

Katy Independent School District
Leonard Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Obtaining academic success by inspiring all learners to achieve their full potential.

Learning together as we positively contribute to society

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	8
Student Learning	10
School Processes & Programs	14
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	21
Goal 2: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.	28
Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	30
Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	33
Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	36
State Compensatory	40
Budget for Leonard Elementary	40
Personnel for Leonard Elementary	40
Title I	41
1.1: Comprehensive Needs Assessment	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	45
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	46
2.6: Address needs of all students, particularly at-risk	46
3.1: Annually evaluate the schoolwide plan	46
4.1: Develop and distribute Parent and Family Engagement Policy	47
4.2: Offer flexible number of parent involvement meetings	47
Title I Personnel	48
Campus Funding Summary	49
Addendums	50

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Committee Members:

Role	Name
Principal (Administrator)	Jason Sowders
Assistant Principal (Other School Leader)	Tymeaco Christoper
Assistant Principal (Other School Leader)	Kathi Walker
Teacher - Title I	Sage Carnahan
Teacher - Title I	Brandie Taylor
Teacher - Title I	Maricela Ayala
Paraprofessional	Megan Daigle
Paraprofessional	Rachel Demo
Parent	Rachel Johnson
Parent	Rebecca Putman
Parent	Kendra Thurmond
Parent	Jarrod Johnson
Community/ Business Representative	Kevin and Ryan Muccular
Community/ Business Representative	Randy Rodriquez
District Representative	Carrie Sanguinetti

Role	Name
District Representative	Ashley Muzny
Teacher	Leigh Rustom
Teacher	Stephanie Herrington

The Campus Advisory Team/CNA Team met via Zoom on April 30, 2024 to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed when determining future needs of the campus and priorities as well as discussing the Reteach, Retest Policy, campus climate survey, and interim scores that may reflect state assessment data that has not been released. Members not in attendance were contacted by email by the principal and provided a copy of the presentation and minutes as well as given the opportunity to provide feedback.

The Campus Advisory Team/CNA Team met on May 14, 2024 via meeting to review collated data points below and determine the 2024-2025 focus areas. During this CNA meeting, the committee reviewed data collected including discipline referral numbers, high priority areas of discipline and behavior, budget, proposed professional development, attendance data, and assessment data that indicated reading and math are still an area of concern in achievement. The committee also analyzed problem statements and completed a "5 Whys" protocol to dive deeper into areas of focus and how the campus may address this. Members not in attendance were contacted by email by the principal and provided a copy of the presentation, data points below, minutes, and problem statements/root causes.

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 2024-2025 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: September 24, 2024, November 19, 2024, February 25, 2025, and April 15, 2025. Campus Needs Assessment meetings will occur on April 15, 2025 and May 6, 2025. 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.

- 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.
- Based on student reading levels, formal and informal assessments, students are not progressing 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 district HMH curriculum.
- 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at all tiers. Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.
- There were 196 discipline referrals in the prior school year with 92 involving physical contact, aggression, or fighting. Root Cause: Teachers need more training on how to implement PBIS strategies and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills that do not involve physical contact.

Three Areas of Focus for Next Year:

- Reading
- Math
- Socio-emotional learning and PBIS implementation

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 1,033 students in grades Pre-Kindergarten to Fifth Grade. The campus houses seven special education units including five autism programs and two Early Childhood Special Education programs (ECSE). Enrollment information shows that the following demographics/populations:

- African American 39.1%
- Hispanic 34.6%
- White 11.34%
- Asian 9.78%
- Two or more races 4.89%
- American Indian/Alaskan Native .29%
- At Risk 49.17%
- Low Income/Eco Dis. 71.26%
- LEP 22.97%
- SPED 26.3%
- Gifted & Talented 1.66%
- Attendance Rate 95.07%

Leonard Elementary will employ 138 highly qualified teachers, paraprofessionals, and support staff for the 2024-2025 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 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 as well as campus based buddies.

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: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. **Root Cause:** Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.

