

Fort Worth Independent School District

061 Leonard Middle School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



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,

Open my mind and
Never give up! I will
Accept my responsibilities,
Respect others, and
Diligently pursue life-long excellence!
I am a Leonard Longhorn!

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Comprehensive Needs Assessment

Revised/Approved: May 17, 2023

Demographics

Demographics Summary

Leonard Middle School was built in 1967 to serve the west side of Fort Worth. The campus now serves the Las Vegas Trail area primarily, with students living directly adjacent to the school busing over to Benbrook Middle. The campus has also shifted in terms of demographic population and currently, student enrollment is : Hispanic - 48.4%; African American - 36.5%; White - 10%; Other - 4%. Also, in one year only, the percentage of economically disadvantaged students has risen from 87% in 2021 to 93% last year and has remained steady. Also very important to note is the mobility rate that fluctuates at about 30%, which is one of the most challenging data points.

48.4% Hispanic

36.5% African American

10.4% White

.8% Asian

3.8% Two or more

The campus has 93.4% Economically Disadvantaged student population.

Leonard has one of the largest Special Education populations in FWISD at 13% students identified with special needs.

MOBILITY RATE is 29-30%, which proves to be one of the greatest challenges that Leonard faces as we work to catch up vast academic gaps in students who enroll, long after concepts have been taught. The mobility of the students that we have here is often a lifestyle for their families, so their gaps are impacting every part of their lives.

The Leonard Attendance zone presents the very highest crime rate in the city of Fort Worth, and this area is a pipeline for drugs and sex trafficking to the nation, as stated by FWPD during our faculty bus tour of the attendance zone. Students frequently observe and experience the crime around them, and many students are experiencing trauma and need intensive social, emotional, and behavioral supports.

Leonard has, for many years, experienced academic low performance and behavior and attendance challenges. In fact, Leonard was listed as a "Comprehensive Support" campus with TEA for several years and has a Texas Improvement Plan in place this year.

Although campus leadership was replaced under the determination and announcement that Leonard would become a "leadership academy" in 2021, the new leadership was named at the end of June, just as covid was ending and there were 22 vacant teacher positions to be filled in July of 2021. Those spots were mostly filled with inexperienced teachers which posed vast roadblocks to an immediate improvement in student achievement. The design plan by the Office of Innovation was to have all Core content teachers and special education teachers reapply and go through an interview panel process in order to be invited to remain at Leonard. We had 21 teachers reapply and selected 9 to stay.

With a looming task in late March to hire almost an entirely new staff, our team took the "bull by the horns" and did an absolutely amazing job of recruiting, interviewing and hiring a high performing group of teachers who wanted to take the challenge of turning this middle school around. This year, we opened the year with 48 new staff members, new coaches and counselors, and there was some turnover in electives and other personnell too. Through extraordinary teamwork and effort, we have started to see a massive shift in the academic performance data in some places on campus.

Sixth grade teachers have created a massive shift in student performance with Leonard, not only coming off our Bottom 5% of the state ranking, but BEATING district average in November and January benchmarks for both math and reading. Eighth grade has beat district average in English and has seen gains in math as well. We have two sections of English I and Algebra I and we have one section of Biology I honors high school credit courses, not offered by some other middle schools. Our students in those classes are also outperforming FWISD district average! Our slowest gains have been in 7th grade, and we are working to adjust our program and ensure growth for next year.

Demographics Strengths

Leonard Middle School boasts a diverse group of students:

48.4% Hispanic

36.5% African American

10.4% White

.8% Asian

3.8% Two or more

The campus has 93.4% Economically Disadvantaged student population.

Leonard has one of the largest Special Education populations in FWISD at 13% students identified with special needs. We have two RISE units, which are self-contained special ed units with about 13 students each.

Leonard houses the Deaf Education program for FWISD, which is one of our great strengths. The deaf education students have specialized educational plans and are well-integrated into the general education program, participate in clubs and athletics, and perform well on assessments.

