

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Murphy, Mandi

Campus Name: 061 - Leonard MS

Executive Director: Valencia Rhines

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 57.58

Special Education: 11.4

Dual Language/ESL: 28.8

Gifted and Talented: 7.3

Career and Technology: 67.1

Percentage of at-risk students: 72.8

Percentage of English Language (EL) students: 29.1

Percentage of economically disadvantage students: 89.2

2020-2021 Campus Site-Based Committee

Name	Role
Mandi Murphy	Principal
Keith Halibiruton	Other
Emma Duncan	Teacher
Stuart Sumner	Teacher
Richard Sanford	Teacher
Deborah Aspegren	Teacher
Angelica Longoria	Campus Non-Teacher Professional
Carwanda Copp	Teacher
Kim Hardeman	Additional Representative Appointment
Griselda Delgado	Campus Non-Teacher Professional
Deborah Aspegren	Campus Non-Teacher Professional
Angela Clark	Teacher
Ruth Zuleta	Parent
Hannah Flagg	Community Representative
Susan Rhoten	District Level Staff

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Leonard MS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 55	53 - F
Domain 2: School Progress 59	
Domain 3: Closing The Gaps 39	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

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

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> 33% of AA 50% of Hispanic 2% of Asian 13% White 2% Two or more 	<ol style="list-style-type: none"> *Differentiation in Tier 1 opportunities in general classroom. * Increased support in general classroom by Special Education Teachers Grade level meeting planning protocol-Use our "AT-RISK TRACKER" in all 3 grade levels for Math & ELAR 	<ol style="list-style-type: none"> 2 Full Time Instructional Coaches to support campus with Tier 1 instruction, Formative Assessments/Feedback, and Small Group Instruction.
	<ol style="list-style-type: none"> *High number of Spanish speaking families and bi-lingual families. 	<ol style="list-style-type: none"> *Parent involvement an communication with all families will be met by Principal Meetings, mailouts, and social media output. *Parent Liaison skilled as bilingual and social media specialist. 	<ol style="list-style-type: none"> Parent liaison to coordinate engagement activities
	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> * Design Discipline Ladder and align classroom management expectations. Define roles and expectations of all leadership positions and inform teachers and parents of contacts when they need assistance. Provide guidelines by grade level, use model teachers, utilize parent and student input. 	<ol style="list-style-type: none"> Social Emotional, De-escalation Training, RP training Improved outreach to parents based on positive news equal to negative conversations Attendance Recovery, Attendance Committee, Identify chronic absenteeism/attendance
Student Achievement	<ol style="list-style-type: none"> EOC results- 100% Bio, 100% Alg. I, 98% Eng. I 	<ol style="list-style-type: none"> Recognition for achievement (Honor Roll, Awards, Certificates, Student of the Month-done by teachers) 	
	<ol style="list-style-type: none"> Maintained attendance percentages 	<ol style="list-style-type: none"> Impliment student conferencing and student led data tracking 	
	<ol style="list-style-type: none"> Improved PLCs/alignment/planning/engagemt. 	<ol style="list-style-type: none"> Must move campus from "F" rating and "IR" status. Dropped in Meets & Masters (need to increase rigor) 	
School Culture and Climate	<ol style="list-style-type: none"> Payday Breakfast, From the Heart, Cornerstone, Strengthening Families 	<ol style="list-style-type: none"> School Activity Committee (led by SST) 	
	<ol style="list-style-type: none"> Women's Center, Field Trips, Secret Santa, Being Boo (ed), Pep Rallys, Awards Assemblies, Social Rewards for On Target Students, SEL supports 	<ol style="list-style-type: none"> Consistant discipline procedures and expectations while holding everyone accountable to the expectations. 	
	<ol style="list-style-type: none"> School wide recognition of student successes (academic, SEL, extra-curricular) 	<ol style="list-style-type: none"> Impliment school wide SEL procedures in faculty meetings, classrooms, and PLCs 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Teachers utilize technology and technology trainings for instructional integration 	<ol style="list-style-type: none"> Standards Alignment, Formative Assessment & Feedback, and Small Group Instruction 	
	<ol style="list-style-type: none"> Core tested teachers receive 360 minutes a month of personalized instructional coaching 	<ol style="list-style-type: none"> De-Escalation strategies training; Social Emotional/Mental Health/SST training Restorative Practice Tchr Training (8th;new staff) 	
	<ol style="list-style-type: none"> PLCs utilized for targeted professional development for departments 	<ol style="list-style-type: none"> Rigor, Differentiation, Backwards planning 	

