

**Leonard Elementary 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 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 reports, ITBS, TPRI	Benchmarks/TAKS	Benchmarks, Report Cards, AEIS reports	Teachers, Principal
3 rd grade math TAKS scores to improve over 90%	TEKS, TAKS, Benchmarks, AEIS reports, ITBS, TPRI	Benchmarks/TAKS	Benchmarks, Report Cards, AEIS reports	Teachers, Principal
3 rd grade Eco. Disadvantaged math scores to increase (TAKS)	TEKS, TAKS, Benchmarks, AEIS reports, ITBS, TPRI	Benchmarks/TAKS	Benchmarks, Report Cards, AEIS reports	Teachers, Principal
Will secure data indicating school needs	Facilities, committee study	Results of study	Fall 2006	Site-based committee
Provide training in school-wide Positive Behavior Support	Independent Special Ed 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 Ed consultant	STAR Assessments, IEP Progress Reports, Report Cards, Benchmarks, Dyslexia Assessment	Fall 2006	Teachers Principal, Counselor, Special Education Teacher, Dyslexia Teacher

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, Scott Foresman Reading, Best Practices Research	TPRI, STAR assessments, Benchmarks, Report Cards	TPRI, TAKS, ITBS, SDAA	Teachers, Counselor, Principal
Provide enriched and accelerated curriculum	Accelerated Reading, Saxon Math, Scott Foresman Reading	Report Cards, STAR assessments, TPRI, benchmarks	TPRI, TAKS, SDAA, ITBS	Teachers, Principal
Will address the needs of special populations to ensure that they achieve AYP	Accelerated Reading, Saxon Math, Sp. Ed. Resource, Mastery, GT, ESL, Dyslexia	Report Cards, STAR assessments, TPRI, benchmarks, Progress reports, projects, IEP Progress Reports	TPRI, TAKS, SDAA, ITBS, ARD meetings, 504 meetings, LPAC meetings	Teachers, Principal, Special Education Co-op

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 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 10 ESC, Texas A&M University-Commerce, University of North Texas	On-going review of credentials	PDAS	Principal, Administration Office
Will continue strategies to ensure that staff development reflects identified needs	Region 10 ESC	Participation of 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 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 100% highly- qualified teachers	Region 10ESC, Universities, district webpage	AEIS data, District Service Awards	Successful student achievement	Principal, Administration 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, Administration Office
Will ensure that paraprofessionals hired after January 2002 meet the state requirements (unless hired as translator or hired solely to conduct parental involvement activities)	District testing site	Completed two years of higher education, hold an Associates' Degree, or pass state/local academic assessment	Successful student achievement	Principal, Administration Office

Component 6: Parental Involvement Strategies
 Funding > Local

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will assess the written parental involvement policy and school-parent compact and have annual review of campus parental involvement plan to determine effectiveness and revise as needed	Advisory committee	Draft by Fall semester	Parent involvement in Title I meetings and conferences	Principal, Title I teacher, Title I parent committee
Will meet annually with parents to explain Title I program, requirements, and participation, and jointly develop school-parent compacts	Campus calendar	Fall meeting	Parent participation	Principal, Title I teacher
Will inform parents of State's academic content, assessment, and achievement standards and will disseminate to parents an annual review of whether the campus is making AYP	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 and will provide parents with notice that they have the right to know their child's teachers professional qualifications	Monthly and Six-Weeks newsletters, parent/teacher conferences, State Brochures	Parent participation in conferences	Improved Student success	Principal, teachers
Will continue to 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	Pre-K reading and Language Arts Program	Pre-K Roundup in Spring	TPRI (K) Report Cards, Progress Checks	Principal, ESL teachers, Pre-K teachers

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

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will continue to implement strategies to involve teachers in assessment decisions to improve student achievement and instructional program by reviewing AYP progress and developing local benchmark exams with participation in grade level teaming	Vertical alignment teams, Region 10 ESC, TAKS/TEKS workshop	Development of benchmarks, participation on committees and workshop attendance	Improved student success on Report cards, TAKS local assessment	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 continue using strategies to assist students who have not mastered state achievement standards by implementing class size reduction, accelerated reading program and dyslexia intervention	ESL, TAKS tutoring, 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
(through Region 10 Safe and Drug Free Schools Program and Shared Service Arrangement)**

Funding > Local, Title IV (204)

Strategy	Resource	Formative Evaluation	Summative Evaluation	Persons Responsible
Will continue 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, counselor
Will continue health and nutrition programs to decrease child obesity and improve child welfare	CATCH program, Foods and 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

LEONARD ELEMENTARY SCHOOL
2006-2007
CAMPUS IMPROVEMENT PLAN
COMPREHENSIVE NEEDS ASSESSMENT

DATA REVIEWED

The following information sources provided data for comprehensive needs assessment:

- 2005-06 AEIS Report
- TAKS, SDAA II, and TELPAS scores
- AYP Report
- ITBS and TPRI Results
- Staff Development needs
- Attendance Data
- Discipline Data

MAJOR FINDINGS

Based on the disaggregation of data from the above sources, the Campus Improvement Committee developed goals, objectives, and strategies for the Campus Improvement Plan which reflects the following findings:

- TAKS scores in 3rd grade math over all were below 90% (88%)
- There is a performance gap between economically disadvantaged students and non-disadvantaged students on the TAKS Math (74%)
- At-risk students math scores were considerably lower (70%) when compared to non at-risk students (94%)

STRENGTHS

- 3RD grade reading TAKS scores were 97%
- 3RD grade receiving a commended performance on TAKS reading was 42%
- SDAA II scores were 100% in math and reading
- Attendance was over 96%
- All campus teachers and paraprofessionals are highly certified
- The campus has met the standards for AYP
- Teachers and staff communicate with parents regularly through newsletters, notes, conferences, and the Parent Connection.

AREAS TO IMPROVE

- 3RD Grade TAKS Math scores needs to be over 90%
- 3RD Grade Hispanic students TAKS Math results were below 90% (67%)
- 3RD Grade economically disadvantaged students TAKS Math scores need to be increased (74%)
- Continue working to improve TPRI reading fluency rates for first and second grades