Leonard's student body has a large population of English Language Learners who participate in the Emergent Bilingual Program. These students are performing academically with little to no translation, but are integrated into English immersively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on our 2022 data, Leonard maintains one of the highest mobility rates of all schools in FWISD at 30%, creating a perpetual influx of new students throughout the year, thus giving us less time to impact create academic growth for these students by EOY testing. **Root Cause:** 93% 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, although they have risen from 87% ADA in 2021 to 89.4% in 2023, continue to stay below the 92% goal for Leonard MS. **Root Cause:** Leonard has both a large number of students with excessive absences, over 100 students have exceeded the limit of 18 absences.

Problem Statement 3 (Prioritized): Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of which excluded students from learning time due to on or off campus suspensions. **Root Cause:** School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.

Student Learning

Student Learning Summary

Leonard MS, although having a decade or more long history of the lowest middle school performance in the state (bottom 5%), has made amazing academic progress this year under new leadership and with an all new teaching team!

Last year compared to the previous year 2021-2022

Grade 6	District		LMS		Change
	2021	2022	2021	2022	Dis
Math, English, Spanish					
% at Approaches GL Standard or Above	42%	51%	31%	35%	9
% at Meets GL Standard or Above	13%	18%	8%	9%	5
% at Masters GL Standard	3%	5%	1%	1%	2
Reading, English, Spanish					
% at Approaches GL Standard or Above	49%	55%	31%	37%	6
% at Meets GL Standard or Above	22%	29%	13%	15%	7
% at Masters GL Standard	9%	14%	4%	5%	5

Grade 7	District		LMS		Ch
	2021	2022	2021	2022	Di
Math, English, Spanish					
% at Approaches GL Standard or Above	20%	35%	14%	21%	1
% at Meets GL Standard or Above	5%	12%	3%	7%	2
% at Masters GL Standard	1%	3%	0%	2%	2
Reading, English, Spanish					
% at Approaches GL Standard or Above	59%	67%	41%	59%	3
% at Meets GL Standard or Above	34%	40%	23%	35%	6
% at Masters GL Standard	17%	24%	12%	18%	7

Grade 8	District		LMS		
	2021	2022	2021	2022	
Math, English, Spanish					
% at Approaches GL Standard or Above	40%	53%	23%	30%	
% at Meets GL Standard or Above	18%	21%	6%	13%	
% at Masters GL Standard	4%	6%	1%	2%	
Reading, English, Spanish					
% at Approaches GL Standard or Above	58%	67%	40%	61%	
% at Meets GL Standard or Above	27%	36%	15%	29%	
% at Masters GL Standard	8%	17%	5%	13%	
Science, English, Spanish					
% at Approaches GL Standard or Above	46%	53%	30%	39%	
% at Meets GL Standard or Above	20%	22%	8%	14%	
% at Masters GL Standard	8%	7%	5%	5%	

THIS YEAR, our November and January BENCHMARKS show us ABOVE DISTRICT AVERAGE - from the VERY BOTTOM of the list to outperforming more than half the schools in FWISD in the areas of: 6th Math, 6th English, 8th English, English I, Algebra I, Biology I.

Student Learning Strengths

Leonard's Instructional Team has designed campus wide strategies that create success for students, and we have designs that we were not allowed to implement that would have and will make consistent, ongoing impact on student achievement. First, teachers at Leonard are building relationships of compassion, high expectations, and a demand for student engagement in TEKS.

Some particular areas of strength we will be replicating and are replicating and refining:

- Differentiation both during advisory period and during the core content block - those teachers who do this are the ones seeing MAP Growth and benchmark success
- Sixth grade students have teachers who understand that students have to be assessed and addressed where they have gaps. This team also understands TEKS aligned teaching, despite massive gaps in curriculum scope and sequence provided. Had we been given the freedom to use TEKS aligned materials and create our own Instructional Planning Calendar, we would have been able to reproduce this even more in 7th grade and 8th grade.
- 6th Math outperformed district average across all middle schools in November and in February.
- 6th Reading outperformed district average across all middle schools on benchmark
- 8th English outperformed district average on benchmarks.

