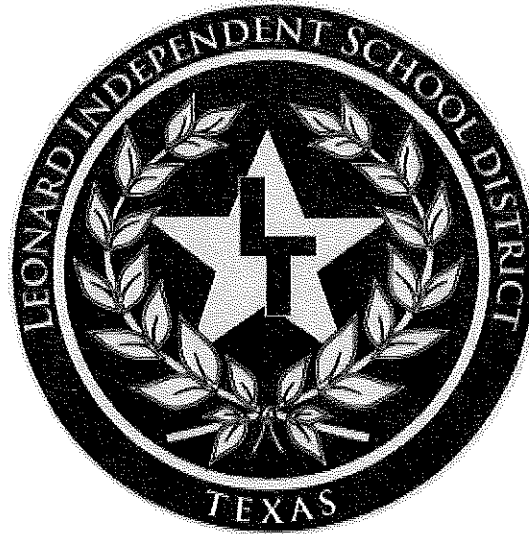


**Leonard Independent School District**  
**Leonard Junior High**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date: October 1, 2018**

# Mission Statement

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. "At LISD we are investing in the future of our students."

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# Comprehensive Needs Assessment

Revised/Approved: September 26, 2018

## Demographics

### Demographics Summary

Leonard Junior High is located in the city of Leonard which is a rural agricultural community located in the southwest corner of Fannin county. The junior high campus serves 217 students 6th through 8th grade. The ethnicity percentages for the campus is approximately 16% Hispanic, 4% African American, 75% White, and 5% Other. The percentage of students that are considered At-Risk for the 2017-2018 school year is 45%. Leonard Junior High is comprised of 59% of Economically Disadvantaged students. The number of students enrolled at the junior high campus has increased.

### Demographics Strengths

The junior high engages in ongoing monitoring of all students including, at risk, ESL, economically disadvantaged, special education and homeless through unit assessments, formative assessments, benchmarks and a data management system. State assessment results have shown an increase in performance of students in grade 8 Reading and Math, grade 6 Math, grade 8 Science and Social Studies. The community partners with the school to help meet the social and home needs of students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** According to the 2018 PBMAS, the number of SPED students passing the STAAR, in grades 3-8, for reading is 29%, which is below the expected 70% cut-off rate.

**Problem Statement 2:** According to the 2018 PBMAS, the number of SPED students passing the STAAR, in grades 3-8, for math is 32%, which is below the expected 70% cut-off rate.

**Problem Statement 3:** According to the 2018 PBMAS, the number of ESL students passing the STAAR, in grades 3-8, for writing is 27%, which is below the expected 70% cut-off rate.

**Problem Statement 4:** According to 2018 PBMAS report, the number of ESL students passing the Reading STAAR test in grades 3-8 is 41%, which is below the expected 70% cut-off rate.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Students are being assessed with unit, formative assessments with STAAR-type questions. Students have, for most of the assessments, scored higher than the previous year assessments. The campus was Met Standard, as students performed well on state assessments. The areas of concern are the number of students served in special education passing the STAAR test in Reading, Writing and Math. The overall number of students passing the STAAR for 6th Reading, 7th Math, Writing, and Reading decreased.

6th Reading- Approaches: 58%, Meets: 28%, Masters: 9%

6th Math- Approaches: 74%, Meets: 25%, Masters: 5%

7th Reading- Approaches: 52%, Meets: 30%, Masters: 21%

7th Math- Approaches: 58%, Meets: 26%, Masters: 11%

7th Writing- Approaches: 50%, Meets: 27%, Masters: 2%

8th Reading- Approaches: 89%, Meets: 47%, Masters: 17%

8th Math- Approaches: 92%, Meets: 50%, Masters: 15%

8th Science- Approaches: 69%, Meets: 36%, Masters: 17%

8th Social Studies- Approaches: 52%, Meets: 13%, Masters: 4%

### **Student Academic Achievement Strengths**

LJH scored well enough this past school year to no longer be designated as a PEG campus. There are more students that are served in special education that are being served in the mainstream classroom setting with inclusion support. LJH campus implemented interventions that has helped close student achievement gaps.

The campus scored higher than the state average in the following assessments:

8th Reading and 8th Math

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The number of students passing the 8th grade Social Studies STAAR test was 52% which is below the state passing standard of 64%, which effects the special population groups by lowering their passing percentages.

**Problem Statement 2:** The number of students passing the Writing STAAR test was 50% which is below the state passing standard of 67%.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Leonard Junior High encourages parental involvement through open house, social media, extra-curricular activities, and various activities at the school that are held during school hours and after school hours. The campus has implemented a district wide Suicide Prevention Protocol with the junior high campuses offering mental health screenings to students. Parents are happy with the school climate as seen in recent parent surveys.

