

**Fort Worth Independent School District**  
**061 Leonard Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Leonard Middle Schools' mission

*To build a rigorous educational experience which develops  
Life-long learners who become accountable, compassionate  
members of a global community*

# Vision

**Leonard Leadership Academy – Excellence by Design**

*Where students and staff are invited to....*

Dream big,

Design goals,

Determine actions,

Deliver excellence, and

Discover destiny

# Value Statement

Today I will:

Listen and

Encourage,

**O**pen my mind and  
**N**ever give up! I will  
**A**ccept my responsibilities,  
**R**espect others, and  
**D**iligently pursue life-long excellence!  
**I am a Leonard Longhorn!**

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# Comprehensive Needs Assessment

Revised/Approved: February 21, 2024

## Demographics

### Demographics Summary

Leonard Middle School serves the west side of Fort Worth. The students who attend Leonard predominantly reside in the apartments located on Las Vegas Trail, which is identified as one of the highest crime areas in the city of Fort Worth, and is historically known as being one of the areas that is a pipeline for drugs and sex trafficking. Students frequently observe and experience the crime around them, which causes them to experience a great deal of trauma. Due to the plethora of challenges that Leonard's students face, many are in need intensive social, emotional, behavioral supports, and counseling.

The percentage of economically disadvantaged students is currently 91%, which is consistent with 2022 and 2023 school years. Leonard has a mobility rate of 32%, which creates challenges for academic achievement and creating a positive culture/climate.

Leonard's EB population has risen from 28% in 2022-2023 to 31% in 2023-2024. An increase in enrollment for students coming from the International Newcomers Academy has made it challenging to support our non-English speaking students and Leonard will become a Language Center for the 2024-2025 school year.

Although the population of Special Education students has been consistent at 16%, Leonard has managed to improve math and reading scores for the SPED population. There are two RISE units on campus, which are self-contained and has approximately 10 students each. Each unit has a licensed teacher and a TAIII, who are responsible for providing individualized support for students based on each student's individualized educational plan (IEP).

Leonard is listed as an Intensive Support Campus due to low performing academic and behavioral challenges. As supports are being put in place to support student achievement and behaviors, with a change in leadership, Leonard still faces challenges with recruiting and retaining highly qualified teachers, which contributes to the stagnant and/or minimal growth in all core content.

### Demographics Strengths

Leonard Middle School's staff and student body are diverse, which allows staff and students to share a variety of perspectives and experiences and take pride in their school community. Students who attend Leonard are described by the staff as having perseverance, resilience, and a sense of humor. Although Leonard has a large population of Emerging Bi-lingual, Deaf-Ed, and Special Education students, the Special Education population is showing improvements behaviorally and academically. Leonard houses the Deaf Education program for FWISD, which is one of our greatest strengths. The deaf education students have specialized educational plans, participate in clubs and athletics, and perform well on assessments.

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

**Problem Statement 1:** Demographics at Leonard fluctuate monthly and the current mobility rate is 33%, which causes inconsistent growth in behaviors and academics. **Root Cause:** 91% of our students are Economically disadvantaged and live in very low budget, high crime apartment complexes that fill our attendance zone. Families often move back and forth between housing areas in the city.

**Problem Statement 2 (Prioritized):** Attendance rates have improved from 88% in 2022-2023 to 90% in 2023-2024. Although attendance rates have risen, we are not meeting our school goal of 92%. **Root Cause:** Our 7th grade students, Emerging Bilingual students have the highest number of absences.

**Problem Statement 3 (Prioritized):** Leonard's current dropout rate is approximately 11%. Our Hispanic students are the most at risk of dropping out. **Root Cause:** Leonard has an increase in enrollment of non English speaking and Emergent Bilingual students, who are not aware of the opportunities and supports available to them at the secondary level.

# Student Learning

## Student Learning Summary

Grade 6 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
<b>MATH, ENGLISH</b>								
AVG RIT SCORE	208	211	214	203	206	208	6	5
% MET RIT	38%	34%	34%	27%	22%	21%	-4%	-6%
% MET PROJECTED GROWTH		41%	40%		48%	34%	-1%	-6%
<b>READING, ENG</b>								
AVG RIT SCORE	204	205	206	197	200	200	2	3
% MET RIT	41%	37%	34%	24%	24%	23%	-7%	-1%
% MET PROJECTED		38%	36%		44%	42%	-2%	-2%
Grade 7 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
<b>MATH, ENGLISH</b>								
AVG RIT SCORE	210	212	214	207	208	208	4	1
% MET RIT	26%	24%	25%	22%	19%	19%	-1%	-3%
% MET PROJECTED		44%	41%		32%	28%	-3%	-4%

Grade 6 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
READING, ENG								
AVG RIT SCORE	206	207	208	199	202	204	2	5
% MET RIT	35%	32%	32%	22%	19%	21%	-3%	-1%
% MET PROJEC		43%	42%		40%	48%	-1%	8%

Grade 8 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
MATH, ENGLISH								
AVG RIT SCORE	208	210	212	205	209	211	4	6
% MET RIT	13%	11%	11%	10%	13%	10%	-2%	0%
% MET PROJEC		43%	42%		49%	48%	-1%	-1%

Grade 8 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
READING, ENG								
AVG RIT SCORE	208	210	212	206	208	211	4	5
% MET RIT	32%	33%	35%	20%	23%	25%	3%	5%
% MET PROJEC		47%	51%		41%	61%	4	20%

Grade 8 MAP	DISTRICT			LMS			CHANGE BOY to EOY	
	BOY	MOY	EOY	BOY	MOY	EOY	DISTRICT	LMS
MATH, ENGLISH								
AVG RIT SCORE	219	223	228	228	234	238	9	10
% MET RIT	24	26	30%	41%	38%	39%	6%	-2%



<b>Grade 6 MAP</b>	<b>DISTRICT</b>		<b>LMS</b>		<b>CHANGE BOY to EOY</b>			
% MET PROJE		55%	55%		65%	41%	0	-24%

### Student Learning Strengths

The administration team at Leonard participates in the Effective School Framework trainings because we are identified as an intensive support campus. The focus this year is on Lesson alignment, the use of high quality instructional materials and data driven instruction (DDI). Going through the process has allowed the team and teachers to work together to ensure that teachers are creating lessons aligned to the state's standards, at the intended rigor of the TEKS.