HONORS classes outperform district average - Eng I, Algebra I, Biology I

Teacher leaders will lead with our amazing instructional coaches, the work that needs to be done.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 7th Grade Math continues to perform at the bottom of the district and state., with only 21% meeting standard in 2022, and a similar result in November..

Root Cause: 7th Grade teacher turnover mid year, large class sizes, and forced implementation of Carnegie math with no freedom to supplement with TEKS aligned materials created a perfect storm of low performance on benchmarks.

Problem Statement 2 (Prioritized): Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. **Root Cause:** Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

Problem Statement 3: Five core content teachers are not considered highly qualified and considered a long-term sub. **Root Cause:** Teachers did not pass content level test. Leonard is a hard to staff building and the teachers returned while working on their certification. One teacher was hired as a LTS pending acceptance into an alternative certification program.

Problem Statement 4: PLCs for SPED teachers were not scheduled on a regular basis, in order to analyze data and make instructional changes. **Root Cause:** SPED PLCs not included on the master schedule and SPED teachers were not part of the core content PLCs.

Problem Statement 5 (Prioritized): Teachers do not fully understand district's TEKs and standards; therefore, they are unable to teach to the level of the standard. **Root Cause:** High teach turnover and a number of teacher on emergency permits, are long term subs, or are teaching outside of their degree.

School Processes & Programs

School Processes & Programs Summary

Leonard leadership is in its second year on the campus. During the first year, an entirely new teaching staff was hired. The 40+ new faculty members started this year as a new team together. The reapplication, interview, and selection process was provided in writing to teachers. Questions and format of presentation was clear and followed for interviews, using a scoring rubric to ensure scoring consistency. The panel remained consistent and nine were invited to remain on campus. From that, ultimately 6 stayed. As the new staff started the year, we were under the consultation of AUSL out of Chicago, who engaged us in a year long process of meetings to create the "Profile of the Leonard graduate". We have a stylized graphic of the qualities of a graduate to reference as our "north star". We did not engage with that company in identifying core values, mission and vision statements however. That is the work that needs to now be done, and should be done by this new team of educators who are committed to changing the campus. As a campus, our teachers are going to do sessions in May to create these newly revised mission, vision, values statements with our campus leaders, not using the partner company. In fact, AUSL was removed from Leonard mid year by the district so they could contract with other campuses.

The Faculty Handbook has been updated and provides clear roles for leaders and expectations to guide the year. 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 also each member has weekly one on one meetings with principal

New teachers have come together in their grade level teams and in their content teams so beautifully! The relationships have really solidified and the teamwork is powerful. Instructional coaches have provided incredible support to the new teachers absolutely daily and weekly with coaching and feedback cycles, lesson planning support and training, behavior support, etc. They have given incredible input to leadership about campus wide processes to incorporate and improve.

As the year opened, and due to an all new faculty, we contracted with Pastor James Womack in taking our DiSC assessment and working on teamwork and PLC design. We had a two day session with him to build relationships and clarify roles and responsibilities, as well as some design work together. The PLC teams have functioned for all four content areas like clockwork. ELA and Math are driven by the ILT on campus, but Science and Social Studies were greatly led by district content departments which was extremely helpful

Campus Leaders have a vision that we are developing in our planning for next year with teachers for a newly designed PBIS system that includes DREAM DAYS as part of our Goal Setting and Reward system. We are writing the detailed plan together as a team this month and will calendar one dream day each six weeks to reward and incentivize BAG - Behavior, Attendance, Grades. This year, we have held reward parties for grades and attendance, but we missed a couple of six weeks, which breaks down the consistent expectation and motivation factor. Our goal is to have a designed, written, calendared system for the upcoming year with teams assigned the responsibilities and to include this plan in all school documents / handbooks.