### **School Processes & Programs Strengths**

An intervention process to include screening, progress monitoring, and individual program offerings to students based upon needs. Teachers are using a horizontal and vertically aligned curriculum with the TEKS Resource System. Teachers are using unit assessments to monitor student progress. The Eduphoria Aware program allows staff to break down data for specific results of student expectations and student groups.

Students may take an advanced course in ELAR and Math for 6th, 7th, and 8th grades. Students in 8th grade may take Algebra I and Principles of Agriculture for high school credit.

Students are receiving additional support for Math, Reading, ELA, Science, and Social Studies in their technology classes.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The campus needs better systems and processes to monitor student progress.

**Problem Statement 2:** The campus needs a clear system to provide needed interventions to students that are content related.

**Problem Statement 3:** The campus needs a organized parent organization.

## **Perceptions**

### **Perceptions Summary**

Student and staff leadership is involved with decisions for school. The school works closely with community and parents for partnerships for student success.

### **Perceptions Strengths**

The parent engagement survey that was conducted at the end of the school year had an overall satisfaction of 85%. The campus implemented a field day with activities that staff and students enjoyed.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The campus needs the support of an organized parent organization to have more impact with staff and students.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

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

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

Revised/Approved: October 01, 2018







**Goal 1: Leonard ISD will receive at minimum a "B" on each campus and at the district level, measured by state accountability guidelines.**

**Performance Objective 1:** By May 2018, 90% of all students and each subgroup tested will meet or exceed the passing standard on each test.

**Evaluation Data Source(s) 1:** STAAR assessment

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Teachers will provide targeted tutorials to students that are considered At-Risk.	2.4, 2.5, 2.6	Principal, Teachers	Students that are considered At-Risk will be provided with targeted interventions increasing the passing percentage.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Students will receive additional instruction in tested areas during the day in labs.	2.4, 2.5, 2.6	Lab Teachers, Principal	Students will have additional instructional time in content areas that are tested.				

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Provide additional ESL support for students through direct teaching of content vocabulary.</p>	2.4, 2.5, 2.6	Intervention teacher, Principal	Students that are receiving ESL services will have additional vocabulary instruction that will result in better academic performance.				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will implement a calendar to monitor student progress and times devoted for reteaching in all classes.</p>	2.4, 2.5, 2.6	Core teachers, Principal	Students will have the opportunity to be retaught material that they have not mastered resulting in improved academic performance.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Staff will monitor student progress for students that are receiving 504 services.</p>	2.4	Counselor, Principal	Students will be closely monitored for their progress in classes.				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Purchase and provide more supplemental programs for tested areas to give students more opportunities to practice student expectations.</p>	2.4, 2.5, 2.6	Principal	Students will have more opportunities to practice content that they have been taught.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 2: Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.**

**Performance Objective 1:** By the end of the school year, 90% of all parents will be able to participate in a variety of school activities.

**Evaluation Data Source(s) 1:** School records and sign-in sheets will verify parent attendance.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) The campus will offer a book fair.		Principal, District Librarian	Parents will have the opportunity to attend the book fair and do activities at the fair with their child.				
2) The campus will be involved with the development of a Parent Technology Information Night		Principal	Parents will be more familiar with safe technology practices for their child.				

**Goal 2:** Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.

**Performance Objective 2:** There will be an organized Parent/Teacher organization.

**Evaluation Data Source(s) 2:** By the end of the school year there will be a PTL organization.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Solicit volunteers to organize and start a PTL organization.		Principal	There will be an increase in parents and staff working together for the best interest of students.				

**Goal 3: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, through developed instructional strategies, high quality academic courses.**

**Performance Objective 1:** The campus will recruit highly qualified staff.

**Evaluation Data Source(s) 1:** All teachers will be highly qualified.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7  1) The campus will engage in activities at local job fairs to recruit staff.		Principal	The staff will be highly qualified in their teaching content areas.				

**Goal 3:** In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, through developed instructional strategies, high quality academic courses.







**Performance Objective 2:** The staff of Leonard Junior High will be highly qualified through high quality professional development.

**Evaluation Data Source(s) 2:** The staff will receive high quality professional development.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) English Language Arts and Reading teachers will obtain their ESL and GT certifications.</p>	2.5	Principal	Staff will receive training to serve children with ESL supports and students that have been identified as Gifted and Talented.				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Staff will receive professional development on the need for research-based best practices.</p>	2.5	Principal	Teachers will receive training that will inform about the need for instructional strategies to meet the needs of all students.				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teachers will receive professional development in Teks Resource System to better align TEKs and improve instruction in all core classes.</p>	2.4, 2.5	Principal	Teachers will deliver lessons that are aligned and meet the needs of all students.				