Problem Statement 2: There is a direct correlation between student attendance and increased student growth. Leonard Elementary's attendance rate is 95.07% 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 2023-2024 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%
2024	73%	46%	14%

4th Grade	Approaches	Meets	Masters
2021	68%	39%	20%
2022	83%	65%	36%
2023	82%	44%	14%
2024	84%	52%	25%

5th Grade	Approaches	Meets	Masters
2021	79%	50%	31%
2022	90%	59%	37%
2023	92%	67%	34%
2024	80%	46%	19%

STAAR COMPARISON MATH DATA:

3rd Grade	Approaches	Meets	Masters
2021	65%	34%	15%
2022	70%	37%	17%
2023	68%	32%	12%
2024	62%	53%	9%
4th Grade	Approaches	Meets	Masters
2021	59%	34%	23%
2022	63%	37%	21%
2023	69%	41%	17%
2024	76%	46%	19%

5th Grade	Approaches	Meets	Masters
2021	74%	41%	21%
2022	82%	50%	28%
2023	84%	50%	21%
2024	74%	43%	16%

DISCIPLINE DATA:

Discipline Incident Reports by 9 Weeks:

	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	Total
2022-2023	45	65	115	98	323
2023-2024	30	46	45	75	196

Discipline Numbers by Grade:

	EE	PK	K	1	2	3	4	5
2022-2023	0	35	48	44	56	80	34	25
2023-2024	0	34	18	22	22	29	27	39

Top 5 Campus Incidences:

Physical Contact/ Creating a disturbance	74
Physical Contact/Physical Aggression	18
Inappropriate Language	16
Creating a disruption	15
Non compliant with directives	14

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 2023-2024 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. Additionally, we provided outside professional learning to ELAR teachers with HMH. HMH consultants and trainers guided teachers through resources and lesson internalizations. Professional staff also attended *Small Moves, Big Gains training* with Nancy Motley focusing on small shifts in instruction, delivery, and management to better delivery engaging quality instruction. Other Professional Learning opportunities included CAST, CAMT, TALE, NAESP, RRR, and Elevate.

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, and Title I interventionists 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 (Prioritized): 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. **Root Cause:** Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.

Problem Statement 2 (Prioritized): Based on student reading levels, formal and informal assessments, students are not progressing 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 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 (Prioritized): There were 196 discipline referrals in the prior school year with 92 involving physical contact, aggression, or fighting. **Root Cause:** Teachers need more training on how to implement PBIS strategies and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills that do not involve physical contact.

School Processes & Programs

School Processes & Programs Summary

Olga Leonard Elementary staff began long range planning with instructional coaches over the summer for the 2023-2024 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 Interims, 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 laptop 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 1,000+ 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. 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 2023-2024 Bully Survey for 3rd-5th grade students revealed that 31% of students felt bullied during the school year. **Root Cause:** There is a need to provide additional training for staff on implementing social skills lessons to bolster appropriate and respectful interactions amongst students..

Problem Statement 3: There were 196 discipline referrals in the prior school year with 92 involving physical contact, aggression, or fighting. **Root Cause:** Teachers need more training on how to implement PBIS strategies and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills that do not

involve physical contact.

Priority Problem Statements

Problem Statement 1: Based on the data students demonstrated difficulty in mathematics problem solving.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing in reading comprehension about the text, within the text, and beyond the text.

Root Cause 2: Additional training is needed to ensure consistency with administering Amira, small group instruction, and the implementation of the district HMH curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There were 196 discipline referrals in the prior school year with 92 involving physical contact, aggression, or fighting.

Root Cause 3: Teachers need more training on how to implement PBIS strategies and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills that do not involve physical contact.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement.

