

**Katy Independent School District**  
**Leonard Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Olga Leonard Elementary, together with staff, students, and community, is dedicated to:

**O**obtaining academic success by inspiring all learners to achieve their full potential.

**L**earning together as we positively contribute to society

**E**empowering all to embrace diversity and promote a culture of kindness.

**We are the Leopards!!**

## Vision

Leading the Legacy!

## Core Beliefs

We believe in...

always putting kids first

having a growth mindset and a positive attitude.

treating others with kindness and compassion.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Committee Members:

| Role                    | Name                    |
|-------------------------|-------------------------|
| Principal               | Jason Sowders           |
| Assistant Principal     | Tymeaco Christoper      |
| Assistant Principal     | Kathi Walker            |
| Teacher                 | Stephanie Herrington    |
| Teacher                 | Sarah Walling           |
| Teacher Title 1         | Michael Dey             |
| Teacher Title 1         | Brandie Taylor          |
| Teacher Title 1         | Maricela Ayala          |
| Paraprofessional        | Rachel Demo             |
| Paraprofessional        | Megan Daigle            |
| Parent                  | Natalie Pena            |
| Parent                  | Vijay Vishanath         |
| Parent                  | Evelyn Devalos          |
| Parent                  | James Sarao             |
| District Representative | Carrie Sanguinetti      |
| District Representative | Ashley Munoz            |
| Community Member        | Randy Rodriguez         |
| Community Member        | Ryan and Kevin Muccular |

The following data points were reviewed with Campus Advisory Team/CNA during the May 11, 2023 Zoom meeting to determine the 2023-2024 focus areas. Members not in Leonard Elementary

attendance were contacted by phone/email by the principal to gather input. The committee reviewed data again on June 10, 2023 via email to finalize the following year's plan..

### **Improvement Planning Data:**

- District goals Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

### **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 - preliminary data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment result
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

### **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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- MTSS student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

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

- Parent surveys and/or other feedback
- CAT Member Feedback

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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

After looking at many pieces of data and determining root causes, it was determined that the three highest leverage areas for the 2023-2024 school year are as follows: social emotional/behavior/discipline, reading, and math. Goals were set for each of the focus areas and targeted strategies were developed and outlined in the campus improvement plan. In order to monitor progress towards meet the goals the campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team on the following dates: October 17, 2023, January 20, 2024, March 19, 2024, and April 30, 2024. A priority is to communicate the campus needs with all families and community members. This will be accomplished by making the campus needs assessment, campus improvement plan and parent family engagement policy & compact available in English and Spanish. These items will also be placed in the lobby of Leonard Elementary, in the lobby of Grand Morton Apartment Complex, the Morton Creek Ranch model home office, and on the campus website. The locations of the documents will be communicated to Leonard parents during the annual Title I meeting and through campus ENEWS.

# Demographics

## Demographics Summary

Olga Leonard Elementary opened in August of 2019. The school is located in the highest-growth area of the district with new sections continually developing around the school. There are five subdivisions and two apartment complexes currently zoned to Leonard. There are currently two subsections of the neighborhood subdivision under construction.

Current enrollment is 1,231 students in grades Pre-Kindergarten to Fifth Grade. The campus houses five autism programs and one Early Childhood Special Education program (ECSE). Enrollment information shows that the African American population is the largest part of our population at 38.02%. Hispanic makes up 36.56% and White makes up 12.10%. Asian students make up 7.64% of the population and two or more races is 5.36%. Leonard Elementary student groups include 1.46% Gifted and Talented, 22% English Learners, and 21% Special Education. Additionally, 67% are economically disadvantaged and 59% are at-risk. Leonard Elementary's attendance rate is 94.50% compared to the district's rate of 94.57%.

Leonard Elementary will employ 130 highly qualified teachers and paraprofessionals starting in the 2023-2024 school year. Due to additional schools opening within KISD absorbing a small percentage of OLE students, the number of teaching staff has decreased slightly. A high priority is placed on hiring great teachers and we actively pursue candidates through personal connections, recruiting trips to local universities and the Katy ISD Job Fair. New teachers to Leonard Elementary are supported through a mentorship program and attend a district level and campus based training session in August.

Leonard Elementary has a dedicated group of parents that serve on our PTA. The PTA Executive Board meets monthly and is instrumental in the partnership between parents and educators. The PTA hosts events in our community and within the school. Through fundraising they have brought in programs and purchased items for student use.

## Demographics Strengths

- Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
- Leonard has a diverse student population and our students are very accepting of new students regardless of race or ethnicity.
- Leonard staff members have diverse backgrounds and experiences.
- For the upcoming school year, the majority of homeroom teachers are currently ESL certified with multiple teachers planning on taking the test during the summer. We strive for 100% rate of ESL certification among staff, as our EL student population is increasing.
- All positions of the PTA Executive Board are filled.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 64% of Leonard's student population is considered at-risk. **Root Cause:** Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at Tier I, 2, and 3.

**Problem Statement 2:** There is a direct correlation between student attendance and increased student growth. Leonard Elementary's attendance rate is 94.50% which affects student achievement. **Root Cause:** Students need to be engaged and excited in their learning and teachers need training on engagement and differentiation to meet the needs of all students.