Teachers are learning the importance of lesson internalization and the importance of quality Tier I instruction. PLCs shifted after first semester with a focus on teachers creating know/show charts, quality bell-ringers, exit tickets, and exemplar responses. Teachers are working to build positive relationships with students, while requiring students to meet expectations academically and behaviorally, and focusing on student engagement.

Identifiable areas of focus for next year to improve instruction and close opportunity gaps are:

1. Provide focused learning on the TIL process (lesson alignment and formative assessment)
2. Create exemplar lesson plans for teachers to reference
3. Develop coaching cycle and plan to support teachers
4. Intentionally calendar celebrations for teachers and students based on identifiable building goals and initiatives

Areas of strength we will be replicating and refining:

- Connecting activities during advisory period
- Intervention during lunch block to support students who do not meet or master grade level TEKS.

Teacher (content leads) will take an active role in supporting PLCs, along with district coaches and building instructional coaches.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Leonard students are performing below district, state, and region on all MAP and state assessments. **Root Cause:** Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.

**Problem Statement 2:** Leonard does not have a fully certified teaching staff in all core content areas. Each core subject area is without at one licensed teacher. **Root Cause:** Teachers did not pass content level test or is in the beginning stages of the teacher certification process.

**Problem Statement 3 (Prioritized):** Teachers do not fully understand Texas State Standards; therefore, they are unable to teach to the rigor level of the TEKS. **Root Cause:** Leonard has a high teacher turnover rate and teachers are teaching content areas they were surplussed to, not licensed to teach, or have limited understanding of the content.

**Problem Statement 4 (Prioritized):** Intentional interventions and tutoring are not in place to address struggling and at risk students. **Root Cause:** The master schedule was not

created in a manner that allowed time for interventions and tutoring.

**Problem Statement 5 (Prioritized):** Leonard has had an increase enrollment in the number of EB and ESL students. In all core content areas our EB and ESL students are performing lower than they did in 2022-2023. **Root Cause:** Teachers in the building are not ESL certified and lack the content knowledge and skills to support EB and ESL students, as well as a transient population.

**Problem Statement 6 (Prioritized):** Leonard's students are performing below district expectations in core content. **Root Cause:** Some students are new to Leonard and come with progression plans and in need of additional academic support and may not be identified until middle school,

# School Processes & Programs

## School Processes & Programs Summary

Leonard Middle School is unique and has a great deal of pride. The faculty at Leonard are fairly new and most have just completed their second year at Leonard and/or are in their second year in education. At least 6 staff members started the 2023-2024 school year on an emergency certification or was identified as a long-term sub (LTS). Leonard as a team needs to redefine who we are as a building and what truths we hold regarding our students academic success. As a campus we will redefine our school's mission, vision, and values statements. We will define roles for leaders and expectations for all. Our work with the TIP plan has incorporated these clear roles and consistent meetings among the Instructional leadership team. We meet weekly as a team and define our purpose and goals for the week and expected outcomes.

New teachers have come together in their grade level teams to support each other with lesson designs and understanding of the TEKS. Due to the newness of the staff and the unfamiliarity and understanding of grade level TEKS the instructional coaches spend a great deal of time supporting them with lesson internalization and instruction design. PLCs are structured to support teachers daily and weekly with coaching and feedback cycles, lesson planning support and behavior support, etc.

The district's expectation for the 2023-2024 is for each core content to have PLCs daily, which means that science and social studies will meet daily, opposed to meeting once per week. This change will allow teachers to receive additional support with academic content, Tier I instruction, and classroom management strategies.

During the 2024-2025 school year, Leonard will become a Language Center for newcomers. This will require staff to receive additional training on best practices that will support ESL students. Currently seven teachers at Leonard are ESL certified and others are going through the process to become ESL certified. Additional professional development will be required to meet the academic needs of Emerging Bi-lingual (EB) students. As a an additional supportive measure, teachers will participate in a book study in Habits of Discussion and Talk Read, Talk Write.

Behaviors have improved but remain one of our biggest challenge this year. We are working to address them and provide incentives. The Campus Leaders incorporated a PBIS system that allowed students to earn incentives for improved attendance and behavior. The creation of the PBIS store and distribution of Longhorn bucks was part of our team's reward system for students. This year, we have held reward parties for grades, attendance, and academic growth. The goal for next year is to calendar events and begin the year with incentives that are communicated and shared with students and staff. Teacher leaders will spearhead student leadership groups (Student Council, Longhorn Leaders, and Junior Honor Society). The goal is to include students in decisions that impact their peers and foster a commitment to leadership and student development, and ownership.

## School Processes & Programs Strengths

The staff at Leonard are quick to share that their commitment and reasons they return to Leonard are rooted in their dedication to the students and their colleagues. The culture/climate has improved and staff and students are celebrated often because they work hard it reflects in data. This is evident in the improved attendance rate for staff. Staff readily share that the students at Leonard are resilient, smart, funny, and talented. During the 2023-2024 school year, Leonard's band students received a total of 4 sweepstakes awards, 1st place in an art recycled project, and two students were recognized and will participate in honors band at the high school. Leonard is slowing making academic progress, as evident in their EOY MAP data. On EOY Map data, Leonard had more students who met their average RIT score in reading (6th,7th & 8th grade). Additionally, students in algebra outscored the district in their average RIT scores for all content areas except 6th & 7th grade math. Special Education students at Leonard continue to SOAR and with continuous growth, the expectation for

our building is that Leonard is a B in three years due to our growth.

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

**Problem Statement 1 (Prioritized):** School discipline referrals have decreased; however, the number of referrals for fighting and disruption continue to be a problem at Leonard.

**Root Cause:** Students are not consistently trained on conflict resolution and behaviors from the community carry into the school. Teachers lack the training and skills to incorporate and support restorative practice.

**Problem Statement 2 (Prioritized):** African-American students make up 40% of enrollment but 72% of classroom discipline referrals and 73% of out of school suspensions. **Root**

**Cause:** Teachers are not familiar and fail to utilize Leonard's discipline framework and flowchart.

**Problem Statement 3:** African-American and Special Education students make up the majority of the duplicated referrals and suspensions. **Root Cause:** Training and support for teachers specifically around classroom management strategies and active student engagement that addresses their social and emotional needs.