Behaviors have been our biggest challenge this year and need to be addressed with more positive incentives. Suspension rates did not decline as hoped, but surpassed most other campuses due to the significant nature of the type of behaviors. We have actively sought and created partnerships that support this, as well as the effective use of our SST on campus. We have hundreds of students with severe trauma, literally hundreds from broken homes, poverty, abuse and neglect, crime and lacking home supervision and parents present. With the influence of social media and the lack of parental supervision at home, there are conflicts, gang activity, drug use and trafficking that have come into the lives of our students on a large scale in the Las Vegas Trail neighborhood. The incoming sixth grade students this year has so many traumatized students that we have a steady flow of CPS, MHMR, and discipline. However, this is probably the group of students whose lives have been the most positively impacted by the fierce dedication of our teaching team. Suspensions have to be

reduced, and lower level consequences need to be added to keep students in class and on campus.

Student scores are starting to surpass the other FWISD middle schools and are actually beating district average in 6th math, 6th reading, 8th English, English I, Algebra I, Biology I.

School Processes & Programs Strengths

Leonard Teachers who have answered the call are fiercely dedicated to staying and seeing the transformation of the campus. The teachers voice again and again that they feel part of the team and believe in the work we are doing. They are now seeing the student achievement data change and get CITY WIDE attention! Leonard has been famously at the very bottom of the STATE and district in student achievement for YEARS - scoring in the bottom 5% of the state among middle schools. THIS YEAR THAT CHANGED. The 6th grade has not only come off the bottom of the middle school ranking, but this team has surpassed district average and the February benchmark shows Leonard to be in the top 30% of the district schools in math and the top 45% in English. The 8th grade team has come together with strength and resolve to ensure students follow campus behavioral expectations and that they perform academically, using every minute of class, to ensure their progress. They have improved and demonstrated more than expected growth on mid year MAP in both math and reading, which has been largely a result of teachers getting behaviors under control and building relationships in a way that motivated students to focus on academics.

Campus transitions plans have been upgraded and have made an impact on student transitions. The arrival routine is supervised in lines by every teacher as students enter the building and sit in their assigned seats / locations separated by grade levels, teachers walk them into the cafeteria and into their classes daily. The lunch arrivals have also followed this protocol and it is adding needed structure with great success. Teachers are showing up on time and keeping students under control.

Instructional Leadership Team consistently working together has been a strength, and as we embark upon our new PBIS design, we look to teachers as the lead planners.

Campus Leadership has created systems in the PLC meeting structure that have proven to be transformational. The principal has worked closely with the instructional coaches to ensure PLC time stays focused on collaborative planning and TEKS alignment based on data. The cycle we created consists of weekly lesson internalization, TEKS alignment check, common assessment design using Formative, Weekly Data Meeting, writing a reteach plan. This structure and these conversations around instructional planning have been THE transformational key. In this, teachers bonded and worked together to ensure alignment despite weaknesses in the adopted program materials and the heavy policing of their use. Teachers truly analyzed the scope and sequence and worked together to support the spiral review of highly tested standards as much as possible with an all new team, some from out of state. Now, teachers have a very good understanding of gaps in the curriculum, issues with the scope and sequence that can be resolved with tight spiraling of important objectives and vocabulary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student Discipline Referrals have continued to outnumber other middle school campuses (number two under Forest Oak) and have not been reduced as hoped this year, with the total count being over 2300, up from 1900 last year, with significant behaviors involving violence manifesting on campus at times by the same students. **Root Cause:** Campus leadership did not implement a consistent school wide system of lower level consequences in place of suspensions nor a consistent incentive / reward system for positive behavior supports with individualized plans targeting chronic behavior issues.

Problem Statement 2 (Prioritized): Teacher turnover has been a consistent issue for decades at Leonard, with 22 teaching vacancies in July of 2021, and 10 in July of 2022, and although the turnover was by design for the reconstitution of staff last year, we lost 5 teachers at semester and had three ongoing vacancies during the spring. **Root Cause:** Teachers who resigned in December of 2022 cited student behaviors and disrespect as the reason for their departure, thus signifying that campus leaders need to create a system of support for teachers who struggle with management that begins immediately in the year, systematically supporting and training teachers who indicate the need.