# Student Learning

## Student Learning Summary

Leonard received an accountability rating for the 2022-2023 school year has not been released by TEA at this time. The Approaches category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

### **STAAR COMPARISON READING DATA:**

| 3rd Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 71%        | 40%   | 21%     |
| 2022      | 80%        | 57%   | 38%     |
| 2023      | 80%        | 50%   | 15%     |

| 4th Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 68%        | 39%   | 20%     |
| 2022      | 83%        | 65%   | 36%     |
| 2023      | 82%        | 44%   | 14%     |

| 5th Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 79%        | 50%   | 31%     |
| 2022      | 90%        | 59%   | 37%     |
| 2023      | 92%        | 67%   | 34%     |

### **End of Year Reading Levels By Grade:**

| Grade | Above Level % | On Level % | Below Level % |
|-------|---------------|------------|---------------|
| K     | 26            | 27         | 46            |
| 1     | 35            | 20         | 45            |
| 2     | 35            | 15         | 50            |
| 3     | 24            | 20         | 56            |



| Grade | Above Level % | On Level % | Below Level % |
|-------|---------------|------------|---------------|
| 4     | 36            | 23         | 53            |
| 5     | 33            | 20         | 47            |

**STAAR COMPARISON MATH DATA:**

| 3rd Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 65%        | 34%   | 15%     |
| 2022      | 70%        | 37%   | 17%     |
| 2023      | 68%        | 32%   | 12%     |

| 4th Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 59%        | 34%   | 23%     |
| 2022      | 63%        | 37%   | 21%     |
| 2023      | 69%        | 41%   | 17%     |

| 5th Grade | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2021      | 74%        | 41%   | 21%     |
| 2022      | 82%        | 50%   | 28%     |
| 2023      | 84%        | 50%   | 21%     |

**DISCIPLINE DATA:**

Discipline Incident Reports by 9 Weeks:

| 1st 9 Weeks | 2nd 9 Weeks | 3rd 9 Weeks | 4th 9 Weeks | Total |
|-------------|-------------|-------------|-------------|-------|
| 45          | 65          | 115         | 98          | 323   |

Discipline Numbers by Grade:

| EE | PK | K  | 1  | 2  | 3  | 4  | 5  |
|----|----|----|----|----|----|----|----|
| 0  | 35 | 48 | 44 | 56 | 80 | 34 | 25 |

Top Campus Incidences:

|   |            |
|---|------------|
| <b>Physical Contact/ Creating a disturbance</b> | <b>167</b> |
| Non-Compliant with Directives                   | 21         |
| Creating a Disturbance                          | 17         |
| Fighting  | 22         |

**Student Learning Strengths**

Student success at OLE is attributed to many factors. We strive to meet the needs of each and every student through quality first teach and through a positive socio-emotional learning environment. We seek to provide best-practice instruction through professional development and quality resources for our teaching staff. In the 2022-2023 school year, we focused on strengthening small group instruction. By providing on-going professional development and instructional feedback, teachers were able to plan and implement strong, focused small group instruction to students to positive impact learning gaps and student achievement.

OLE provides systemic student interventions throughout the school day in many ways to bolster student success and attainment of the curriculum. First and foremost, we implement a strong first-teach and differentiated small group instruction. For our EL & Special Education students we implement a collaborative teaching model in which teachers and SPED staff work cooperatively in the classroom. Students needing intervention to fill instructional gaps in their learning worked with academic support teachers, Title I interventionists, and ESSER funded tutors throughout the school day in push-in and pull-out instruction as well as participated voluntarily in after school tutoring for reading and math.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Planned small group instruction is not regularly occurring within the range of 3-4 days per week. **Root Cause:** Teachers need additional training on how to plan and effectively implement small group instruction.

**Problem Statement 2 (Prioritized):** Based on student reading levels, formal and informal assessments, we need to move readers forward in reading comprehension about the text, within the text, and beyond the text. **Root Cause:** Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the new district HMH curriculum.

**Problem Statement 3 (Prioritized):** Based on the data students demonstrated difficulty in mathematics problem solving. **Root Cause:** Additional training is needed to build teacher capacity regarding multiple math strategies to help students identify which operation to use during problem solving.

**Problem Statement 4:** English Learners are performing below other sub-populations in reading and math. **Root Cause:** Additional training is needed on sheltered instruction

strategies that supports the unique needs of English Learners.

**Problem Statement 5:** Special Education students are performing below other sub-populations in reading and math. **Root Cause:** Additional training is needed to build teacher capacity on differentiating instruction to meet the needs of special education students.

**Problem Statement 6:** Based on state assessment, a significant portion of students are in the Zone of Uncertainty in reading and math. **Root Cause:** Additional accelerated instruction is needed to move students from approaching to meets and meets to masters.

# School Processes & Programs

## School Processes & Programs Summary

Olga Leonard Elementary staff began long range planning with instructional coaches over the summer for the 2022-2023 school year. We follow the Texas Essential Knowledge and Skills from TEA and begin planning with the end in mind. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments. We incorporate District Learning Assessments, campus based assessments, and use the workshop model for core curriculum. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELs. The master schedule has been rearranged to allow for maximum instruction time and intervention. Teachers have opportunities to share ideas and plan together through the use of common planning times.