Curriculum, Instruction, and Assessment	1.	Using STAAR data for class scheduling (schedule low students into same class for targeted remediation-structured literacy & double block Math)	1.	Implimentation of "Fundamental Five" as a campus wide initiative
	2.	Instructional Planning Calendars aligned to scope & sequence, assessment blueprint, Lead4ward highly tested TEKS.	2.	Uniform alignment by content grade level of learning objectives and mastery of learning.
	3.	Data informed instructional practicesalignment/planning,	3.	Student/teacher data conferences
Family and Community Involvement	1.	Longhorn PRIDE, Donuts w/Dad, Pastries w/Parents, Back to School Event, EL Parent Event	1.	Host 4 parent and community events/semester
	2.	Increased teacher participation in PTA	2.	Student/parent orientation at beginning of school; PTA drive; PTA that remains active
	3.	Increased teacher participation in PTA	3.	Monthly newsletters sent home with an overview of content concepts and campus events
School Context and Organization	1.	Go Center (CCR coach), CIS, Grade Level SSTs	1.	Uniform lesson plan across all content areas
	2.	Home visits, SARTs, Stay in School Coordinator, Attendance Recovery	2.	Grade level arrangement of building layout
	3.	2 full time instructional coaches	3.	Restructure passing period procedures to reduce tardies

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 061 - Leonard MS

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Executive Director: Valencia Rhines

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	66%,36%,16%	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	102.05	39.09	7.78	62%,27%,13%	
	Economic disadvantage and EL's will increase STAAR reading meets scores by 10%		26%, 25%		36%, 35%	EOY STAAR
	Improve Math and Reading STAAR scores by Master's scores by 10%			3%, 8%	13%, 18%	EOY STAAR

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Develop literacy opportunities to assist all students by differentiated lessons, high interest activities, and aligned, scaffold instruction.	provide high quality curriculum & implement support from professional development	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/20/2021	Title I	9,896	Below Target	Improved teaching techniques for student learning. Stations and/or small group learning opportunities to maximize their learning All students participating in high interest and high impact activities in the classroom.
2 Title I	Support the two planning times per day for core subject area teachers with one planning time devoted to academic strategic, vertical planning regarding lesson plans, differentiation, and writing across curriculum. Provide professional development when necessary to maximize time. Provide learning material for students and teachers to increase differentiation based on data.	Based on MAP, we will focus teacher learning in areas of student weakness. Purchase material, to support scaffold learning.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/20/0021	Title I	5,000		Students will receive the highest instruction and scaffold opportunity when necessary Formative assessment will demonstrate improvement in learning for each student.
3 Title I	Support the two planning times per day for core subject area teachers with one planning time devoted to academic strategic, vertical planning regarding lesson plans, differentiation, and writing across curriculum. Provide professional development when necessary to maximize time. Provide learning material for students and teachers to increase differentiation based on data.	Data analyst will support the meetings by providing data		5/20/2021	Title I	90,213		Students will receive the highest instruction and scaffold opportunity when necessary Formative assessment will demonstrate improvement in learning for each student.
4 Title I	Provide tutorials for targeted students before/after school or summer school using scientifically based programs, certified educators, and volunteers.	Recruit volunteers Recruit teachers Set up times Purchase supplies and curriculum	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/20/2021	Title I	32,000		Pre-teach and Reteach results in improved second time formative assessment is implemented (Be prepared for this to look differently due to covid. We could be doing interventions virtually)

5	SPED	Individualized, partnered, and small group professional development plans are made in learning opportunities for teachers focusing on partnering special education teachers and core general education teachers in English and Math	Mix planning structures for sped/ELA and SPED/Math teachers at least 15 times in the school year. Implement a common place to find supplies needed for differentiation for classes. Purchase any manipulatives and supplies for students and teachers.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	1/25/2021	Special Education	4,000		Improved differentiation in the special education classroom as the Sped teacher increase higher level general education learning opportunities for special ed students 50% of the time. Improved differentiation in general education classroom by the general education teacher because she learns scaffolding and data monitoring to progress special education student in the general classroom.
6	Title I	Provide teachers with manipulatives, supplies, and professional development to improve differentiation in math.	Staff development on using formative assessment to drive initial learning Purchase supplies to best support different learning levels in Tier 1 Provide time for lesson development Provide subs for teacher walkthrough opportunities	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/20/2021	Title I	120,000		Moving the learning to student outcomes and demonstration of owning the learning in small group differentiated learning opportunities.
7		Provide bus to and from tutorial and or activities for students that need opportunity to participate in structured academic enrichment.	Schedule with transportation	Principal,Assistant Principal	5/25/2021	Local (Basic Allotment)	1,524		
8	Title I	Provide school supplies for students that do not have basic needs for educational needs and in-depth learning experiences.	find supplies and equipment needed	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	2/20/2021	Title I	7,000		Students must participate to truly learn. They must have supplies.
9		Provide school supplies for students that do not have basic needs for general education and extra-curricular activities.	find supplies and equipment needed	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/20/2021	Local (Basic Allotment)	3,000		Students must participate to truly learn. They must have supplies.
10		Provide training and supplies for teachers supporting bilingual program, EL's, and Low Socioeconomic.	Develop training implementation Provide supplies and resources needed	Principal,Instructional Leadership,Teacher(s)	5/20/2021	Other	15,000		Increase teachers' capacity to reach all students in the learning process.
11		Students scoring above average on MAP Reading and Math tests will be offered extension opportunities including but not limited to extension curriculum, virtual field trips, and software options.	Teachers will provide extensions to learning based on the needs of the highest students.	Instructional Leadership	11/20/2020	Gifted & Talented	522		Increased learning for all students and improved scores on Masters score in STAAR

