

**Leonard Elementary School Campus Improvement Plan
No Child Left Behind
2004-2005**

“The No Child Left Behind Act of 2001 recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- have highly qualified teachers and principals;
- provide a learning environment that is safe and drug free, and conducive to learning; and
- are accountable to the public for results.”

The Department of Education performance goals:

- Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance goal 5: All students will graduate from high school.

Leonard Elementary School supports the premise of the No Child Left Behind Act of 2001 and has incorporated the Department of Education Performance goals into our Campus Improvement Plan.

Component 1: Comprehensive Needs Assessment

Funding source > Local funds

Strategy	Data source	Formative/Summative Evaluations	Timeline	Persons involved
Will disaggregate data by student populations	TEKS, TAKS, Benchmarks, AEIS report	Benchmarks / TAKS	Benchmarks, Report Cards, AEIS reports	Teachers, Principal
Will secure data indicating school needs	Facilities Committee study	Results of study	Fall 2005	Site-based committee

Component 2: Schoolwide Reform (Scientifically Research-Based) Strategies

Funding > Local, SCE (24), Sp. Ed. (23), Title I (211), GT (21),
Accelerated Reader (404), ESL (263)

Strategy	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
All students, including all special populations, will achieve or exceed proficient level on TAKS, SDAA, and local assessments through strengthening the core academic program.	Saxon Math, Accelerated Reading , Shirley Method, Scott Foresman Reading	TPRI, STAR assessments, Benchmarks, Report Cards	TPRI, TAKS, ITBS, SDAA	Teachers, Counselor, Principal
Provide enriched and accelerated curriculum.	Accelerated Reading , Shirley Method, Saxon Math, Scott Foresman Reading	Report Cards, STAR assessments, TPRI, benchmarks	TPRI, TAKS, SDAA, ITBS	Teachers, principal
Will address the needs of special populations.	Accelerated Reading , Shirley Method, Saxon Math, Sp. Ed. Resource, Mastery, GT, ESL, Dyslexia	Report Cards, Progress Reports, STAR assessments, TPRI, benchmarks, projects, IEP Progress reports	TPRI, ITBS, TAKS, SDAA, ARD meetings, 504 meetings, LPAC meetings	Teachers, principal, Special Education Co-op
Will provide supplemental help for under-achieving students.	Summer School, Tutorials, ESL, Sp. Ed., Dyslexia	IEPs, Report Cards, Progress Reports, Benchmarks, TPRI	TPRI, ITBS, TAKS, SDAA, ARDs, 504 meetings, LPAC meetings	Teachers, Principal

Component 3: Instruction by Highly Qualified Teachers

Funding Sources > Local funds, Title II (255), Sp. Ed. (23), GT (21), Title

I (211)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Will provide on-going staff development opportunities to improve student achievement through use of disaggregated data and best practice research.	Region 10 ESC	Participation	PDAS, Successful Student achievement	Teachers, Principal
Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within first twenty days of school.	Region 10 ESC, Texas A&M University-Commerce, University of North Texas	On-going review of credentials	PDAS	Principal, Administration Office
Will implement strategies to ensure that staff development reflects identified needs.	Region 10 ESC	Participation by staff, Team planning	PDAS, Successful student performance	Teachers, Principal, Administration Office

Component 4: High-quality Teachers and ongoing Professional Development (teachers, principals, paraprofessionals, and if appropriate, pupil services personnel and parents)

and

Component 5: Strategies to Attract High-quality, Highly-qualified Teachers

Funding > Local funds, Title II (255), Block II, Title I (211), GT (21), Sp. Ed. (23), ESL (263)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will recruit and retain highly-qualified teachers.	Region 10 ESC, universities, district webpage	AEIS data, District Service awards	Successful student achievement	Principal, Adm. Office
Will ensure that paraprofessionals hired after January 2002 meet the state requirements.	District testing site	Completed two years of higher education, hold an Associates' Degree, or pass state/local academic assessment	Successful student achievement	Principal, Adm. Office
Will ensure that paraprofessionals hired before January 2002 meet state requirements within four years (unless hired as translator or hired solely to conduct parental involvement activities).	District testing site	Completed two years of higher education, receive Associates' Degree, or pass state/local academic assessment.	Successful student achievement	Principal, Adm. Office

Component 6: Parental Involvement Strategies
 Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will develop a written parental involvement policy and school-parent compact	Advisory committee	Draft by Fall semester	Parent involvement in Title I meetings and conferences	Principal, Title I teacher
Will meet annually with parents to explain Title I program, requirements, and participation	Campus calendar	Fall meeting	Parent participation	Principal, Title I teacher
Will inform parents of State's academic content, assessment, and achievement standards	Meet the Teacher Night, Open House, State brochures	Sign-in sheets	Improved student success	Principal
Will improve communications between school and parents and ensure that information is in a language parents can understand	Monthly and Six Weeks newsletters, parent-teacher conferences	Parent participation in conferences	Improved student success	Principal, teachers
Will implement a volunteer program and book buddies program.	Parent volunteer forms, campus translator	Number of parent responses	Improved student success	Principal, teachers

Component 7: Transition Activities for Preschool Children

Funding > ESL (263), PreK grant (415), Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will help eligible LEP and Economically Disadvantaged pre-kindergarten students transition to elementary program	PreK reading and language arts program	PreK Roundup in spring	TPRI (K) Report Cards, Progress Checks	Principal, Teacher

Component 8: Inclusion of Teachers in Academic Assessment Decisions

Funding > Local, AR Initiative grant (404)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to involve teachers in assessment decisions to improve student achievement and instructional program	Vertical alignment teams, Region 10 ESC TAKS/TEKS workshops	Development of benchmarks, participation on committees and workshop attendance	Improved student success on Report cards, TAKS, local assessments	Principal

Component 9: Assisting Students Experiencing Difficulties Mastering the Proficient Achievement Standards

Funding > Local, AR Initiative grant (404), Title I (211), SCE (24)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement strategies to assist students who have not mastered state achievement standards	ESL, TAKS tutoring, Shirley Method, Saxon Math	Lesson plans, Benchmarks, local assessments	Report cards, TPRI, TAKS, ITBS	Principal, Teachers

Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Funding > Local, Title IV (204)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will implement Texas Behavior Support Initiative strategies to prevent bullying and violence	TBSI training, Drug-free Schools training	Reduction in office discipline referrals	Reduction in number of repetitive discipline referrals	Principal, teachers
Will implement health and nutrition programs to decrease child obesity and improve child welfare	CATCH program, Foods of Minimal Nutritional Values guidelines	Increase in Perfect Attendance awards each Six Weeks	Increase in Perfect Attendance for the year, decrease in referrals to nurse	Principal, Nurse, P.E. teachers, and classroom teachers