In literacy, the campus will implement the HMH reading curriculum and Amira reading assessments, data tracking, and technology to drive student achievement. The teachers have access to classroom libraries to support the implementation of meaningful reading instruction. In math, the campus will implement Guided Math, Problem Solving Strategies, Dreambox, Math Running Records in 2nd and 4th, Education Galaxy, Math Progressions, Interactive Student Notebook, and technology to drive student achievement. In Science, the campus will implement Stemsopes, EduSmart, Science Lab, 5E Model, Generation Genius, Claim-Evidence Reasoning, Picture Perfect Science, Interactive word walls, Interactive student notebooks, data tracking, and technology to drive student achievement.

Our students, parents and staff have all been a vital part in setting the foundation for our campus community. The campus community takes pride in our school and has contributed in creating a safe and positive environment. We incorporated social and emotional programs and activities to help meet the whole child. There is a high standard for implementing the best instructional practices as well as building social character. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, we make adjustments within instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

Our campus is located in a high growth part of the district so we have many families moving in throughout the year. Due to this growth, we have new families that are eager to be involved in the school. Teachers are given flexible seating and are looking for the best ways to incorporate that into their classrooms. We have an active PTA that has solicited volunteers to help at multiple community events. We have had staff and family socials and spirit nights to build relationships. Various committees have been established to create processes and programs being implemented at Leonard. Leonard Elementary has highly dedicated and professional teachers. All of our staff members are highly qualified and are student centered. Leonard Elementary follows the TEKS and unit plans from Katy ISD. Our teachers have attended training throughout the summer and received many resources to support this effort. Each one of the classrooms at Leonard is equipped with a SMART panel and at least 1 desktop computer. Each student in 2nd-5th grade is provided with a Chromebook. PK-1st grade students have access to a class set of i-pads. We will continue to ignite learning through technological experiences for our readers, writers, historians, mathematicians, and scientists.

## School Processes & Programs Strengths

Leonard Elementary has recognized the following **strengths**:

- Teacher generated road maps that target specific TEKS for instruction
- Teacher analyzed data with action plans created
- Teacher created common based assessments
- Weekly team planning and bi-weekly local professional development (content collaborative meetings)
- 9 Week planning, long-range planning, professional learning communities, and professional development rotations
- Weekly content collaborative between instructional coaches and the teachers
- Highly structured student arrival and dismissal procedures in place with adequate adult supervision
- Partnership with Leonard Elementary PTA

- Family involvement

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

**Problem Statement 1:** OLE is a PBIS school with processes and resources implemented in a disjointed manner. **Root Cause:** Additional training is needed in PBIS strategies due to students having deficiencies in foundational social skills and the addition of new teaching staff.

# Perceptions

## Perceptions Summary

Leonard Elementary works to create an environment where families feel they are entering a positive and productive school environment. We encourage open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Dojo, and social media. Informational documents and graded work are sent home each week in a Wednesday folder. As a Title I campus, we educate our community about the importance of parent involvement in local education. Volunteer opportunities are open to everyone wanting to support our school. We offer several events and programs throughout the school year to encourage families to visit our school. We have also cultivated a wonderful group of parents who volunteer on a monthly basis. PBIS and CHAMPS expectations in each common area and classroom promote a safe and positive learning environment and school culture. Expectations are consistently enforced. Dojo points, SPOTS cash, along with positive rewards and praise, are given frequently. We promote the Character Strong/Purposeful People curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselors work to meet the needs of our 1,100+ students. They provide needed guidance, support, and counseling, as well as supporting families in need. Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to show our appreciation of our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with a handwritten note. Surveys will be incorporated through the Leopard Link that go out to parents throughout the year. Leonard Elementary implements a house system. This system allows students to connect with peers across classes and grades in which they may not normally have a chance to interact. As a newer Katy ISD campus entering our fifth year, the staff and PTA are working together to develop relationships with our community and surrounding businesses. We are looking forward to continuing to be a positive connection in the community.

## Perceptions Strengths

Leonard Elementary Strengths:

- Promoted PALS (Peer Assistance Leadership) - a highly acclaimed national program that trains high school student to model good character traits to younger students at junior high and elementary level.
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- CHAMPS in order to establish and foster clear classroom behavior expectations with logical and fair responses to misbehavior
- A Purposeful People committee met to review progress on use of Rethink Ed, Purposeful People and community circles.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent involvement is not consistent across all events. **Root Cause:** There is a need to communicate events in advance and provide multiple dates and times for parent information sessions.

**Problem Statement 2:** The 2022 Bully Survey for 3rd-5th grade students revealed that 27% of students felt that staff needed to enforce rules and procedures more consistently. New data will be received in July at the Student Support Summit which will drive our new goal. **Root Cause:** There is a need to provide additional training for staff on learning various management styles and strategies.

**Problem Statement 3 (Prioritized):** There were 325 discipline referrals for the year and 167 of those involved physical contact or creating a disturbance. **Root Cause:** Additional

training is needed on conflict resolution between students and classroom management techniques among teachers.

# Priority Problem Statements

**Problem Statement 1:** Based on student reading levels, formal and informal assessments, we need to move readers forward in reading comprehension about the text, within the text, and beyond the text.

**Root Cause 1:** Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the new district HMH curriculum.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Based on the data students demonstrated difficulty in mathematics problem solving.

**Root Cause 2:** Additional training is needed to build teacher capacity regarding multiple math strategies to help students identify which operation to use during problem solving.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 64% of Leonard's student population is considered at-risk.