Perceptions

Perceptions Summary

Leonard Middle School, with our almost entirely new faculty hired in 22-23, has a fierce dedication to creating a newly envisioned mission, vision, and values that can define our purpose going forward. After getting word in 2023 that Leonard is not a Leadership Academy as our community believed, we will bring the new faculty together to define our core values, vision, and mission in keeping with our Portrat of a Leonard graduate. Once developed as a faculty, we will align all campus procedures and processes with core values. It will be important that the vision and values be built into the daily operations of the school, built into the language of the daily life of the campus, and stylized on the documents and all communication of the school. Due to the fluctuation between the publicly announced Leadership Academy model and the actual cancellation of that plan without formal announcement, there is an urgent need for the leadership of FWISD to communicate with stakeholders, followed by continued branding and a public campaign to the community who is currently unaware of the changes.

The struggles with perceptions around Leonard have been decades in the making, with neighborhood crime and gang activity influencing the social media in the lives of our students. This CAN and will be reverse with the remaking of the Leonard campus and image, ONLY if the new image aligns with the truth of what is actually taking place inside the school walls. The current leadership team and faculty have begun the work of envisioning a campus-wide PBIS system that incorporates systematic rewards and goal setting. Having students create their own vision and set goals will enhance students' self-perceptions and impact their performance in all areas of their academic, social, and emotinoal lives.

In order to ensure that Leonard came off the F Rated campus iist in 2023, we focused on a culture of joy first, then on a data-driven instructional culture. The faculty is absolutey dedicated to speaking words of life to students and holding them accountable for their work and for quality work. This has been a huge lift, as 76% of the students came to Leonard this year 2 full years or more below grade level. Our fierce focus on academic achievement, assessing students gaps weekly and addressing their gaps, HAS taken Leonard from the very bottom of the FWISD middle school test score ranking to ABOVE district average in these areas:

6th grade math, 6th grade reading, 8th grade reading, English I, Algebra I, Biology I.

Staff surveys indicate areas of strength in the areas of teachers using student data through formative assessments and student discourse to design instruction. This has been a focus of our PLC, using formative assessments to drive weekly data meetings, and teachers recognize that systematic impact of our campus team on student achievement. Staff appreciates the campus leadership involvement in the instructional design and data meeting process. They indicated areas of need for Leonard in regards to knowing / understanding the roles of each leader. They also indicated their desire to have more TEKS aligned and culturally relevent instructioal materials for students. Teachers indicated their desire to have clearer and stronger campus culture routines and more consistency.

TARGETED AREAS for 23-24 must be attendance and discipline. These two areas under the oversight of each AP and their respective committees, did not show the desired increases in 2023. Attendance remained just below 89% and the number of disciplinary suspensions has increased over last year. Parents have expressed that there is appreciation for leadership who will hold students accountable, however, students are suspended far too many days and are missing class time. This will directly impact the achievement gap, as African American students have considerably more suspensions and for more serious offenses such as assault. If those students are repeatedly suspended, they also are going to see drops in academic performance reflecting their missed class time.

On the Family survey, interestingly, their greatest areas of concern were that their students had challenging and relevent instructional experiences. They want to see good teachers be recognized and they want to see good teachers stay at Leonard, with low scores from parents of 33% and 38% seeing these things happening. This area will quickly change, as the faculty is now acquainted with new curriculum now and with the gaps and areas where additional work is needed.

Perceptions Strengths

Leonard has become a place that students love and feel loved, which has been one of our most stated goals. Every day, we say "it is LOL time, time to LOVE OUR LONGHORNS". and teachers use positive and affirming language to ensure students know they are cared for, seen, heard, and loved. Students have expressed their desire to remain at Leonard. They want to be here and feel they have important relationships here with both adults and students. The students want to feel safe and they are willing to contribute to leading and planning

in the future.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The community at large is concerned with the teacher turnover with only 42% either expressing no or little confidence in the school's ability to retain effective teachers and although part of that was planned redesign, students and parents have expressed that they want to see good teachers stay and be recognized for their commitment, as reflected on the survey at 33% favorable on teacher retention. **Root Cause:** Now that Leonard has a new faculty, we need to train, support, and recognize the excellent performance and commitment of our staff with a consistent program for staff development, new teacher induction processes in place and recognition systems / teambuilding.

