

2006-07 Campus Improvement Plan Committee Members

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Leonard High School Mission Statement

Leonard High School will be a community of involved learners, striving to improve each day in an environment of respect for education and all of the individuals involved in the educational process.

Goals

- Increase the number of students scoring a 2 or 3 on the short answer portion of the TAKS test, and a 2,3, or 4 on the essay portion of the TAKS test.
- Increase the number of ESL students passing TAKS
- Continue to increase the number of students that are graduating on the recommended or distinguished academic tracks.
- Achieve an attendance rate of at least 96%
- Increase the number of students passing the math portion of the TAKS test
- Increase the number of students taking college related assessments

**Leonard High School Campus Improvement Plan
No Child Left Behind
2006-2007**

“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 High 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.

**CAMPUS IMPROVEMENT PLAN
LEONARD HIGH SCHOOL
2006-2007**

Data Reviewed

The following information sources provided data for the comprehensive needs assessment:

- 2005-2006 AEIS report
- 2005-2006 AYP report
- Program evaluations (GT, ESL, Dyslexia, Title I)
- State Assessments
- Staffing needs
- Staff Development needs
- Discipline data
- Attendance data
- Informal evaluations

Needs Assessment Summary

Leonard High School must continue to strive toward excellence, and assess the level of learning that will take place among its stakeholders and how this will be accomplished. Continuous analysis must be carried out in the area of our current situation and the goals of which we will strive to attain. We must disaggregate the data at our disposal, using this resource to make sound statements of where we are presently, thereby gaining a perspective on future goals identified as attainable.

In order to achieve these goals there must be a unified effort formed between the school, community and parents, as all are stakeholders in the well-being of the learning community. Together we must identify the necessary job tasks, as well as the skills, knowledge and ability needed to accomplish these goals. It is important that we identify the critical tasks necessary,

and to continually assess our current practices. We must also discern our actual needs and our perceived needs.

In addition to the analysis of disaggregated data and involving all stakeholders in the process, equal importance should be given to the development and interventions necessary to carry out the school's goals. Answers to questions such as what are our strengths/weaknesses, real needs, and organizational changes in terms of behaviors and performance.

We must identify the necessary conditions for organizational and personal success, and then initiate, through the study of various budgets through which revenue flows, the most cost-effective, legal, target specific plan possible.

This worthy endeavor will require thorough investigation on critical organizational needs, including the people who make up the organization, their job functions, and the preparation necessary for the attainment of future goals.

Major Findings

Campus Strengths:

The campus is a safe environment

The campus has high goals and expectations

The campus provides for professional development opportunities for faculty and staff

Technology is a vital part of the campus function, and needs are sufficiently met

The faculty and staff are cooperative and parent friendly

The campus has excellent facilities

The campus provides ample opportunity outside of regular classroom for TAKS practice

Very few disciplinary problems

Campus Challenges

Mathematics scores on state assessments are below expectation

All students are not passing exit level TAKS on first attempt

Not enough rigor in TAKS approach

Component 1: Comprehensive Needs Assessment
Funding > Local funds

Strategy	Data source	Formative/Summative Evaluations	Timeline	Persons involved
Will disaggregate data by student population	TEKS, TAKS, Benchmarks, AEIS report, AYP	Benchmarks/TAKS	On Going	Teachers, Principal, Counselor
Will secure data indicating facilities needs	Facilities Committee study	Results of study	Fall semester	Committee members, School Board, Superintendent, Principal
Will initiate measures to improve Math scores	Setting up in-school tutorials and 2 nd Saturday math tutorial classes	TAKS, Benchmarks, Test	Fall Semester	Principal, Teachers
Will work to align curriculum with TEKS/TAKS	Region 8 ESC	TAKS, Benchmarks, Test	Fall semester	Principal, Teachers
Provide training in school-wide Positive Behavior Support	Independent Special Education Consultant	Participation of Staff	Fall 2006	Teachers, Principal, Counselor, Support Staff
Implement Response to Intervention Teams using the Three-Tier Model, Provide training in the process of intervention accommodations, and modifications	Special Education Co-op, Independent Special Education Consultant	IEP Reports, Report Cards, Benchmarks, Projects, Dyslexia Assessment	Fall 2006	Teachers, Principal, Special Ed. Teachers, Dyslexia Teacher