Root Cause 4: Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

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

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3 - The percent of Leonard Elementary students who achieve Meets and above in Reading will increase to 47% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Annual STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: ESF - Math teachers will be trained in utilizing DreamBox data in PLCs to identify students in need of reteach, support, or extension . This data along with other classroom data will be used by teachers to create multi-tiered small group instruction plans to provide a well-rounded education to learners at all levels. Strategy's Expected Result/Impact: Increase in achievement and accountability scores Staff Responsible for Monitoring: Administration, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Members of leadership will conduct small group walk-throughs and provide teachers with feedback on small group lesson plans and implementation. Teachers will monitor and adjust instruction based on collected classroom and assessment data. Strategy's Expected Result/Impact: Increased achievement scores Staff Responsible for Monitoring: Administration, Leadership Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3 - The percent of Leonard Elementary students who achieve Meets and above in Math will increase to 34% by July 2025.

HB3 Goal

Evaluation Data Sources: Annual STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: ESF - Reading teachers will be trained in utilizing AMIRA data in PLCs to identify students in need of reteach, support, or extension . This data along with other classroom data will be used by teachers to create multi-tiered small group instruction plans to provide a well-rounded education to learners at all levels. Strategy's Expected Result/Impact: Increase in achievement and accountability scores Staff Responsible for Monitoring: Administration, Leadership Team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Reading Materials - 211 - Title I Part A - \$7,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Members of leadership will conduct small group walk-throughs and provide teachers with feedback on small group lesson plans and implementation. Teachers will monitor and adjust instruction based on collected classroom and assessment data. Strategy's Expected Result/Impact: Increase in teacher's ability to plan, deliver, and document effective instruction. Increase in student achievement Staff Responsible for Monitoring: Administration, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing 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 district HMH curriculum.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By May 2025, 100% of at-risk students in Tier 2 and Tier 3 will have specific and effective plans for intervention through collaboration with the MTSS Committee.

Evaluation Data Sources: MTSS reports for at-risk students

Strategy 1 Details	Reviews			
Strategy 1: Leonard Elementary will collaborate on Tier 1, Tier 2, and Tier 3 plans for intervention with academic and behavior support during MTSS meetings each grading period. to ensure individual plans for student improvement. Strategy's Expected Result/Impact: Build a foundation of reading and math Staff Responsible for Monitoring: Administration, Instructional Coordinator, Academic Support Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Leonard Elementary will meet the needs of at-risk students that have been identified as potentially not meeting state expectations in reading and math by utilizing State Compensatory funds and Title I funds to employ academic support teachers in reading and math who will work with small groups of students during reading and math small group instruction throughout the day, after school tutorials, and summer learning. Strategy's Expected Result/Impact: Build a foundation of reading and math Staff Responsible for Monitoring: Administration, Instructional Coordinator, Academic Support Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Tutorials - 211 - Title I Part A - \$12,120, Title I Personnel - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. **Root Cause:** Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.

Goal 1: Strategic Design Goal 2: 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 reading, math, and science at the meets level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Leonard Elementary will increase student achievement of targeted sub-population student groups by providing materials including technology integration, professional development, and targeted intervention resources to ensure the mastery of reading, math, and science TEKS. Strategy's Expected Result/Impact: Increase in accountability scores in all sub-populations Staff Responsible for Monitoring: Administration, Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Instructional Materials and Supplies - 211 - Title I Part A - \$34,166				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:





Student Learning
Problem Statement 1: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Root Cause: Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.
Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing 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 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 2: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

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, CLASS 1:1

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities in August 2024 , inclusive of professional development and direct student instruction by the CTD, to build capacity of all staff on how to integrate multiple technology tools that are relevant to the digital learners and CLASS 1:1 initiative. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: CTD, Administration, Library Media Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Leonard Elementary will increase student achievement of ALL student groups by providing materials including technology integration, the use and implementation of online subscriptions (i.e. GoGuardian, STEMScopes Math, Flocabulary, Progress Learning, and ReThinkEd), and targeted intervention resources to ensure mastery of TEKS and build a positive student characteristics. Strategy's Expected Result/Impact: Increase in achievement and accountability scores, improve positive student characteristics Staff Responsible for Monitoring: Coach, Admin, Library Media Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Trackable Technology - 211 - Title I Part A - \$7,000, Prepared Media - 211 - Title I Part A - \$26,000		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Root Cause: Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.
Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing 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 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 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Leonard Elementary will maintain a climate and culture that retains high quality teachers by increasing staff engagement, building morale, and offering professional development opportunities that affect classroom instruction and environment.