Problem Statement 2 (Prioritized): Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times. **Root Cause:** Social media creates access for our students to bullying, inappropriate content, drug access and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.

Problem Statement 3 (Prioritized): Parents feel unsure about the mission and vision of the campus in light of the sudden disappearance of the Leadership Academy label that they had been promised, and about 40% shared that they rarely see evidence of the school mission, vision, and values in the daily life of the school based on the 2022 ESF parent survey. **Root Cause:** The campus needs to revisit the name, purpose, mission, vision, and values of the school in light of the FWISD changes to the campus type and ensure that parents and the community are made aware of our purpose and plan through revisioning with the new team and creating and sharing clear documents reflecting Who We Are.

Priority Problem Statements

Problem Statement 1: Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of which excluded students from learning time due to on or off campus suspensions.

Root Cause 1: School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance rates, although they have risen from 87% ADA in 2021 to 89.4% in 2023, continue to stay below the 92% goal for Leonard MS.

Root Cause 2: Leonard has both a large number of students with excessive absences, over 100 students have exceeded the limit of 18 absences.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches.

Root Cause 3: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teacher turnover has been a consistent issue for decades at Leonard, with 22 teaching vacancies in July of 2021, and 10 in July of 2022, and although the turnover was by design for the reconstitution of staff last year, we lost 5 teachers at semester and had three ongoing vacancies during the spring.

Root Cause 4: Teachers who resigned in December of 2022 cited student behaviors and disrespect as the reason for their departure, thus signifying that campus leaders need to create a system of support for teachers who struggle with management that begins immediately in the year, systematically supporting and training teachers who indicate the need.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The community at large is concerned with the teacher turnover with only 42% either expressing no or little confidence in the school's ability to retain effective teachers and although part of that was planned redesign, students and parents have expressed that they want to see good teachers stay and be recognized for their commitment, as reflected on the survey at 33% favorable on teacher retention.

Root Cause 5: Now that Leonard has a new faculty, we need to train, support, and recognize the excellent performance and commitment of our staff with a consistent program for staff development, new teacher induction processes in place and recognition systems / teambuilding.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times.

Root Cause 6: Social media creates access for our students to bullying, inappropriate content, drug access and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parents feel unsure about the mission and vision of the campus in light of the sudden disappearance of the Leadership Academy label that they had been promised, and about 40% shared that they rarely see evidence of the school mission , vision, and values in the daily life of the school based on the 2022 ESF parent survey

Root Cause 7: The campus needs to revisit the name, purpose, mission, vision, and values of the school in light of the FWISD changes to the campus type and ensure that parents and the community are made aware of our purpose and plan through revisioning with the new team and creating and sharing clear documents reflecting Who We Are.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student Discipline Referrals have continued to outnumber other middle school campuses (number two under Forest Oak) and have not been reduced as hoped this year, with the total count being over 2300, up from 1900 last year, with significant behaviors involving violence manifesting on campus at times by the same students.

Root Cause 8: Campus leadership did not implement a consistent school wide system of lower level consequences in place of suspensions nor a consistent incentive / reward system for positive behavior supports with individualized plans targeting chronic behavior issues.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teachers do not fully understand district's TEKs and standards; therefore, they are unable to teach to the level of the standard.

Root Cause 9: High teach turnover and a number of teacher on emergency permits, are long term subs, or are teaching outside of their degree.

Problem Statement 9 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

Revised/Approved: June 20, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44% to 60% by May 2023.

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 45% to 60% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP growth reports, Student and class summary reports broken down by demographic groups

Strategy 1: Improve the quality and alignment of tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create and deliver high quality, rigorously engaging, standards aligned lessons.