**Problem Statement 4:** All core content teachers, including SPED, science and social studies do not have PLCs daily, which impacts their ability to implement and plan high quality Tier 1 instruction. **Root Cause:** The master schedule and district initiative did not allow time in the schedule for science, social studies, and SPED teachers to meet outside of planning period.

# Perceptions

## Perceptions Summary

Leonard Middle School is perceived to be a school where violence and low teacher efficacy breeds; however, this perception is not accurate. Contrary to popular belief, Leonard's staff is committed to the growth of students and are passionate about the work they do. The perceptions about Leonard stem from years of negative publicity, neighborhood challenges that are brought into the school, and negative comments on social media and through word of mouth. During the 2023-2024 school year, staff and members of the leadership team worked to improve perception about Leonard. An increased emphasis was placed on recognizing the positive changes and not focusing on the negative.

A campus-wide reward system was put in place to incentivize students and encourage positive behaviors. Students looked forward to earning rewards and their goals for behaviors were visible in the main hallway and readily available for students and staff to see. Classrooms were flooded with teachers who visibly displayed student's academic successes. Students worked towards meeting academic goals during benchmark assessments and looked forward to celebrations, that highlighted their individual and classroom growth.

Areas of focus for next year will continue to be ABC: academics, behaviors, and culture/climate. Leonard must focus on improving the culture of Leonard in order to continuously improve academics. Due to Leonard becoming a Language Center during the 2024-2025 school year, starting at the beginning of the year, branding the positive, building relationships, and holding high expectations for all will be essential to keep the momentum.

## Perceptions Strengths

Leonard is making positive gains academically and behaviorally. Students are willing to show up at Leonard and will often say, "we wanted to be at school." This has become a common reference amongst staff signaling that students thrive on structure and look forward to being with their peers and the staff at Leonard, even when they make comments that would suggest otherwise. Staff are working to build relationships with students and hold them accountable for meeting expectations. The areas focused on during the 2023 school year were: Respect (respect yourself, the adult in front of you, and your peers), make Leonard a safe school, get to class on time, be in dress code, and keep cellphones put away. Although students did not always follow each expectation, they knew what was expected and teachers reminded them. The goal is to meet the same expectations next year, develop consistency, and ensure everyone is working towards the same common goal - Leonard is the place where dreams become reality - We will be a B in three.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Leonard lacks a positive perception with elementary schools which impacts their desire to attend in 6th grade; therefore, demographics shift as students matriculate to middle school. **Root Cause:** Social media, community, former students, and families are not aware of the positive things happening at Leonard.

**Problem Statement 2 (Prioritized):** Leonard's turnover rate of staff and students contributes to the negative perception about Leonard. **Root Cause:** Leonard does not have a mentor program or support initiative in place for struggling new teachers and students that encourages retention.

**Problem Statement 3 (Prioritized):** Staff and students do not consistently following building procedures and expectations aligned to the vision, mission, goals, and values **Root Cause:** Leonard lacks commitment to a shared mission, vision, and values.

# Priority Problem Statements

**Problem Statement 1:** Leonard students are performing below district, state, and region on all MAP and state assessments.

**Root Cause 1:** Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** School discipline referrals have decreased; however, the number of referrals for fighting and disruption continue to be a problem at Leonard.

**Root Cause 2:** Students are not consistently trained on conflict resolution and behaviors from the community carry into the school. Teachers lack the training and skills to incorporate and support restorative practice.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** African-American students make up 40% of enrollment but 72% of classroom discipline referrals and 73% of out of school suspensions.

**Root Cause 3:** Teachers are not familiar and fail to utilize Leonard's discipline framework and flowchart.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Staff and students do not consistently following building procedures and expectations aligned to the vision, mission, goals, and values

**Root Cause 4:** Leonard lacks commitment to a shared mission, vision, and values.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Leonard's turnover rate of staff and students contributes to the negative perception about Leonard.

**Root Cause 5:** Leonard does not have a mentor program or support initiative in place for struggling new teachers and students that encourages retention.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Leonard's students are performing below district expectations in core content.

**Root Cause 6:** Some students are new to Leonard and come with progression plans and in need of additional academic support and may not be identified until middle school,

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Leonard has had an increase enrollment in the number of EB and ESL students. In all core content areas our EB and ESL students are performing lower than they did in 2022-2023.

**Root Cause 7:** Teachers in the building are not ESL certified and lack the content knowledge and skills to support EB and ESL students, as well as a transient population.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Attendance rates have improved from 88% in 2022-2023 to 90% in 2023-2024. Although attendance rates have risen, we are not meeting our school goal of

92%.

**Root Cause 8:** Our 7th grade students, Emerging Bilingual students have the highest number of absences.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Teachers do not fully understand Texas State Standards; therefore, they are unable to teach to the rigor level of the TEKS.

**Root Cause 9:** Leonard has a high teacher turnover rate and teachers are teaching content areas they were surplussed to, not licensed to teach, or have limited understanding of the content.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Intentional interventions and tutoring are not in place to address struggling and at risk students.

**Root Cause 10:** The master schedule was not created in a manner that allowed time for interventions and tutoring.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Leonard's current dropout rate is approximately 11%. Our Hispanic students are the most at risk of dropping out.

**Root Cause 11:** Leonard has an increase in enrollment of non English speaking and Emergent Bilingual students, who are not aware of the opportunities and supports available to them at the secondary level.

**Problem Statement 11 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Observation Survey results

## 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

- Professional learning communities (PLC) data

## Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

Revised/Approved: May 24, 2024

## Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 42% to 50% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 52% by May 2025

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 42% by May 2025

### High Priority

### HB3 Goal

**Evaluation Data Sources:** MAP growth reports, student and class summary reports desegregated by subgroups.

**Strategy 1:** Focus on aligning state standards and objectives to improve tier 1 instruction and deliver high quality, engaging lessons, that are at the rigor of the TEKS.