**Root Cause 3:** Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at Tier I, 2, and 3.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** There were 325 discipline referrals for the year and 167 of those involved physical contact or creating a disturbance.

**Root Cause 4:** Additional training is needed on conflict resolution between students and classroom management techniques among teachers.

**Problem Statement 4 Areas:** Perceptions



# 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

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

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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 4, 2023





**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** ESF- 80% of Leonard Elementary teachers in 3rd-5th grade will be proficient at designing and implementing quality small group lessons.

**Evaluation Data Sources:** Small group walkthrough rubric data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will be trained on campus expectations for developing small group lessons plans and data binders by October 6, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher's ability to plan, deliver, and document effective small group instruction.<br/>Increase in Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administration</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Job-embedded professional development in PLC's and Leopard Learning will occur each month as communicated on the campus professional learning calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher's ability to plan, deliver, and document effective small group instruction.<br/>Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administration</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> A small group instruction rubric will be developed by October 13, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher's ability to plan, deliver, and document effective small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administration</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Members of the leadership team will create a small group monitoring schedule to monitor the delivery of small group instruction and give feedback to the teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher's ability to plan, deliver, and document effective instruction.<br/>Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

| Strategy 5 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Leadership team members will meet once a month to review data from small group instruction walkthroughs and determine areas of progress and areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher's ability to plan, deliver, and document effective small group instruction.<br/>Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>             | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | 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> |           |     |     |           |





**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** All students and each sub-population will meet the federal accountability target rates for reading at the meets level.

**High Priority**

**Evaluation Data Sources:** 2024 Reading STAAR Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The leadership team will meet quarterly to review student reading data of all student groups to ensure progress is being made in identified areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administrators</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Title I and State Comp Ed funded Intervention teachers and tutors will work with students in K-5 during small group instruction when they are identified by the MTSS process as needing additional remedial support in reading. Intervention will be provided for ALL students who show a need, which will include at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading readiness based on Amira data.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teachers<br/>Comp Ed Teachers</p> <p><b>Title I:</b><br/>2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Title I Personnel - 211 - Title I Part A - \$147,280, Tutoring - 211 - Title I Part A - \$15,000, Tutoring - 282 - ESSER III - \$15,000</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Leonard Elementary will increase student achievement of ALL student groups by providing materials including technology integration, professional development, and targeted intervention resources to ensure the mastery of reading TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Reading scores<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Technology/online subscription - 211 - Title I Part A - \$10,000, Instructional Materials and Supplies - 211 - Title I Part A - \$50,000</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Performance Objective 2 Problem Statements:**





| Student Learning   |
|--|
| <p><b>Problem Statement 2:</b> Based on student reading levels, formal and informal assessments, we need to move readers forward in reading comprehension about the text, within the text, and beyond the text. <b>Root Cause:</b> Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the new district HMH curriculum.</p> |

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** HB3-The percent of Leonard students in 3rd grade who achieve meets or above in reading will increase 3% from the previous STAAR reporting by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** Annual STAAR Reading Data

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Teachers will administer Amira with fidelity and show evidence of data driven instruction in lesson plans, data binders, and delivery. Performance data on each student groups will be monitored by the leadership team to determine effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading readiness based on Amira data.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administrators<br/>Teachers</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Members of leadership team will conduct small group walkthroughs and provide teachers with feedback. Teachers will monitor and adjust instruction based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR reading results</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |                  |            |            |                  |







**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** All students and each sub-population will meet the federal accountability target rates for math at the meets level.

**High Priority**

**Evaluation Data Sources:** 2024 Math STAAR Data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The leadership team will meet quarterly to review student math data of all student groups to ensure progress is being made in identified areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Math scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administrators</p>   | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Title I and State Comp Ed funded Intervention teachers will work with students in K-5 during small group instruction when they are identified by the MTSS process as needing additional remedial support in math. Intervention and accelerated instruction will be provided for ALL students who show a need, which will include at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Dreambox progress and STAAR Math</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teachers<br/>State Comp Ed Teachers</p> <p><b>Title I:</b><br/>2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Title I personnel - 211 - Title I Part A - \$73,640</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Leonard Elementary will increase student achievement of ALL student groups by providing materials including technology integration, professional development, and targeted intervention resources to ensure the mastery of math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases in STAAR Math scores</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>Title I:</b><br/>2.4<br/>-</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Technology/online subscription - 211 - Title I Part A - \$10,000, Instructional Materials and Supplies - 211 - Title I Part A - \$50,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | 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>  |           |     |     |           |

**Performance Objective 4 Problem Statements:**





| Student Learning   |
|--|
| <p><b>Problem Statement 3:</b> Based on the data students demonstrated difficulty in mathematics problem solving. <b>Root Cause:</b> Additional training is needed to build teacher capacity regarding multiple math strategies to help students identify which operation to use during problem solving.</p> |

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** HB3-The percent of Leonard students in 3rd grade who achieve meets or above in math will increase 3% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** Annual STAAR Math Data





| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> The Instructional Coaches will train and support teachers in utilizing DreamBox student/class/grade level data in monthly PLC's to identify students in need of reteach, support, or extension. This data, along with other classroom data will be used by teachers to create small group instruction plans to provide a well-rounded education. Administrators and the Instructional Coaches will support teams by attending PLC's and scheduling weekly classroom visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math scores<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>                     Administrators</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Members of leadership team will conduct small group walkthroughs and provide teachers with feedback. Teachers will monitor and adjust instruction based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math scores<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>                     Administrators</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>   |                  |            |            |                  |

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** English Learners will score at or above the federal accountability rate in both reading and math.