Evaluation Data Sources: Staff Retention, Surveys, Feedback

Strategy 1 Details	Reviews			
Strategy 1: Support ALL STAFF members with ongoing professional development sessions, mentor support, and opportunities to observe instruction in other classrooms through the Coaching Cycle. Strategy's Expected Result/Impact: Increase in teacher's ability to plan, deliver, and document effective instruction. Increase in student achievement Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Reading Materials for Professional Development - 211 - Title I Part A - \$1,700	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize staff members accomplishment's (both professional and personal to improve climate and culture) through classroom walk-throughs, observations, and in weekly staff communication (enewsletter: The Spot!). Strategy's Expected Result/Impact: Retain highly qualified teachers Staff Responsible for Monitoring: Administration, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct district staff climate surveys once every six weeks. Strategy's Expected Result/Impact: Retain highly qualified teachers Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Job-embedded professional development will be provided during PLCs and Leopard Learnings throughout the school year in addition to out of district professional development. Strategy's Expected Result/Impact: Increase in teacher's ability to plan, deliver, and document effective instruction. Increase in student achievement. Staff Responsible for Monitoring: Administration, Instructional Coach Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: Contracted Services - 211 - Title I Part A - \$15,300, Professional Development - 211 - Title I Part A - \$44,500	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Root Cause: Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.
Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing 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 district HMH curriculum.

Student Learning
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 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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: Increase in volunteer hours

Strategy 1 Details	Reviews			
Strategy 1: 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. Communication and advertisements of events will occur through Facebook and Leopard Link (weekly eNews). Strategy's Expected Result/Impact: Increase in parent/family attendance at events Staff Responsible for Monitoring: Title I teachers, Administration Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increase in parent/family involvement Staff Responsible for Monitoring: Title I teachers, Administration Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 Funding Sources: Parent and Family Engagement Vendors and Supplies - 211 - Title I Part A - \$4,660	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increase in parental involvement Staff Responsible for Monitoring: Title I Teachers, Administrators Title I: 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Ready Rosie resources and training will be provided to facilitate the partnership between home and school through a variety of online tools. Strategy's Expected Result/Impact: Increase in parent/family engagement Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide 5th/6th grade and PK/K transition strategies to include 5th/6th & PK/K parent orientation and encourage attendance at district level summer Programs and district level parent training. Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning Staff Responsible for Monitoring: PK Teachers, 5th grade Teachers, Counselors Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students. Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning Staff Responsible for Monitoring: ESL ISSTs Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Advertise and provide event flyers for Title III: Family STEAM Night. Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning Staff Responsible for Monitoring: ESL ISSTs Title I: 2.6, 4.2	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Root Cause: Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.</p> <p>Problem Statement 2: Based on student reading levels, formal and informal assessments, students are not progressing 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 district HMH curriculum.</p> <p>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.</p>

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: There will be an increase in the number of students scoring at health fitness zones as measured on the FitnessGram to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: PE Coaches, CATCH committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities in accordance with state mandated minutes per week focused on areas including cardiovascular endurance, body strength endurance, and flexibility. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: PE Coaches, CATCH committee	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Leonard Elementary will improve the average daily attendance rate of 95.13% from the 2023-2024 school year to 95.70% for the 2024-2025 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: The ADA, teachers, and administration will monitor attendance through daily attendance rates and RAAWEE reports. Teachers, counselors, and administration will make contact with families after multiple absences as necessary. Strategy's Expected Result/Impact: Students will be encouraged to improve attendance through positive relationships and engagement opportunities. Staff Responsible for Monitoring: Teachers, Counselors, ADA, and administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance incentives will be implemented each quarter throughout the school year to improve the ADA rate. Strategy's Expected Result/Impact: Students will be encouraged to improve attendance through positive relationships and engagement opportunities. Improve ADA rate. Staff Responsible for Monitoring: ADA; administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Leonard Elementary staff and students will exhibit behaviors and attributes that contribute to an engaging, caring, and positive climate, culture, and learning environment where all students and staff show respect, problem solve, are on task, take responsibility, and spread kindness.