**Strategy's Expected Result/Impact:** 90% of core teachers will create & submit weekly aligned lesson plans based on FWISD scope and sequence.  
85% of lessons observed will demonstrate alignment and rigor with the grade level TEKS  
90% of students will be actively engaged during all lessons observed, as defined by utilizing the instructional playlist  
75% of students will demonstrate mastery of the SE / LO on formative assessment

**Staff Responsible for Monitoring:** Core content teachers, principal, assistant principals, dean of instruction, and instructional coaches

### Title I:

2.4, 2.6

#### - TEA Priorities:

Improve low-performing schools


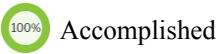
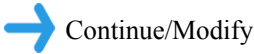

#### - ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During PLCs ILT and CIC team will support teachers with the TIL/LAFA process by ensuring that teachers are breaking down TEKS, creating know/show charts, teacher exemplars with EXIT TICKETS, and analyzing students work. ILT will focus lesson plan feedback on alignment utilizing the TIL protocol.</p> <p><b>Intended Audience:</b> ILT, CIC, and teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> ILT members, district coaches, and CICs</p> <p><b>Date(s) / Timeframe:</b> daily PLC and weekly feedback on lesson plans</p> <p><b>Collaborating Departments:</b> ILT team, CIC, and district coaches</p> <p><b>Delivery Method:</b> feedback will be given using the lesson planning observation tool from Region 11 (TIL)</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Strategy 2:** Provide targeted support to dual language and ESL students and close achievement gaps.

**Strategy's Expected Result/Impact:** students will receive additional support in core content and show growth on assessments

**Staff Responsible for Monitoring:** Teacher Assistant/Bi-lingual assistant

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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





**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Demographics 3 - Student Learning 1, 4, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Hire Teacher Assistant to support with targeted instruction and intervention for bi-lingual and ESL students</p> <p><b>Intended Audience:</b> ESL and Bi-lingual students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teacher assistant and teachers</p> <p><b>Date(s) / Timeframe:</b> ongoing throughout the year</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> face to face and small group support</p> <p><b>Funding Sources:</b> Teacher Assistant - TITLE I (211) - 211-32-6299-04N-061-30-510-000000-25F10 - \$26,894</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Purchase Talk, Read, Talk, Write (TRTW) A Practical Approach to Classroom instruction: A book that helps students meet and exceed the state standards for learning and improve teachers understanding of structured conversation, active reading, and high quality writing to meet student's needs</p> <p><b>Intended Audience:</b> Teachers and students  <b>Provider / Presenter / Person Responsible:</b> Teachers, Admin, Dean, CICs  <b>Date(s) / Timeframe:</b> December 2024  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Books for staff book study (Talk Read Talk Write: A Practical Approach to Classroom Instruction - BEA (199 PIC 25) - 199-11-6329-001-061-25-273-000000 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase supplies for ESL students (headphones) to support with TELPAS testing</p> <p><b>Intended Audience:</b> students  <b>Provider / Presenter / Person Responsible:</b> LPAC Chair  <b>Date(s) / Timeframe:</b> ongoing  <b>Collaborating Departments:</b> ILT  <b>Delivery Method:</b> face to face during testing</p> <p><b>Funding Sources:</b> headphones - BEA (199 PIC 25) - 199-11-6399-001-061-25-273-000000 - \$464</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Purchase additional books for the library that encourages students to read and are considered to be high interest low readability.</p> <p><b>Intended Audience:</b> students and teachers  <b>Provider / Presenter / Person Responsible:</b> librarian, teachers, and ILT  <b>Date(s) / Timeframe:</b> by October  <b>Collaborating Departments:</b> District media support  <b>Delivery Method:</b> through online ordering</p> <p><b>Funding Sources:</b> Books for library - BASIC (199 PIC 11) - 199-11-6329-XXX-061-11-273-000000- - \$4,576</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 3:** Leonard's current dropout rate is approximately 11%. Our Hispanic students are the most at risk of dropping out. **Root Cause:** Leonard has an increase in enrollment of non English speaking and Emergent Bilingual students, who are not aware of the opportunities and supports available to them at the secondary level.

### Student Learning

**Problem Statement 1:** Leonard students are performing below district, state, and region on all MAP and state assessments. **Root Cause:** Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.

**Problem Statement 4:** Intentional interventions and tutoring are not in place to address struggling and at risk students. **Root Cause:** The master schedule was not created in a manner that allowed time for interventions and tutoring.

**Problem Statement 6:** Leonard's students are performing below district expectations in core content. **Root Cause:** Some students are new to Leonard and come with progression plans and in need of additional academic support and may not be identified until middle school,

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 2:** Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 80% to 90% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 83% to 90% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP data

**Strategy 1:** Provide teachers with PD that supports them in understanding how to differentiate instruction and actively engages students in mastering grade level TEKS.

**Strategy's Expected Result/Impact:** Students will receive targeted enrichment support and as a result will show academic growth on MAP and STAAR.

**Staff Responsible for Monitoring:** Teachers, CLT, ILT, Dean of Instruction, and TAs.

**Title I:**

2.4, 2.5

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During WDM, identify students who score the lowest and highest on formative assessments and create reteach/extension lessons or small group interventions in order to improve re-assessment scores.</p> <p><b>Intended Audience:</b> Teachers and coaches  <b>Provider / Presenter / Person Responsible:</b> Teachers, CLT, ILT and Dean  <b>Date(s) / Timeframe:</b> weekly  <b>Collaborating Departments:</b> ICs, deans, and district content coaches  <b>Delivery Method:</b> weekly data meetings</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Hire content instructional coach to support teachers with understanding state SE, TEKS. and lesson internalization, to improve quality of Tier 1 instruction.</p> <p><b>Intended Audience:</b> Teachers  <b>Provider / Presenter / Person Responsible:</b> ICs, Dean, ILT  <b>Date(s) / Timeframe:</b> ongoing throughout the year  <b>Collaborating Departments:</b> district content coaches  <b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Instructional Coach - TITLE I (211) - 211-13-6119-04N-061-30-510-000000-25F10 - \$86,919</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Leonard students are performing below district, state, and region on all MAP and state assessments. <b>Root Cause:</b> Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.</p>
<p><b>Problem Statement 3:</b> Teachers do not fully understand Texas State Standards; therefore, they are unable to teach to the rigor level of the TEKS. <b>Root Cause:</b> Leonard has a high teacher turnover rate and teachers are teaching content areas they were surplussed to, not licensed to teach, or have limited understanding of the content.</p>

## **Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth in Math from 44%% to 54% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 54% by May 2025

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 55% by May 2025

### **High Priority**

### **HB3 Goal**

**Evaluation Data Sources:** MAP growth reports, student and class summary reports desegregated by subgroups.

**Strategy 1:** Focus on aligning state standards and objectives to improve tier 1 instruction and deliver high quality, engaging lessons, that are at the rigor of the TEKS.