**High Priority**

**Evaluation Data Sources:** STAAR Reading and Math

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Teachers will receive job embedded professional development on the use of randomizers and sentence stems to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> 2024 STAAR Data</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers<br/>Administrators<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Professional Development Resources - 211 - Title I Part A - \$2,500</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> ESL ISST's will provide teachers with proficiency level descriptors (PLD) rubrics to ensure that grade level teachers know which students are English Learners, identify their English proficiency levels, and know the types of strategies that support the varying proficiency levels. Instructional Coaches and Administrators will ensure that monthly PLC's and walkthroughs show evidence of lesson planning for differentiation based on class PLD's and the checklist of instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EB's Language Proficiency Levels</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administrators</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> EB students will be placed in classrooms with ESL certified teachers. Students will be supported by the ESL ISST's and the ESL paraprofessional.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EB's Language Proficiency Levels</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>ESL Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>                |                  |            |            |                  |

## Performance Objective 6 Problem Statements:

### Student Learning

**Problem Statement 2:** Based on student reading levels, formal and informal assessments, we need to move readers forward in reading comprehension about the text, within the text, and beyond the text. **Root Cause:** Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the new district HMH curriculum.

**Problem Statement 3:** Based on the data students demonstrated difficulty in mathematics problem solving. **Root Cause:** Additional training is needed to build teacher capacity regarding multiple math strategies to help students identify which operation to use during problem solving.





**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 7:** By May 2024, 100% of at-risk students in Tier 2 and 3 will have specific and effective plans for intervention through collaboration with the MTSS committee.

**High Priority**

**Evaluation Data Sources:** End of year MTSS reports for Tier 2 and Tier 3 at-risk students.

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Leonard Elementary will collaborate on Tier 2 and Tier 3 plans for intervention with academic and behavior support specialists during informal and formal MTSS collaborative meetings to ensure individualized plans for student improvement, which includes students identified as at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic progress or behavioral improvement in the targeted subject area and/or behavioral target areas.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher<br/>MTSS Coordinator</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Leonard Elementary will meet the needs of students, including at-risk students, that have been identified as potentially not meeting state expectations in reading and math by utilizing State Compensatory funds, Title I and ESSER III funds to employee specialists in reading and math who can work with small groups of students during small group instruction throughout the day, after school tutorials, and summer learning program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in targeted area of intervention</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teachers<br/>Compensatory Education Teachers<br/>Tutors</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I Part A - \$15,000</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Teachers will meet twice a month during PLC's to review student achievement data and progress with a focus on comparing student group performance, which includes at-risk students. If improvement is not shown in a specific student group, intervention will be shifted to include a focus for these specific students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in targeted academic area</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator<br/>Instructional Coaches</p>        | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Students identified as at-risk may be provided with KEYS mentors, Peer Assistance and Leadership (PALS), or additional extra-curricular activities such as Read-Deed-Run, SPOTS crew, and Choir.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | 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> |           |     |     |           |





**Performance Objective 7 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> 64% of Leonard's student population is considered at-risk. <b>Root Cause:</b> Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at Tier I, 2, and 3.</p> |

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 8:** Increase the number of students scoring at health fitness zones, as measured on Fitness Gram, to contribute to optimal health.

**Evaluation Data Sources:** Fitness Gram, Class Observations, Formative and Summative fitness skill assessments

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Physical Education Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Physical Education Teachers</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |                  |            |            |                  |







**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 9:** Leonard Elementary will improve the average daily attendance rate from 94.57% in 2022-2023 to 95.07% in 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Daily and Weekly attendance report, RAAWEE reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> ADA, Teacher, and assistant principals will monitor attendance through daily attendance rates and RAAWEE reports. Teachers and counselors will make contact with families after multiple absences as necessary..</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to improve attendance through implantation of the house system, various engagement activities, and engaging learning environments that foster positive and meaningful relationships.</p> <p><b>Staff Responsible for Monitoring:</b> ADA, teachers, Assistant Principals</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |           |     |     |           |

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** Leonard Elementary staff and students will exhibit behaviors and attributes that contribute to an engaging, caring learning environment.

**Evaluation Data Sources:** Leonard discipline referrals will decrease by 10%.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Continue the implementation of Positive Behavior and Supports (PBIS) system, CHAMPS and Conscious Discipline through professional development and distribution of materials and resources to provide a well-rounded education for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referral data will decrease due to the emphasis in the area of physical contact.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Online Subscription - 211 - Title I Part A - \$2,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Continue the implementation of Leonard House System to build a positive climate and culture for students and staff, as well as provide a well-round education for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors<br/>Administrators</p> <p><b>Title I:</b><br/>2.5</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Students from each homeroom will be selected to serve on the campus SPOTS Crew (Kindness Crew). Members of the SPOTS Crew will be responsible for welcoming and serving as buddies for our new Leonard students to provide a well-rounded education.</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

**Strategy's Expected Result/Impact:** Increase of acceptance and welcoming of new students  
**Staff Responsible for Monitoring:** Counselors



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**





**Perceptions**

**Problem Statement 3:** There were 325 discipline referrals for the year and 167 of those involved physical contact or creating a disturbance. **Root Cause:** Additional training is needed on conflict resolution between students and classroom management techniques among teachers.