Evaluation Data Sources: Climate and Culture Surveys, discipline reports, attendance reports

Strategy 1 Details	Reviews			
Strategy 1: A PBIS committee led by the assistant principals with representation from each grade level and team will meet once per month to review and plan for PBIS implementation, attendance review, discipline review, and mentor assignments. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Assistant Principals Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will train staff and monitor implementation of Conscious Discipline, Purposefull People, and ReThinkEd strategies as well as hold lessons with each class throughout the grading period focusing on positive character traits. Leading Leopard Awards Ceremonies will occur four times per year focusing on students exhibiting exemplar character and thus positively affecting the well-rounded student. Strategy's Expected Result/Impact: Decrease in discipline referrals, and decrease in incidences of bullying Staff Responsible for Monitoring: Counselors, PBIS Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students, including at-risk students, may have the opportunity to participate in extracurricular activities to provide ALL students with a well-rounded education including Destination Imagination, Lyrical Leopards, Read-Deed-Run, Safety Patrol, SPOTS Crew, attend field trips, and participate in hands on STEM science activities in addition to being selected for a KEYS Mentor or PAL (Peer Assistance and Leadership) mentor. Strategy's Expected Result/Impact: Positive social emotional development of all students Staff Responsible for Monitoring: Administration, Counselors, Activity Sponsors, PBIS Committee Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers during the Spring Semester. Strategy's Expected Result/Impact: Increase awareness and reduction of bullying incidences. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

State Compensatory

Budget for Leonard Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Leonard Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandi Taylor	Academic Support Teacher	1
Maricela Ayala	Academic Support Teacher	1
Sage Carnahan	Academic Support Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Committee Members:

Role	Name
Principal (Administrator)	Jason Sowders
Assistant Principal (Other School Leader)	Tymeaco Christoper
Assistant Principal (Other School Leader)	Kathi Walker
Teacher - Title I	Sage Carnahan
Teacher - Title I	Brandie Taylor
Teacher - Title I	Maricela Ayala
Paraprofessional	Megan Daigle
Paraprofessional	Rachel Demo
Parent	Rachel Johnson
Parent	Rebecca Putman
Parent	Kendra Thurmond
Parent	Jarrod Johnson
Community/ Business Representative	Kevin and Ryan Muccular
Community/ Business Representative	Randy Rodriquez
District Representative	Carrie Sanguinetti
District Representative	Ashley Muzny
Teacher	Leigh Rustom

Role	Name
Teacher	Stephanie Herrington

The Campus Advisory Team/CNA Team met via Zoom on April 30, 2024 to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed when determining future needs of the campus and priorities as well as discussing the Reteach, Retest Policy, campus climate survey, and interim scores that may reflect state assessment data that has not been released. Members not in attendance were contacted by email by the principal and provided a copy of the presentation and minutes as well as given the opportunity to provide feedback.

The Campus Advisory Team/CNA Team met on May 14, 2024 via meeting to review collated data points below and determine the 2024-2025 focus areas. During this CNA meeting, the committee reviewed data collected including discipline referral numbers, high priority areas of discipline and behavior, budget, proposed professional development, attendance data, and assessment data that indicated reading and math are still an area of concern in achievement. The committee also analyzed problem statements and completed a "5 Whys" protocol to dive deeper into areas of focus and how the campus may address this. Members not in attendance were contacted by email by the principal and provided a copy of the presentation, data points below, minutes, and problem statements/root causes.

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 2024-2025 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: September 24, 2024, November 19, 2024, February 25, 2025, and April 15, 2025. Campus Needs Assessment meetings will occur on April 15, 2025 and May 6, 2025. 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.