**Strategy's Expected Result/Impact:** 90% of core teachers will create & submit weekly aligned lesson plans based on FWISD scope and sequence.  
85% of lessons observed will demonstrate alignment and rigor with the grade level TEKS  
90% of students will be actively engaged during all lessons observed, as defined by utilizing the instructional playlist  
75% of students will demonstrate mastery of the SE / LO on formative assessment

**Staff Responsible for Monitoring:** Core content teachers, principal, assistant principals, dean of instruction, and instructional coaches

### **Title I:**





2.4, 2.6

### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide incentives and rewards for students who grow, meet or exceed projective growth on MAP benchmark for math</p> <p><b>Intended Audience:</b> Students who show growth will accelerate their performance as demonstrated in grades and growth on assessment data.</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, ILT, Counselors, ICs, and Dean</p> <p><b>Date(s) / Timeframe:</b> after benchmark testing (MOY, BOY, and EOY)</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> student celebrations</p> <p><b>Funding Sources:</b> Student incentives - TITLE I (211) - 211-11-6499-04N-061-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide opportunities for CTE students to engage in Project Based Learning opportunities</p> <p><b>Intended Audience:</b> CTE students</p> <p><b>Provider / Presenter / Person Responsible:</b> CTE teachers</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> face to face with students</p> <p><b>Funding Sources:</b> - CTE (199 PIC 22) - \$1,751</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Leonard students are performing below district, state, and region on all MAP and state assessments. <b>Root Cause:</b> Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.</p>



**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Performance Objective 2: Increase the percentage of students who score at meets or above in Algebra from 35% to 45% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 20% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 50% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP data

**Strategy 1:** Utilize intervention time during the day to pull small groups and support students will understanding pre-requisite skills required to meet grade level TEKs. The master schedule was designed to support/allow intentional interventions based on data.

**Strategy's Expected Result/Impact:** students will show growth in math by 5% or more each MAP benchmark

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

**Title I:**

2.4, 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

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

**Problem Statements:** Student Learning 1, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will track student data after each unit assessment and after each benchmark assessment, teachers will conduct data chats with students and support them with preparing for student lead data chats with parents.</p> <p><b>Intended Audience:</b> Teachers, students, and parents</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers and students</p> <p><b>Date(s) / Timeframe:</b> Data chats with students will occur after each MAP benchmark</p> <p><b>Collaborating Departments:</b> Teachers, FES, ILT and CLT</p> <p><b>Delivery Method:</b> Students conferences with teachers will be lead by teachers and conferences with students and parents will be lead by students.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Leonard students are performing below district, state, and region on all MAP and state assessments. <b>Root Cause:</b> Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.</p> <p><b>Problem Statement 6:</b> Leonard's students are performing below district expectations in core content. <b>Root Cause:</b> Some students are new to Leonard and come with progression plans and in need of additional academic support and may not be identified until middle school,</p>

### **Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at APPROACHES or above on STAAR Reading from 34% to 47% by May 2025.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 46% to 52% by May 2025.

Increase the percentage of Hispanic students scoring at meets or above on STAAR reading from 45% to 55% by May 2025.

Increase the percentage of 6-8 grade SPED students scoring at DNM on STAAR Reading by May 2025 from 8% to 20%

#### **High Priority**

#### **HB3 Goal**

**Evaluation Data Sources:** STAAR 2024 preliminary results

MAP - STAAR Projection

Benchmarks and unit assessments

**Strategy 1:** Focus on 6th-8th grade power up lessons to improve comprehension and fluency for students who do not meet and approaches on benchmark assessments and STAAR

**Strategy's Expected Result/Impact:** students who do not approach and meets on benchmark and end of unit assessments will show growth and improve overall RIT scores.

**Staff Responsible for Monitoring:** Teachers, Dean, CICs

#### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**





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

#### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning

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

**Problem Statements:** Student Learning 1, 5, 6

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will utilize the intervention program and scheduled time to track, prepare, and teacher lessons with Power Up. <b>Intended Audience:</b> students <b>Provider / Presenter / Person Responsible:</b> Teachers <b>Date(s) / Timeframe:</b> ongoing throughout the year <b>Collaborating Departments:</b> District reading content coaches <b>Delivery Method:</b> face to face	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Support ESL students with improving foundational English skills and academic vocabulary to increase TELPAS scores, master grade level TEKS, and improve listening and speaking. <b>Intended Audience:</b> ESL students <b>Provider / Presenter / Person Responsible:</b> Teachers, Dean, LPAC chair, CIC, and ILT <b>Date(s) / Timeframe:</b> ongoing <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> face to face  <b>Funding Sources:</b> Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-061-24-273-000000- - \$1,500	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 2:** Provide targeted intervention to identified students who score DNM and approaches on STARR

**Strategy's Expected Result/Impact:** SPED students will improve reading scores on STAAR.

**Staff Responsible for Monitoring:** SPED teachers, TA's. Dean, CIC, ILT

**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

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

**Problem Statements:** Student Learning 1, 6

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> SPED students in 6th-8th grade will receive additional tutoring and academic support in reading before school, after school, and/or during Saturday school.</p> <p><b>Intended Audience:</b> 6th-8th grade SPED student</p> <p><b>Provider / Presenter / Person Responsible:</b> teachers</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Collaborating Departments:</b> ILT, ICs, and teachers</p> <p><b>Delivery Method:</b> instruction face to face</p> <p><b>Funding Sources:</b> Extra duty - SPED (199 PIC 23) - \$6,000, - SPED (199 PIC 23) - \$5,262</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide targeted intervention support to students two times monthly on Saturdays, to improve academic outcomes.</p> <p><b>Intended Audience:</b> students identified during WDM who have not met mastery of grade level TEKS</p> <p><b>Provider / Presenter / Person Responsible:</b> teachers, dean, CIC, ILT</p> <p><b>Date(s) / Timeframe:</b> starting October 2024</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6116-XXX-061-11-273-000000- - \$10,566, Extra Duty - TITLE I (211) - 211-11-6116-04N-061-30-510-000000-25F10 - \$1,111.80</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Strategy 3:** Align and leverage programs, resources, and systems to support students who are in honors classes and show mastery on STAAR in reading