**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Leonard Elementary staff will work in collaborative teams and utilize data to make informed decisions about instruction to increase performance in all subjects.

**Evaluation Data Sources:** 2023 STAAR





| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide time for teachers to meet in professional learning communities to roadmap, create common assessments, analyze student data, and discuss student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Common Assessments, Data Dig Action Plans, Increase in Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administrators</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Leopard Learning sessions will be held twice a month to provided job embedded professional development throughout the year that address the needs of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Instructional Coaches</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> The master schedule will provide an uninterrupted instructional block of time at each grade level and a well-rounded education. Grades Kindergarten through 5th grade will have a scheduled small group instruction time within the content block to allow for individualized intervention and enrichment. During this time students not mastering skills will be retaught and reassessed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |                  |            |            |                  |

**Goal 4:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Leonard Elementary will promote student engagement during instruction and maximize student learning with the use of integrated technology.

**Evaluation Data Sources:** Bright Bytes Survey, Lesson Plans, Connect Learner Participation

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide opportunities, inclusive of professional development, to build the capacity of all staff on how to integrate multiple technology tools that are relevant to the digital learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of teachers planning and implementing lessons where students have the opportunity to use technology to create and experience unique learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Technology Designer</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Technology/online subscription - 211 - Title I Part A - \$10,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> 64% of Leonard's student population is considered at-risk. <b>Root Cause:</b> Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at Tier I, 2, and 3.</p> |

**Goal 5:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** Leonard Elementary will maintain a culture and climate that retains high quality teachers by increasing staff engagement and morale.

**Evaluation Data Sources:** Staff Retention

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Recruit and retain highly qualified staff through participation in job fairs.<br/> <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers and paraprofessionals.<br/> <b>Staff Responsible for Monitoring:</b> Administrators</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Support new to Leonard teachers with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms.<br/> <b>Strategy's Expected Result/Impact:</b> New teachers will grow professionally and successfully impact student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>                     Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Professional Development - Contracted Services - 211 - Title I Part A - \$15,000, Professional Development - 211 - Title I Part A - \$30,000</p>    | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Provided extended planning sessions multiple times throughout the year, as well as quality learning experiences for all teachers by offering regular professional development sessions led by the instructional coaches, administration, and other staff members.<br/> <b>Strategy's Expected Result/Impact:</b> Professional growth of teachers and increase in student achievement<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>                     Administration</p> <p><b>Title I:</b><br/>2.4</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$10,000</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Apr | June      |
|   |           |     |     |           |

| Strategy 4 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 4:</b> Recognize staff members accomplishments through classroom walk-throughs, observations, and in the weekly staff communication enews, The SPOT, provided through S'more.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff retention</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Instructional Coaches</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 5 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Conduct staff climate surveys once every six weeks beginning in September of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff retention rate and reduction in staff absences.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <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> |                  |            |            |                  |

**Performance Objective 1 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 2:</b> Based on student reading levels, formal and informal assessments, we need to move readers forward in reading comprehension about the text, within the text, and beyond the text. <b>Root Cause:</b> Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the new district HMH curriculum.</p> <p><b>Problem Statement 3:</b> Based on the data students demonstrated difficulty in mathematics problem solving. <b>Root Cause:</b> Additional training is needed to build teacher capacity regarding multiple math strategies to help students identify which operation to use during problem solving.</p> |





**Goal 6:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** The faculty and staff of Leonard Elementary will work collaboratively with parents and the community to continue to have a safe, supportive and positive learning environment that will promote high academic achievement for all students.

**Evaluation Data Sources:** 5% Increase of volunteer hours

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Parent communication will regularly occur through weekly Wednesday folders, campus website, ENews, Leopard Link School Newsletter, weekly grade level newsletters, Dojo, Canvas, progress reports, report cards, parent conferences, phone calls, and Twitter.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Administrators</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Leonard by providing meet the teacher, parent orientation, interactive family nights, WatchDOGS, and special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/family attendance at events</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>4.2</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Parent and Family Engagement Vendors and Supplies - 211 - Title I Part A - \$5,223</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> Curriculum events and Title I annual meetings will be held at different dates and at different times to accommodate parent's schedules so they have more than one opportunity to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Title I Teachers</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |



| Strategy 4 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 4:</b> The Parent Family Engagement Policy will be jointly developed and then reviewed and revised by parents and teachers annually. The policy will be distributed through Enews in English and Spanish. Copies of the policy will be available in the lobby of Leonard Elementary, in the lobby of The Crawford at Grand Morton Apartment Complex, the Morton Creek Ranch model home office, on our campus website, and during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teachers<br/>Administrators</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 5 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> The Campus Advisory Team, Team Leaders, and Instructional paraprofessionals will review and revise the campus needs assessment and campus improvement plan on October 17, 2023, January 30, 2024, March 19, 2024, and April 30, 2024 to ensure effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/family involvement and student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Title I Teachers</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 6 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 6:</b> Ready Rosie resources and training will be provided to facilitate the partnership between home and school through a variety of online tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/family engagement</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers</p> <p><b>Funding Sources:</b> Online Resource - 263 - Title III ELA</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 7 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 7:</b> Provide 5th/6th grade and PK/K transition strategies to include 5th/6th &amp; PK/K parent orientation and encourage attendance at district level summer Programs and district level parent training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning</p> <p><b>Staff Responsible for Monitoring:</b> PK Teachers<br/>5th grade Teachers<br/>Counselors</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <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>  |                  |            |            |                  |