Strategy's Expected Result/Impact: 90% of teachers will create & submit TEKS aligned lesson plans based on FWISD scope and sequence

85% of lessons observed will demonstrate alignment with the grade level TEKS and language of the learning objective

90% of students will be actively engaged during all lessons observed

75% of students will demonstrate mastery of the SE / LO on formative assessment

Staff Responsible for Monitoring: Core content teachers, principal, assistant principals, 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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: ILT create and train teachers on Campus Instructional Expectations / look for to ensure all classrooms deliver quality, rigorous, and engaging Tier I instruction and that lesson plans demonstrate alignment to the TEKS and district scope and sequence. Intended Audience: ILT, Teachers, CIC's Provider / Presenter / Person Responsible: ILT, CIC's Date(s) / Timeframe: Summer work session to finalize expectations Professional Development on Instructional Expectations Delivered during welcome week in August 2023 Look Fors posted in every room and on PLC documents as reminders Collaborating Departments: Content specialists assigned from FWISD Delivery Method: During August week of PD delivered by ILT, weekly guiding documents during PLC Funding Sources: Materials and supplies to create Instructional documents, posters, training materials and costs - Title I (211) - 211-13-6399-04N-061-30-510-000000-24F10 - \$5,999	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: ILT Members & Teachers will meet 3 days a week in PLC designated time to plan using the FWISD Instructional Framework as well as our campus instructional planning calendar with two days per week focused on lesson internalization, planning and practice while the other day will be data analysis and studying student work. Intended Audience: Core Content teachers, CIC's, ILT Provider / Presenter / Person Responsible: Principal / AP's and CIC's distributing leadership to Department Chair Date(s) / Timeframe: MWF during the PLC common content teacher time Collaborating Departments: FWISD assigned content specialists Delivery Method: Each PLC agenda will use common protocols to ensure fidelity to the work by all content teams. ILT will begin to chair the meetings while modeling and releasing the leadership to teacher leaders / department chair	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Instructional Leadership Team will calendar and implement a tight observation and feedback cycle to ensure that all core content teachers receive written feedback from either a CIC or administrator every two weeks, giving priority coaching time to Tier 3 teachers / new teachers. Intended Audience: ILT and Teachers Provider / Presenter / Person Responsible: Principal & ILT members Date(s) / Timeframe: Bi-weekly calendared ILT observation and feedback cycles starting by the 2nd week of school and continuing all year. Collaborating Departments: School Leadership may join observations as desired Delivery Method: CIC's will use their district-provided systems and protocols for providing written feedback. Administrators will document all classroom observations in STRIVE,	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Conduct weekly data meetings using common formative assessments developed in conjunction with data analyst using technology to collect, disaggregate, and analyze student responses, ensuring alignment with language of the TEKS, and identifying priority standards for reteach as well as student groups for targeted interventions. Intended Audience: ILT and core content teachers Provider / Presenter / Person Responsible: Data Analyst will ensure common assessments are designed and results are analyzed weekly. CIC's will assist in developing appropriate assessments based on the scope and sequence Date(s) / Timeframe: Fridays during PLC time for all core content departments Collaborating Departments: Data Quality Delivery Method: Data results used during PLC time	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of 6th - 8th grade students who score at passing (when cut scores are determined) or above on the Reading STAAR to 70% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to 70% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Preliminary Data by demographic sub group

Strategy 1: ELA teachers, ILT and Student Support Team will ensure consistent participation in the PLC cycle of instructional planning, assessment data analysis, and designing / delivering targeted interventions for student groups identified.

Strategy's Expected Result/Impact: Special education students will improve their passing rate on STAAR and demonstrate growth as a result of targeted interventions. EL students will demonstrate growth on STAAR resulting from targeted supports.