**Strategy's Expected Result/Impact:** Students in honors courses will receive data designed enrichment lessons to ensure 100% of students master grade level TEKS

**Staff Responsible for Monitoring:** Data Analyst, ILT and Honors teachers,

**Title I:**

2.4, 2.5

- **TEA Priorities:**


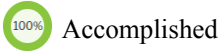
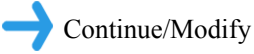

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Host super Saturdays 4 times a year to provide project based learning and enrichment opportunities for students who identified based on data</p> <p><b>Intended Audience:</b> honors students and those who are mastering grade level TEKS</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Dean, ILT</p> <p><b>Date(s) / Timeframe:</b> 4 times per year</p> <p><b>Collaborating Departments:</b> instructional coaches</p> <p><b>Delivery Method:</b> Content teachers and librarian will facilitate the activities for the identified students.</p> <p><b>Funding Sources:</b> Supplies for project based learning - BASIC (199 PIC 11) - 199-11-6399-XXX-061-11-273-000000- - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Strategy 4:** Create enrichment opportunities during the day for honors students to ensure students meet or exceed projected RIT score in reading

**Strategy's Expected Result/Impact:** Students in honors courses will receive designed enrichment opportunities to ensure students master grade level content taught.

**Staff Responsible for Monitoring:** Dean, CIC, ILT and Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide an individualized opportunity for GTT students to design, create, and experiment with maker spacers projects and solve mathematical breakout rooms to expand their thinking and increase their independent thinking and ability analyze real-world applications.</p> <p><b>Intended Audience:</b> GTT Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> Ongoing</p> <p><b>Collaborating Departments:</b> CIC, District Math Coach, Librarian, and Dean</p> <p><b>Delivery Method:</b> Math teachers and librarian will facilitate the activities for the identified students face to face</p> <p><b>Funding Sources:</b> Supplies - GT (199 PIC 21) - \$878</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Leonard students are performing below district, state, and region on all MAP and state assessments. <b>Root Cause:</b> Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.</p>
<p><b>Problem Statement 5:</b> Leonard has had an increase enrollment in the number of EB and ESL students. In all core content areas our EB and ESL students are performing lower than they did in 2022-2023. <b>Root Cause:</b> Teachers in the building are not ESL certified and lack the content knowledge and skills to support EB and ESL students, as well as a transient population.</p>
<p><b>Problem Statement 6:</b> Leonard's students are performing below district expectations in core content. <b>Root Cause:</b> Some students are new to Leonard and come with progression plans and in need of additional academic support and may not be identified until middle school,</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at APPROACHES or above on STAAR Math from 44% to 54% by May 2025.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 43% to 54% by May 2025.

Increase the percentage of Hispanic students scoring at meets or above on STAAR reading from 45% to 55% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2023 preliminary Results  
MAP STAAR Projection reports  
STAAR Benchmarks, assessments

**Strategy 1:** Focus on 6th-8th grade accelerated intervention classes and intervention to improve student understanding of math comprehension skills

**Strategy's Expected Result/Impact:** students will improve overall math scores on formative assessments, MAP, and STAAR

**Staff Responsible for Monitoring:** Teachers, Dean, CIC, and ILT

**Title I:**

2.4, 4.1

**- 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



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Identified teachers will remediate for the 1st 6 weeks to aid students in understanding foundational math skills with online programs such as dream box.</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> math teachers, dean, CIC, CLT</p> <p><b>Date(s) / Timeframe:</b> starting the 1st 6 weeks and ongoing depending on data</p> <p><b>Collaborating Departments:</b> Math district coach</p> <p><b>Delivery Method:</b> online and face to face</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6396-001-061-24-273-000000- - \$6,292</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** During PLCs and faculty meetings provide PD for staff on small group instruction and stations, to ensure instruction is differentiated to support all students

**Strategy's Expected Result/Impact:** All students will show mastery on grade level math TEKS

**Staff Responsible for Monitoring:** teachers, dean, CIC, and ILT

**Title I:**

2.4

- **TEA Priorities:**


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


- **ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> During PLC teachers will receive training on implementing small groups and stations to improve student outcomes</p> <p><b>Intended Audience:</b> teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> CIC and Dean</p> <p><b>Date(s) / Timeframe:</b> ongoing</p> <p><b>Collaborating Departments:</b> District instructional coaches</p> <p><b>Delivery Method:</b> face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Leonard students are performing below district, state, and region on all MAP and state assessments. **Root Cause:** Teachers are not certified to teach the content and lack training on differentiation and scaffolded resources that will bridge the gap for all students.

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 91% to 93% by May 2025.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 90% to 92% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Weekly Attendance Data  
FES phone calls

**Strategy 1:** Develop, align, and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates for chronically absent students across all demographics.

**Strategy's Expected Result/Impact:** improved attendance for all chronically absent students

**Staff Responsible for Monitoring:** Attendance Clerk, FSC, Stay in School Coordinator and Asst. Principals

**Title I:**

2.6

**- TEA Priorities:**





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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> FES will make daily phone calls to families of students who are reported absent following the 10:30 ADA attendance window and follow up before 10:30 with families who had students out the previous day</p> <p><b>Intended Audience:</b> student's guardian/parent</p> <p><b>Provider / Presenter / Person Responsible:</b> FES Rosalia Acosta Counselors AP</p> <p><b>Date(s) / Timeframe:</b> daily</p> <p><b>Collaborating Departments:</b> Family engagement and AP (Kalicia Williams) and attendance clerk (Ashwini Sankpal).</p> <p><b>Delivery Method:</b> phone calls</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Attendance administrator will create a sustainable attendance incentive program for students who meet their attendance goal or show significant improvement in their overall attendance.</p> <p><b>Intended Audience:</b> students</p> <p><b>Provider / Presenter / Person Responsible:</b> AP over attendance</p> <p><b>Date(s) / Timeframe:</b> monthly</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> a monthly calendar will be created and shared with teachers and students, highlighting incentive program for students</p> <p><b>Funding Sources:</b> incentives - TITLE I (211) - 211-11-6499-04N-061-30-510-000000-25F10 - \$2,000</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Schedule and convene bi-weekly SST meetings to identify students with the greatest needs, assign caseloads, and create a plan for follow-up, allowing students an opportunity to regain credit when lost due to absences.</p> <p><b>Intended Audience:</b> Students/Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> SST/ Administration</p> <p><b>Date(s) / Timeframe:</b> bi-weekly</p> <p><b>Collaborating Departments:</b> Community in Schools Coordinator</p> <p><b>Delivery Method:</b> outside the normal school operating day (Saturday school)</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 2:** Attendance rates have improved from 88% in 2022-2023 to 90% in 2023-2024. Although attendance rates have risen, we are not meeting our school goal of 92%. **Root Cause:** Our 7th grade students, Emerging Bilingual students have the highest number of absences.