Component 2: School wide Reform Strategies

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

Strategy	Scientificallly Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
All students, including all	Counseling, Innovated Teaching	Benchmarks, Report Cards,	TAKS, Lesson Plans	Teachers, Counselor, Principal
Provide enriched and accelerated curriculum and consistent academic track and vocational technology.	Counseling, Innovative Teaching, Integration of Vocational and Technical Programs, Dual Credit Opportunities, College and Career Guidance, Graduation plans	Report Cards, Progress Reports, Benchmarks, Projects SAT, ACT	TAKS, Lesson Plans, SDAA, SAT, ACT	Teachers, Principal, Administrational Assistant, Counselor
Will address the needs of special populations.	Special Education, Resource/Content Mastery, GT, ESL, Dyslexia	Report Cards, Progress Reports, Benchmarks, Projects, IEP Progress Reports	TAKS, ARD meetings, 504 meetings, LPAC meetings, SDAA	Teachers, Principal, Special Educaiton Co-op Counselor
Will provide extra help for under-achieving students.	Tutorials, ESL, Special Ed., Dyslexia Nova Net	IEPs, Report Cards, Progress Reports, Benchmarks	TAKS, ARD meetings, 504 meetings, LPAC meetings,	Teachers, Principal

Component 3: Instruction by Highly Qualified Teachers

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

Strategy	Scientifically Research-based 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 X ESC	Participation of staff and faculty with teachers surveys	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 X ESC, SBEC, University based programs	On-going review of credentials of all staff members, annual review of applications and interview process	PDAS, excet level tests, certification renewal documentation	Principal, Central Office Administration
Will implement strategies to ensure that staff development reflects identified needs.	Region X ESC, surveys	Participation by staff, Team planning	PDAS, Successful student performance	Teachers, Principal, Central Office

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

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

Strategy	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Will recruit and retain highly-qualified teachers.	Region X ESC, Universities, district webpage	AEIS data, District Service awards	Successful student achievement, PDAS, Walkthrough, Mentoring Teaming and collaboration	Principal, Central 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, Central Office
Assist in ensuring that all teachers at Leonard High school are highly qualified by having official study sessions, staff development, test funding	Region X, Universities	TeXes	PDAS, walkthroughs, student achievement	Principal, teachers
Will ensure that paraprofessionals hired before January 2002 meet state requirements (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, Central Office

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	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Will recruit and retain highly-qualified teachers by maintaining competitive salaries and stipends .	Region X ESC, Universities, district webpage	AEIS data, District Service awards	Successful student achievement, Mentoring Teaming and collaboration	Principal, Central 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, Central Office
Will ensure that paraprofessionals hired before January 2002 meet state requirements (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, Central Office

Component 6: Parental Involvement Strategies
Funding > Local

Strategy	Scientifically Research-based 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 meetings and conferences	Principal, teachers
Will meet annually with parents to explain Title I programs, requirement and participation	Campus Calendars, Open House	Fall meetings, sign in sheets	parent participation	Principal, Title I Teachers
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.	Six Weeks newsletters, parent-teacher conferences	Parent participation in conferences	Improved student success	Principal, teachers

Component 7: Transition Strategies for High School Students
 Funding > ESL (263), Local

Strategy	Data Sources	Evaluation	Timeline	Persons responsible
Will help all students transition to the high school by hosting an orientation night for upcoming freshmen and/or new students to the district. Have pre-registration for new freshmen, host a curriculum night for parents	PEIMS reports, AEIS reports, student schedule	Schedules, credits earned, graduation dates	Spring 2007	Principal, Counselor, PEIMS coordinator

Component 8: Inclusion of Teachers in Academic Assessment Decisions
Funding > Local, AR Initiative Grant (404)

Strategy	Scientifically Research-based 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 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	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Will implement strategies to assist students who have not mastered state achievement standards	ESL, TAKS tutoring, Language Science Classes, Special Education Department	Lesson plans, Benchmarks, local assessments	Report Cards, TAKS, SDAA, 3 week progress reports	Principal, Teacher

Component 10: Coordination and Integration of Federal, State, and Local Service and Programs
Funding > Local, Title IV (204)

Strategy	Scientifically Research-based Resource	Formative Evaluation	Summative Evaluation	Persons responsible
Will implement Texas Behavior Support initiative strategies to prevent bullying and violence.	Drug-free School training	Reduction in office discipline referrals	Reduction in number of repetitive, discipline referrals	Principal, teachers, counselor
Will implement health and nutrition programs to decrease child obesity and improve a child welfare	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