

**CAMPUS IMPROVEMENT PLAN
LEONARD INTERMEDIATE SCHOOL
2006-2007
COMPREHENSIVE NEEDS ASSESSMENT**

DATA REVIEWED

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

- 2005-2006 AEIS report/TAKS and SDAA II scores
- AYP report
- ITBS, TPRI results
- Staffing needs
- Staff Development needs
- Discipline data
- Attendance Data
- District Technology Plan

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:

- Campus TAKS scores in 4th Grade Math were below the State Average at 74%.
- Campus TAKS scores in 4th Grade Writing were below the State Average at 87%.
- There is a performance gap between Economically Disadvantaged students and non-disadvantaged students on TAKS reading, 83% to 100%
- There is a performance gap between Economically Disadvantaged students and non-disadvantaged students on TAKS math, 68% to 100%

STRENGTHS

- The Campus went from Academically Acceptable to a Recognized Campus from TEA.
- 4th Grade TAKS Reading scores were 90%.
- 5th Grade TAKS Reading and Math scores exceeded the 90th percentile. (94%, 93%)
- Attendance exceeds the state standard of 95%. (97.1)
- The Campus has met the required standards for the federal AYP.
- Teachers and administration communicate regularly with parents via newsletters, notes, and conferences.
- Discipline referrals for serious offenses are minimal.
- Campus technology is current with minimal upgrades needed.

Challenges

- 4th grade Economically Disadvantaged students had low TAKS Math scores. (59%)
- 4th grade African American students TAKS Reading, Math, and Writing results were low. (40%, 20%, 40%)
- 5th grade Economically Disadvantaged students had low TAKS Math scores. (61%)
- A higher-than-average number of 4th grade students are struggling with Multiplication facts.