**Performance Objective 1 Problem Statements:**

## Perceptions





**Problem Statement 3:** There were 325 discipline referrals for the year and 167 of those involved physical contact or creating a disturbance. **Root Cause:** Additional training is needed on conflict resolution between students and classroom management techniques among teachers.

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Leonard Elementary will build a positive school culture in which all students and staff show respect, problem solve, are on task, take responsibility and spread kindness.

**Evaluation Data Sources:** Discipline Referrals, Stakeholder Surveys

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The counselors and teachers will use Character Strong, Conscious Discipline, and ReThinkED to teach students the importance of strengthening one's own character in order to improve relationships, increase academic achievement and overall improve the climate and culture of their school. The program will also provide students with a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, and decrease in incidences of bullying</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, Admin, Counselors</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Students will have the opportunity to participate in the following activities to provide ALL students with a well rounded education: Destination Imagination, before school choir, after school Read-Deed-Run, safety patrol, SPOTS Crew (Kindness Crew), attend off campus educational field trips, hands on STEM science activities in order to positively affect a well-rounded student.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive social emotional development of all students</p> <p><b>Staff Responsible for Monitoring:</b> Program Sponsors</p>              | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and reduction of bullying incidences.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Counselors</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> The master schedule will be revised to provide time each day for community circle in PK-5th grade classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors<br/>Homeroom Teachers</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 5 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Staff will be trained in August on setting behavior expectations and then throughout the year training will occur during Leopard Learning on the use of CHAMPS, PBIS and Conscious Discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in percent of students that feel rules are inconsistently enforced</p> <p><b>Staff Responsible for Monitoring:</b> Counselors<br/>Administration</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

# State Compensatory

## Budget for Leonard Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

|  |
|--|
|  |
|--|

## Personnel for Leonard Elementary

| <u>Name</u>   | <u>Position</u>                  | <u>FTE</u> |
|---------------|----------------------------------|------------|
| Aubry Carbone | Math Academic Support Teacher    | 1          |
| Tricia Perez  | Reading Academic Support Teacher | 1          |

# Title I

## 1.1: Comprehensive Needs Assessment

Leonard Elementary conducted a comprehensive needs assessment during multiple meetings that were held on March 9, 2023, May 11, 2023, and June 20, 2023. During the meetings participants were asked to give feedback on the focus areas for the 2023-2024 Campus Needs Assessment. In addition to these meetings, a survey was sent to all Leonard stakeholders to solicit feedback. These meetings and survey served as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders, Campus Action Team (CAT) and others. Factual problem statements were written and root causes identified. The CNA was reported to the campus advisory team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. Leonard Elementary has created a school wide program to ensure that all students, particularly those who are low-achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments. We are committed to: Conducting a comprehensive needs assessment Identifying goals and strategies that address those needs Conducting an annual review of the effectiveness of the school wide plan and revising it as needed Our campus will:

Set high expectations for students and staff

Implement best practices for curriculum and instruction

Focus on student achievement by examining and understanding data with teachers, parents, and students

Encourage a collaborative spirit among staff members and between staff, parents and community

Commit to continuous improvement for each and every student every year

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Leonard Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. The six steps that our campus follows include: 1) establishing and training a campus advisory team; 2) clarifying the vision for school reform; 3) sharing our campus vision/story; 4) identifying data sources and gathering the data; 5) analyzing the data to make plans for improvement; 6) reporting the data findings to the campus advisory team and collecting reflections and feedback throughout the schoolwide planning process. Administrators, teachers and paraprofessionals identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for all stake holders including parents, community members, teachers, administrators, support staff, paraprofessionals, technology staff and special populations personnel to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

## 2.2: Regular monitoring and revision

Leonard Elementary team leaders, campus leadership team, and Campus Advisory Team (CAT) work together to monitor, revise and edit the plan four times throughout the year. Student data is also reviewed to ensure that all students are provided opportunities to meet the challenging academic standards. Intervention groups are formed based on the student data. The CAT team met on May 10, 2023 to give input for the 2023-2024 CNA, CIP, and Parent Family Engagement Policy/Compact. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- October 17, 2023
- January 30, 2024
- March 19, 2024
- April 30, 2024

### **2.3: Available to parents and community in an understandable format and language**

The campus needs assessment, campus improvement plan and parent family engagement policy & compact will be available in English and Spanish in the lobby of Leonard Elementary, in the lobby of Grand Morton Apartment Complex, the Morton Creek Ranch model home office, and on the campus website. It will also be distributed via ENEWS and during parent teacher conferences. Title I meetings will be held in the fall on various dates and a various times in order to accommodate parent's schedules.