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	26	36	EOY
	Increase planning opportunities for SPED and inclusion teachers to meet together with general education teachers to improve instruction at least four ti	0	4	EOY
	Create opportunities to increase school pride and community conversations about reading activities and content specific reading celebrations through stu	0	4	EOY
	Create opportunities for students to receive appreciation and recognition for striving towards excellence through attendance, effort, and honor role, or	0	4	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Establish positive co-teaching or co-planning environments in ELA and Math to focus on the integration of TEKS into the core classes for special education and ELL in 6th -8th.	Training, Planning time, curriculum and online data base of support	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/20/2021	Special Education	3,854	Incomplete	Improve student achievement Improve teacher collaboration Improve student opportunity for feedback.
2 SPED	Integrate the use of technology for students and teachers to improve learning environment to provide more student engaged literacy opportunities across all curriculum and for all students with a heavy emphasis on inclusion of special education and ELL students.	Creating and implementing the best learning environment for bilingual students by using technology for translation, connection, reading, writing, and understanding.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/25/2021	Bilingual	949		Improved scores on MAP and STAAR
3 CTE	We will celebrate student authors at teachers' luncheons and other gatherings. Students and parents will be invited to read their pieces in front of teachers and leave the artifacts to receive positive feedback. We will implement at least three times this year.	Purchase supplies, drinks, food, include preparation supplies, curriculum, technology	Principal,Assistant Principal,Teacher (s),External Stakeholder,Data Analyst	5/25/2021	SCE	4,000		CTE will construct an opportunity for students to provide a teacher and parent appreciation dinner construct a demonstration of their learning and the connections made to cross-curricular learning.
4 Title I	Develop student organizations to allow them to give feedback and plan student activities and learning opportunities at least three times a year.	purchase supplies schedule events invite families and community get staff feedback Purchase system plans and professional development.	Principal,Assistant Principal,Teacher (s),Student Support Services	5/25/2021	SCE	3,155		Students will participate in growing the school culture by implementing their ideas in our strategies of campus wide management systems and increase a culture of best effort Create a safe place to take risks Remind them they are not alone

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from			
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			
	Positive outreach and culture improvement withing faculty, with students and families will develop.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Culture will be monitored and developed by the equity committee. They will meet to determine routines, protocols, and support systems to decrease behavior.	Engage community to stay connected to school and partner for student success			Title I	36000.00		
2	Culture will be monitored and developed by the equity committee. They will meet to determine routines, protocols, and support systems to decrease the number of bully reports by assisting students with de-escalating techniques, and conflict resolution skills.	Supplies and materials for parent engagement events			Title I	2429.00		
3	The principal will host 4 Principal Round Table meetings to increase parent feedback and needs from students and principal will act on the data received so that parents recognize their connection.	Snacks for parent engagement invites Posting of outcomes	Principal,Assistant Principal,Student Support Services		Title I	1000.00		Parent engagement and their relationship with teachers and administration will improve. Students' feeling of safety and trust in the school will increase.
4	Teachers and staff will implement positive learning environment strategies to encourage students to participate in learning and class activities.	Positive relationship building meetings. Equity committee support Alignment in flow chart of counselors and interventionists.	Principal,Assistant Principal,Teacher (s),Student Support Services	4/20/2021	Local (Basic Allotment)	5,000		Culture and safety of the campus will increase. Students that are virtual will recognize and engage in learning opportunities. Students returning to school will feel safe and focus on goals in school
5	All coaches will participate in a training presented by the Campus Wellness coordinator; therefore, they will be prepared to assist students in completing wellness assignments.	educational material positive reinforcements staff hours	Principal,Assistant Principal,Teacher (s),Student Support Services	5/20/2021	Local (Basic Allotment)	4,000		Students will be allowed to complete assignment in the PE/athletic period.

6	We will promote and communicate opportunities for community and parent engagement.	Host 3 PTO meetings Invite organizations to mentor/ read/ and share experiences with students Provide opportunities for students to host visitors to see their work Bring motivational speakers to lunch	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Dat a Analyst	5/20/2020	Local (Basic Allotment)	5,000		PTO or PTA or Family Committee will be in place.
7	Increase student pride and participation in school wide activities by increasing passing scores and initiating opportunities for students to try out, stay, and involve themselves.	Implement student clubs Implement a school rewards/purchase program Campus wide activities Support athletic, fine arts, JROTC, etc.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Dat a Analyst	5/20/0020	Local (Basic Allotment)	10,000		Increase buy-in to the "school" experience. Students and parents will be willing to say, "I attend Leonard Middle School and feel proud about it.
8	To improve community involvement and parent connection and involvement we will hire a Family Communication specialist.	Hiring and sustaining the position Training the person to understand the needs of parents .Expectations of this position include:	Principal,Other	5/20/2021	Title I	33,000		Parents will be informed and feel welcome to interact with staff.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