<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>4) Consultants will provide professional development in ELA, Math, Science and Social Studies teachers for strategies in monitoring progress and differentiation.</p>	2.4, 2.5	Principals	Teachers will have knowledge of best practices for monitoring and adjusting teaching.				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 4: All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.**

**Performance Objective 1:** The campus will provide a safe and positive learning environment.

**Evaluation Data Source(s) 1:** Documentation of strategies completed.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will conduct monthly drills according to the Standard Response Protocol.		Principal	All Drills are completed.				
2) Students that are participating in any extra-curricular activity will be included in the drug testing program.		Principal	All students participating in extra-curricular will be drug tested.				
3) The campus will increase security at the front office by acknowledging visitors visually and determine the need for visiting.		Principal, Secretary	The campus front door will have increased security by identifying visitors and their need for visiting the campus before entry.				
<b>Critical Success Factors</b> CSF 4		Principal	Students will have increased attendance rates.				
4) Students will be recognized with positive incentives for high attendance records.							
<b>Critical Success Factors</b> CSF 6		Counselor, Principal	The campus will have a positive learning environment with a decrease in discipline referrals.				
5) Students will have guidance lessons about positive character traits, that will include information about bullying and violence.							

**Goal 4:** All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.

**Performance Objective 2:** The campus will provide health education to students.

**Evaluation Data Source(s) 2:** Documentation of offerings.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will provide mental health screenings to all students that parents give consent.		Counselor	Mental Health Screening for students that parents give consent				
2) The campus will provide drug awareness to students through Red Ribbon Week activities.		Counselor, Principal	The students will be aware of the effects of drug use on the body.				
3) Students will participate in required physical education classes with an annual fitness assessment.		PE teachers, Principal	Students will be able to make better choices about physical activity and increase endurance.				

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide targeted tutorials to students that are considered At-Risk.
1	1	2	Students will receive additional instruction in tested areas during the day in labs.
1	1	3	Provide additional ESL support for students through direct teaching of content vocabulary.
1	1	4	Teachers will implement a calendar to monitor student progress and times devoted for reteaching in all classes.
1	1	6	Purchase and provide more supplemental programs for tested areas to give students more opportunities to practice student expectations.
3	2	2	Staff will receive professional development on the need for research-based best practices.
3	2	3	Teachers will receive professional development in Teks Resource System to better align TEKS and improve instruction in all core classes.
3	2	4	Consultants will provide professional development in ELA, Math, Science and Social Studies teachers for strategies in monitoring progress and differentiation.

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tammy Hutchings	Principal
Non-classroom Professional	Cindi Kent	Counselor
Classroom Teacher	Carmen Reed	Teacher
Classroom Teacher	Cramer Johnson	Teacher
Classroom Teacher	Mark Scoggins	Teacher
Classroom Teacher	Michele Scoggins	Teacher
Classroom Teacher	Traci Ward	Teacher
Support Staff	Terisa Rushing	Secretary
Parent	Jessica LaCook	Parent
Community Representative	Alichia Brackett	
Parent	Suzanne Mendez	

## Addendums

**Leonard MS  
2017-18**

	<b>GT</b>	<b>Special Ed</b>	<b>Comp Ed</b>	<b>ESL</b>
	<b>PIC 21</b>	<b>PIC 23</b>	<b>PIC 24,28</b>	<b>PIC 25</b>
Teachers	0.022	1.000	0.860	0.022
Teacher Aides		2.627		
Counselor				
<b>TOTAL FTE</b>	<b>0.022</b>	<b>3.627</b>	<b>0.860</b>	<b>0.022</b>
6100	\$1,255.00	\$130,548.00	\$55,547.00	\$1,000.00
6200	\$125.00	\$0.00	\$750.00	\$850.00
6300	\$200.00	\$3,700.00	\$9,900.00	\$500.00
6400	\$355.00	\$200.00	\$0.00	\$300.00
<b>Total</b>	<b>\$1,935.00</b>	<b>\$134,448.00</b>	<b>\$66,197.00</b>	<b>\$2,650.00</b>

Sheet1

Leonard MS  
2017-18

	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
Teachers	0.022	1.000	0.860	0.022
Teacher Aides		2.627		
Counselor				
<b>TOTAL FTE</b>	<b>0.022</b>	<b>3.627</b>	<b>0.860</b>	<b>0.022</b>
6100	\$1,255.00	\$130,548.00	\$55,547.00	\$1,000.00
6200	\$125.00	\$0.00	\$750.00	\$850.00
6300	\$200.00	\$3,700.00	\$9,900.00	\$500.00
6400	\$355.00	\$200.00	\$0.00	\$300.00
<b>Total</b>	<b>\$1,935.00</b>	<b>\$134,448.00</b>	<b>\$66,197.00</b>	<b>\$2,650.00</b>