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase student interactions in FWAS programs and extra-curricular activities.

**High Priority**

**Evaluation Data Sources:** FWAS attendance  
Extra-curricular activity logs

**Strategy 1:** Design programs and recruit students for after school programs that target and support at-risk students

**Strategy's Expected Result/Impact:** students will have sense of pride in school and commitment to positive school culture, academics, and behaviors will be increased

**Staff Responsible for Monitoring:** FWAS and teachers

**Title I:**

2.6

**- TEA Priorities:**

Build a foundation of reading and math


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture


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


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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Conduct interest surveys with students to determine student interest in FWAS programs and extra-curricular activities. <b>Intended Audience:</b> teachers and students <b>Provider / Presenter / Person Responsible:</b> FWAS, teachers, ILT, and students <b>Date(s) / Timeframe:</b> September, 2024 <b>Collaborating Departments:</b> Community partners, fine arts dept, and coaches <b>Delivery Method:</b> face to face	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** School discipline referrals have decreased; however, the number of referrals for fighting and disruption continue to be a problem at Leonard. **Root Cause:** Students are not consistently trained on conflict resolution and behaviors from the community carry into the school. Teachers lack the training and skills to incorporate and support restorative practice.

**Problem Statement 2:** African-American students make up 40% of enrollment but 72% of classroom discipline referrals and 73% of out of school suspensions. **Root Cause:** Teachers are not familiar and fail to utilize Leonard's discipline framework and flowchart.

### Perceptions

**Problem Statement 2:** Leonard's turnover rate of staff and students contributes to the negative perception about Leonard. **Root Cause:** Leonard does not have a mentor program or support initiative in place for struggling new teachers and students that encourages retention.

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 64 to 45 by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** FOCUS discipline data, ADQ Cycle Reports

**Strategy 1:** Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework. Principal will monitor CIP and TIP implementation and hold task owners accountable for execution of the work.

**Strategy's Expected Result/Impact:** students behavior referrals and suspensions will decrease and students and staff will show school pride.

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

**Title I:**

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

**Problem Statements:** School Processes & Programs 1, 2 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Campus leaders will work with teachers to develop campus-wide systems based on attending the Ron Clark Academy/ <b>Intended Audience:</b> Teachers; Leadership Team <b>Provider / Presenter / Person Responsible:</b> Provider / Presenter / Person Responsible: Ron Clark Campus Team; Vendor - Ron Clark Academy <b>Date(s) / Timeframe:</b> Date(s) / Timeframe: August 2023 - July 2024 <b>Collaborating Departments:</b> Ron Clark App to award points to students <b>Delivery Method:</b> Delivery Method: Face-to-Face	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Send a team of staff to The Ron Clark Academy for PD to continue incorporating strategies to strengthen school culture.</p> <p><b>Intended Audience:</b> Intended Audience: Teachers, Staff, Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Ron Clark Academy</p> <p><b>Date(s) / Timeframe:</b> Fall 2024</p> <p><b>Collaborating Departments:</b> The Ron Clark Academy</p> <p><b>Delivery Method:</b> Delivery Method: Face-to-Face; travel</p> <p><b>Funding Sources:</b> Travel and registration fee for training - BASIC (199 PIC 11) - 199-11-6411-XXX-061-11-273-000000- - \$8,000, Admin Ron Clark PD - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-061-99-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Create visuals to display around campus. Develop systems that will be uniform across the campus to address the new practices and polices aligned to our campus Mission, Vision, Values, and Goals.</p> <p><b>Intended Audience:</b> Teachers, Staff, Leadership Team</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> By December 2024</p> <p><b>Collaborating Departments:</b> ILT and Teachers</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Academic supplies to support school theme and Ron Clark houses - TITLE I (211) - 211-11-6399-04N-061-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Provide professional development to teachers/staff to learn and practice how to cultivate safe, supportive, and equitable learning environments through restorative circles and connecting activities</p> <p><b>Intended Audience:</b> Teachers/Staff, Campus Instructional Coach, Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Student Services Department; Restorative Practices Department; Vendor</p> <p><b>Date(s) / Timeframe:</b> Timeframe: August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Collaborating Departments: Equity and Excellence Department and psychological service</p> <p><b>Delivery Method:</b> face to face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<b>Action Step 5:</b> Purchase technology to support digital systems and monitoring devices to track school improvement <b>Intended Audience:</b> Teachers and admin <b>Provider / Presenter / Person Responsible:</b> Admin and office staff <b>Date(s) / Timeframe:</b> ongoing <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> online and face to face  <b>Funding Sources:</b> supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6267-XXX-061-99-273-000000- - \$6,550	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</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>				

**Strategy 2:** Design and implement student leadership groups (Jr National Honor Society, student council, and Longhorn Leadership Team) to support in obtaining leadership skills to promote their school pride and commitment to a positive school culture.

