root Cause:** Students returning from pandemic year have been starved of social and emotional connections with peers and caring adults outside the home. Leonard MS has offered zero extracurricular activities for about 6 years prior to the pandemic. More than half the teachers struggle with implementing effective classroom management strategies, impeding student engagement in learning.

**Problem Statement 2:** Parent engagement at Leonard has been low, despite multiple efforts to invite parent engagement and the addition of a Family Liaison specialist, with the exception of the "Meet the Teacher Night" which had excellent numbers (about 150). Parent University was attempted more than once with no attendance. **Root Cause:** Leonard needs to survey / find out what ways parents want to engage with the school, as it may be that we have not found a way to engage them that interests them, or we need to look at scheduling events differently. They may want to become involved but we have not provided the opportunity.

# State Compensatory

## Budget for 061 Leonard Middle School

**Total SCE Funds:** \$9,180.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

Leonard will use the IXL online resource to supplement math, as well as leveled reading supports using part-time hourly tutors and Measuring Up / Mentoring Minds for our Did Not Meet and Meets groups on STAAR reading and math and for our large EL program to improve the performance on ALL measures of state and national assessments. Leonard has a 53% EL population that performs below district and state averages. Also impacting our EL population is the extremely high mobility rate of 34% at Leonard. This program provide structured and targeted supports to EL students that deepen their comprehension of spoken and written language, vastly expand their working vocabulary in speaking and writing, and improve their reading comprehension in English. Also, Summit will better prepare them for all state and local assessments, namely TELPAS. EL students count in 16 different possibly categories of the TEA campus accountability rating, so they have a profound impact on the school performance indices. These students are among the marginalized due to language and economic barriers, and they will make accelerated progress in their mastery of the English language through the prescriptive, monitored, and incentivized use of this program.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LouAnn Dunnam	CAI Computer Lab Assistant	Title I	1.0
Patricia Jackman	Title I Teacher	Leonard Literacy Support	0.5
Scott Gutkowsky	Data Analyst	Leonard Middle School Data	1.0

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sara Gillaspie	Principal
Administrator	Kalicia Williams	Assistant Principal
Community Representative 1	Elizabeth Bonnell	Mentor Program Coordinator
Business Representative 1	Kelly Purselley	Business Leader
Business Representative 2	Ashley Mortimer	LVTRISE Director
Community Representative 2	DJ Foster	Journey Church Youth
Professional District-Level Staff	Patricia Sutton	MTSS Director
Classroom Teacher 1	Heather Garcia	8th ELA
Classroom Teacher 2	Christine McCaa	8th Science
Classroom Teacher 3	Jennifer Desselles	Math 6th
DERC Representative 2	Valamas Jones	JCC Teacher
DERC Representative 1	Denise Martinez	Librarian
Non-classroom Professional	Tameka Long	Counselor
Non-classroom Professional	Nikole Jenkins	Counselor

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Title funding supplies and materials for planners	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$5,000.00
1	1	2	2	Data Analyst	Data Analyst	211-13-6119-04N-061-30-510-000000-23F10	\$82,070.00
1	1	2	3	Purchase GoFormative	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$6,000.00
1	1	3	1	Novels, informational text,	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$7,500.00
1	1	3	1	Half-Time Title I Teacher	Title I Teacher	211-11-6119-04N-061-30-510-000000-23F10	\$31,000.00
1	2	2	1	Extra Duty pay tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-061-30-510-000000-23F10	\$4,500.00
1	2	2	1	Tutors	Tutors with degree or certified	211-11-6117-04N-061-30-510-000000-23F10	\$10,500.00
1	2	3	1	Pay for extra duty / after school	Extra duty pay for tutoring after hours (Support Personnel)	211-11-6121-04N-061-30-510-000000-23F10	\$3,000.00
1	2	3	2	Hourly pay tutors and materials	Tutors without degree	211-11-6127-04N-061-30-510-000000-23F10	\$3,180.00
1	3	1	1	Materials for advanced learners above level	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$2,219.20
2	2	1	1	tutors	Tutors with degree or certified	211-11-6117-04N-061-30-510-000000-23F10	\$15,000.00
2	2	1	1	Maneuvering the Middle	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$4,258.80
3	2	1	1	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-061-30-510-000000-23F10	\$20,820.00
3	2	1	1	IXL for extended acceleration and grouping	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-23F10	\$9,045.00
4	1	1	1	Student Incentives	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-23F10	\$750.00
<b>Sub-Total</b>							<b>\$204,843.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$204,843.00</b>

Title I (211)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SCE (199 PIC 24)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	2	1	SCE	Tutors with degree or certified	199-13-6117-001-061-24-273-000000-	\$5,000.00	
2	2	1	2	Measuring Up, Mentoring Minds	Supplies and materials for instructional use	199-11-6399-001-061-24-273-000000-	\$4,180.00	
							<b>Sub-Total</b>	\$9,180.00
							<b>Budgeted Fund Source Amount</b>	\$9,180.00
							+/- Difference	\$0.00
Parent Engagement								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	2	1	1	Parent Engagement Funds	Supplies and materials for parental involvement	211-61-6399-04L-061-30-510-000000-23F10	\$800.00	
4	2	1	1	Parent Engagement Funds quarterly	Snacks for Parents to promote participation	211-61-6499-04L-061-30-510-000000-23F10	\$2,215.00	
							<b>Sub-Total</b>	\$3,015.00
							<b>Budgeted Fund Source Amount</b>	\$3,015.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	3	1	Materials to support sheltered instruction	Supplies and materials for instructional use	199-11-6399-001-061-25-273-000000	\$1,242.00	
							<b>Sub-Total</b>	\$1,242.00
							<b>Budgeted Fund Source Amount</b>	\$1,242.00
							+/- Difference	\$0.00



**BEA (199 PIC 25)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Grand Total Budgeted</b>							\$218,280.00
<b>Grand Total Spent</b>							\$218,280.00
<b>+/- Difference</b>							\$0.00

# Addendums