### **2.4: Opportunities for all children to meet State standards**

Our schoolwide reform strategies provide opportunities for all children to meet the state's approaches, meets, and masters levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan: 1) review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program; 2) identify scientifically-based research programs that increase the amount and quality of learning time; 3) review the master schedule to identify opportunities for extended learning time; 4) investigate how manipulatives are used in the various core areas; 5) identify programs within our school that address enriched and accelerated curriculum issues; 6) disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students. Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at Leonard Elementary to ensure that high quality instruction and support occurs include: 1) provide time off for high-quality professional development including PLC and vertical meetings; 2) provide an effective mentoring system; 3) assign teachers for a "best-fit" of their strengths 4) provide professional development for existing programs prior to the new school year for new staff or those wanting refreshers; 5) monitor effectiveness of teachers by frequent walk-throughs; 6) provide time for teachers to observe master teachers in the classroom; 7) provide training and opportunities for collaboration to analyze formative and summative student achievement data, including PLCs and planning meetings; 8) implement strategies to provide clear lines of communication between teachers and administrators. Leonard Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include: 1) select the professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate; 2) provide opportunities for all staff to obtain training in programs and initiatives that are already in place; 3) provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance; 4) allow teachers to attend professional developments throughout the year on content areas specific to teachers' assignments; 5) provide blocks of time before and during school for collaborative meetings or planning time across grade levels and content areas; 6) provide opportunities for staff to share expertise by training other staff members.

### **2.5: Increased learning time and well-rounded education**

Each grade level identifies individual students who need additional learning time to meet standards. Students needing additional support receive intervention both by the homeroom teacher and the support staff intervention teachers during extended learning time as well as pushing into classrooms. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it. Intervention teachers, coaches, LSSP, counselor, APs, and behavior support are utilized as resources for improving student performance. We regularly review data and provide additional small group instruction or tutoring for all students who need assistance. During intervention time extension activities are planned for students that are above grade level in order to push them further. A gifted and talented program is on the campus and teachers refer students for GT testing along with parent consent. Destination Imagination is offered for students in 4th and 5th. Read-Deed-Run is a program offered before school for students in 4th and 5th grade.

### **2.6: Address needs of all students, particularly at-risk**

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often comes from less formal assessments, such as observation, performance-based assessments, or teacher-created assessments. The campus provides teachers with professional development that increases their understanding of the

appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program. MTSS is a systematic process used to meet the individual needs of students. A committee analyzes and collaborates over behavioral and/or academic data to determine the interventions that need to be put in place by the classroom teacher for a specific student. These interventions are ongoing and may change based on specific student needs. Identified students receive tutorials in the areas of reading and math

### **3.1: Annually evaluate the schoolwide plan**

The Campus Advisory Team previously reviewed and revised the Leonard Parent and Family Engagement Policy on May 10, 2023. Listed below are the members of the committee. The policy will be distributed through Enews. Copies of the policy will also be available in the lobby of Leonard Elementary, in the lobby of Grand Morton Apartment Complex, the Morton Creek Ranch model home office, on our campus website, and during parent-teacher conferences. The Parent and Family Engagement Policy will be reviewed and revised by the Parent Involvement Program Team on April 30, 2024.

- Principal: Jason Sowders
- Assistant Principals: Kathi Walker & Tymeaco Crain
- Teachers: Sarah Walling, Stephanie Herrington, Brittney Cook, Michael Dey, Maricela Ayala, and Carolyn Lundquist
- Para-professionals: Rachel Demo & Liliana Alas De Acevedo
- District Representatives: Carrie Sanguinetti
- Parents: Natalie Pena, Vijay Vishvanath, Kendra Thurmond, James Sarao and Evelyn Devalos

### **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy was sent to members of the Campus Advisory Team to review on May 10, 2024. The policy was also shared with team leader to review with their individual teams. In June of 2023 an opportunity was held in which all participants were able to give feedback regarding changes needed to the Parent and Family Engagement Policy. For the 2023-2024 school year the policy will be distributed to parents in the October edition of Leopard Link. Teachers will also review the policy during parent teacher conferences that will take place between the months of October to January. A committee will meet in May 2024 to revise the policy for the 2024-2025 school year.

### **4.2: Offer flexible number of parent involvement meetings**

Leonard Elementary will provide different dates and different times for parents to attend the Title I annual meeting so parents have more than one option to attend and receive the same information. Curriculum information will also be presented at different times to allow parents to attend based on their schedule. Understanding that parental involvement is crucial to the success of our students, we are working to make parents feel welcome and wanted at Leonard. We have learned that our parents attend events which welcome them along with their children. With this in mind, we host meet the teacher, book fairs, choral and instrumental music programs, art night, and curriculum nights. Other programs which encourage parental involvement are as follows: Monthly PTA Volunteer Workdays, WATCH DOGS, Alley Theater Night, local business Spirit Nights etc. In May, students in all grade levels participate in Celebrations of Learning. Parents are invited to applaud as students are recognized for their achievements and accomplishments.



# Title I Personnel

| <u>Name</u>    | <u>Position</u>         | <u>Program</u> | <u>FTE</u> |
|----------------|-------------------------|----------------|------------|
| Brandie Taylor | Title I MathTeacher     | Title I        |            |
| Maricela Ayala | Title I Primary Teacher | Title I        |            |
| Sage Carnahan  | Title I Reading Teacher | Title I        |            |