**Strategy's Expected Result/Impact:** decrease in referrals

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

**Title I:**

2.5, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify student leadership groups during the 1st semester <b>Intended Audience:</b> students and teachers <b>Provider / Presenter / Person Responsible:</b> Principal, APs, and teachers <b>Date(s) / Timeframe:</b> ongoing <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> face to face meetings with students during the day and after school	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Allow students to create and promote leadership initiatives and programs to encourage school pride, leadership, and positive school culture.</p> <p><b>Intended Audience:</b> students  <b>Provider / Presenter / Person Responsible:</b> Teachers, Admin  <b>Date(s) / Timeframe:</b> ongoing  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> face to face</p> <p><b>Funding Sources:</b> Supplies and rewards for students - TITLE I (211) - 211-11-6399-04N-061-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> School discipline referrals have decreased; however, the number of referrals for fighting and disruption continue to be a problem at Leonard. <b>Root Cause:</b> Students are not consistently trained on conflict resolution and behaviors from the community carry into the school. Teachers lack the training and skills to incorporate and support restorative practice.</p>
<p><b>Problem Statement 2:</b> African-American students make up 40% of enrollment but 72% of classroom discipline referrals and 73% of out of school suspensions. <b>Root Cause:</b> Teachers are not familiar and fail to utilize Leonard's discipline framework and flowchart.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> Staff and students do not consistently following building procedures and expectations aligned to the vision, mission, goals, and values <b>Root Cause:</b> Leonard lacks commitment to a shared mission, vision, and values.</p>

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase parent engagement in school activities and events during and outside of school hours as evidenced by participation in programs.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** discipline referrals and attendance in focus (students engagement and commitment to school will be increased and referrals should decrease and attendance increased).

**Strategy 1:** Host 4 content based showcases to build community spirit, strengthen family partnerships, highlighting student's learning.

**Strategy's Expected Result/Impact:** improved involvement in school events

**Staff Responsible for Monitoring:** FWAS, teachers, FES, Dean, CIC, and ILT

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 3 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide opportunities for families to engage with the school, their children, and teachers providing events for them to participate in throughout the year (i.g., All Pro Parents, Grandparents Day, Mom and Muffins, Dad and Donuts, and Variety show)</p> <p><b>Intended Audience:</b> Parents and families</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, FWAS</p> <p><b>Date(s) / Timeframe:</b> quarterly</p> <p><b>Collaborating Departments:</b> FWAS programs and community partners</p> <p><b>Delivery Method:</b> face to face during the day and after school</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-061-30-510-000000-25F10 - \$3,432</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 3:** Leonard's current dropout rate is approximately 11%. Our Hispanic students are the most at risk of dropping out. **Root Cause:** Leonard has an increase in enrollment of non English speaking and Emergent Bilingual students, who are not aware of the opportunities and supports available to them at the secondary level.

#### School Processes & Programs

**Problem Statement 1:** School discipline referrals have decreased; however, the number of referrals for fighting and disruption continue to be a problem at Leonard. **Root Cause:** Students are not consistently trained on conflict resolution and behaviors from the community carry into the school. Teachers lack the training and skills to incorporate and support restorative practice.

#### Perceptions

**Problem Statement 2:** Leonard's turnover rate of staff and students contributes to the negative perception about Leonard. **Root Cause:** Leonard does not have a mentor program or support initiative in place for struggling new teachers and students that encourages retention.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Teacher Assistant	Contracted student support services	211-32-6299-04N-061-30-510-000000-25F10	\$26,894.00
1	2	1	2	Instructional Coach	Instructional Coach	211-13-6119-04N-061-30-510-000000-25F10	\$86,919.00
2	1	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-25F10	\$2,500.00
3	1	2	2	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-061-30-510-000000-25F10	\$1,111.80
4	1	1	2	incentives	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-25F10	\$2,000.00
4	3	1	3	Academic supplies to support school theme and Ron Clark houses	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-25F10	\$1,500.00
4	3	2	2	Supplies and rewards for students	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-25F10	\$4,000.00
<b>Sub-Total</b>							\$124,924.80
<b>Budgeted Fund Source Amount</b>							\$124,924.80
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for parents to promote participation	211-61-6499-04L-061-30-510-000000-25F10	\$3,432.00
<b>Sub-Total</b>							\$3,432.00
<b>Budgeted Fund Source Amount</b>							\$3,432.00
<b>+/- Difference</b>							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	4	Books for library	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-061-11-273-000000-	\$4,576.00
3	1	2	2		INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-061-11-273-000000-	\$10,566.00
3	1	3	1	Supplies for project based learning	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-061-11-273-000000-	\$1,200.00
4	3	1	2	Travel and registration fee for training	INSTRUCTION   TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-061-11-273-000000-	\$8,000.00
<b>Sub-Total</b>							\$24,342.00
<b>Budgeted Fund Source Amount</b>							\$24,342.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	4	1	Supplies	GENERAL SUPPLIES		\$878.00
<b>Sub-Total</b>							\$878.00
<b>Budgeted Fund Source Amount</b>							\$878.00
<b>+/- Difference</b>							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	2		GENERAL SUPPLIES		\$1,751.00
<b>Sub-Total</b>							\$1,751.00
<b>Budgeted Fund Source Amount</b>							\$1,751.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Extra duty	EXTRA DUTY - PROFESSIONAL		\$6,000.00
3	1	2	1		GENERAL SUPPLIES		\$5,262.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$11,262.00
<b>Budgeted Fund Source Amount</b>							\$11,262.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-061-24-273-000000-	\$1,500.00
3	2	1	1		Technology for instructional use	199-11-6396-001-061-24-273-000000-	\$6,292.00
<b>Sub-Total</b>							\$7,792.00
<b>Budgeted Fund Source Amount</b>							\$7,792.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	Books for staff book study (Talk Read Talk Write: A Practical Approach to Classroom Instruction)	Reading materials - instruction	199-11-6329-001-061-25-273-000000	\$1,000.00
1	1	2	3	headphones	Supplies and materials - instruction	199-11-6399-001-061-25-273-000000	\$464.00
<b>Sub-Total</b>							\$1,464.00
<b>Budgeted Fund Source Amount</b>							\$1,464.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	2	Admin Ron Clark PD	STAFF DEVELOPMENT   TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-061-99-273-000000-	\$5,000.00
4	3	1	5	supplies	COCURRICULAR/ EXTRACURRIC   RENTALS-OTHER	199-36-6267-XXX-061-99-273-000000-	\$6,550.00



**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
<b>Sub-Total</b>							\$11,550.00
<b>Budgeted Fund Source Amount</b>							\$11,550.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$187,395.80
<b>Grand Total Spent</b>							\$187,395.80
<b>+/- Difference</b>							\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024