Priority Problem Statement and Root Causes

- 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.
- Based on student reading levels, formal and informal assessments, students are not progressing 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 district HHM curriculum.
- 49.17% of Leonard's student population is considered at-risk which results in greater gaps in reading and math achievement. Students need differentiated intervention programs to address deficits and teachers need training on differentiation to meet the needs of students at all tiers. Teachers need additional training on how to plan and effectively implement that reaches the at-risk population including ELLs, Eco Dis, SPED, and students not meeting expectations on state assessments.
 - There were 196 discipline referrals in the prior school year with 92 involving physical contact, aggression, or fighting. Root Cause: Teachers need more training on how to implement PBIS strategies and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills that do not involve physical contact.

Three Areas of Focus for Next Year:

- Reading
- Math
- Socio-emotional learning and PBIS implementation

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.

Committee Members:

Role	Name
Principal (Administrator)	Jason Sowders
Assistant Principal (Other School Leader)	Tymeaco Christoper
Assistant Principal (Other School Leader)	Kathi Walker
Teacher - Title I	Sage Carnahan
Teacher - Title I	Brandie Taylor

Role	Name
Teacher - Title I	Maricela Ayala
Paraprofessional	Megan Daigle
Paraprofessional	Rachel Demo
Parent	Rachel Johnson
Parent	Rebecca Putman
Parent	Kendra Thurmond
Parent	Jarrold Johnson
Community/ Business Representative	Kevin and Ryan Muccular
Community/ Business Representative	Randy Rodriquez
District Representative	Carrie Sanguinetti
District Representative	Ashley Muzny
Teacher	Leigh Rustom
Teacher	Stephanie Herrington

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 14, 2024 to give input for the 2024-2025 CNA, CIP, and Parent Family Engagement Policy/Compact. After the final CNA meeting was held, the committee determined CIP performance objectives that aligned with district goals. The main focus of the needed improvement lies with reading and math improvement as well as campus attention to discipline and positive character traits that align with PBIS implementation. The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

- September 24, 2024
- November 19, 2024
- February 25, 2025
- April 15, 2025

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 14, 2024. 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 in May of 2025.

- Principal: Jason Sowders
- Assistant Principals: Kathi Walker & Tymeaco Crain
- Teachers: Lisa Strawn, Leigh Rustom, Brandie Taylor, Sage Carnahan, and Maricela Ayala
- Para-professionals: Rachel Demo and Megan Daigle
- District Representatives: Edie White
- Parents: Jarrod Johnson, Kendra Thurmond, Rebecca Putman, and Rachel Johnson

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 May of 2024 an opportunity was held in which all participates were able to give feedback regarding changes needed to the Parent and Family Engagement Policy. For the 2024-2025 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 2025 to revise the policy for the 2025-2026 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	

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading Materials		\$7,000.00
1	3	2	Title I Personnel		\$233,134.00
1	3	2	Tutorials		\$12,120.00
1	4	1	Instructional Materials and Supplies		\$34,166.00
2	1	2	Prepared Media		\$26,000.00
2	1	2	Trackable Technology		\$7,000.00
3	1	1	Reading Materials for Professional Development		\$1,700.00
3	1	4	Professional Development		\$44,500.00
3	1	4	Contracted Services		\$15,300.00
4	1	2	Parent and Family Engagement Vendors and Supplies		\$4,660.00
Sub-Total					\$385,580.00

Addendums



The Percent of **Leonard** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 46% to 51% by July 2029.

Leonard: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	46%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Leonard: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	66	39%	54	43%	17	53%	0		14	64%	0		11	64%	44	14%	108	40%	20	55%
		2025 Target										74%						24%				

The Percent of **Leonard** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 33% to 38% by July 2029.

Leonard: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	34%	35%	36%	37%	38%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Leonard: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	66	29%	54	26%	17	47%	0		14	64%	0		11	27%	44	9%	108	29%	20	45%
		2025 Target														37%		19%				