Staff Responsible for Monitoring: ILT, Student Support Team, Teachers

Title I:

2.4, 2.5, 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 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Provide targeted Tutorials for all identified students; -Maintain data base of students identified for tutoring group -Take attendance each session -Teachers and CIC's work with tutors to ensure appropriately leveled / challenging materials are used that address targeted standards -Ensure follow up assessments are given to measure student growth / tutoring impact -implement goal setting for tutors and students to they have clear targets set with student voice Intended Audience: Additional Title I Teacher Provider / Presenter / Person Responsible: Principal funds, CIC's and teachers schedule Date(s) / Timeframe: Begin no later than September 1st and allow tutors to work at least 2 days a week with groups Collaborating Departments: NA Delivery Method: Small group sessions of no more than 6 students Funding Sources: Instructional Coach - Title I (211) - 211-13-6119-04N-061-30-510-000000-24F10 - \$66,700	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional development for core content teachers in using scaffolding, culturally sensitive teaching practices, and effective instructional strategies that provide structured supports using the MTSS System to meet student needs Intended Audience: Teachers Provider / Presenter / Person Responsible: Student Support Team, Special Education Team Date(s) / Timeframe: August and monthly PD Collaborating Departments: SPED and Student Support Services Delivery Method: Staff Meetings / PD sessions / PLC times	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Hold a consistent Special Education PLC to examine the data of Special Ed student's performance, attendance, discipline data, and set targets and action steps to address the needs in IEP development or additional supports

Strategy's Expected Result/Impact: special education staff move student achievement forward due to increase consistent awareness of their caseload of students' performance levels and growth rates.

Staff Responsible for Monitoring: Student Support Team and Sped / Gen Ed teachers, ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide scaffolded instruction through tutorials and materials - possibly READ180 (and Math180) instructional interventions based on the Review student achievement data based on formative assessments, review weekly attendance and discipline data to identify students who need additional support Intended Audience: Tutors Student Support Team Provider / Presenter / Person Responsible: SST and SPED teams Date(s) / Timeframe: bi-weekly Collaborating Departments: Student Support Services Delivery Method: bi weekly PLC for SST meeting Funding Sources: SCE funds to pay for tutoring and purchase READ 180 and Math 180 - SCE (199 PIC 24) - 199-11-6399-001-061-24-273-000000- - \$1,792, Tutorials - SCE (199 PIC 24) - 199-13-6117-001-061-24-273-000000- - \$8,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of w hich excluded students from learning time due to on or off campus suspensions. Root Cause: School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.
Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.
Perceptions
Problem Statement 2: Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times. Root Cause: Social media creates access for our students to bullying, inappropriate content, drug acces,s and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of students scoring at Masters Level on STAAR Reading from 7% 2022 to 15% on STAAR Reading 2024

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Benchmarks, Formative Assessment Data, STAAR 2023

Strategy 1: Create differentiated instructional supports for students scoring at the Approaches and Meets levels on STAAR 2023 to ensure these capable students

Strategy's Expected Result/Impact: Students who are not flagged as below grade level or having failed STAAR will receive targeted supports and, as a result, will achieve one full year's growth on STAAR and on MAP

Staff Responsible for Monitoring: Principal, ILT, Teachers, Tutors

Title I:

2.4, 2.5

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: During Weekly data meetings, identify the lowest mastery standards for those on or above-level students and design a reteach, extension / challenge lesson, or small group intervention for them Intended Audience: Teachers and coaches Provider / Presenter / Person Responsible: ILT and Lead Teacher Date(s) / Timeframe: Weekly Collaborating Departments: Content Departments as assigned Delivery Method: Weekly Data Meetings		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide students who are at Approaches or Meets levels on STAAR 2023 with targeted supports on standards that have been identified in WDM through small groups or through tutorials. Intended Audience: Teachers and Tutors Provider / Presenter / Person Responsible: ILT monitors Teachers and Tutors provide Date(s) / Timeframe: Weekly Collaborating Departments: Content Departments as needed Delivery Method: tutorials or small groups during the block Funding Sources: - Title I (211) - 211-11-6117-04N-061-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Incentivize advanced or on-level students to achieve honor roll each six weeks and to achieve master's level scores and / or MAP growth on MOY and EOY in alignment with vision to create a culture of advanced learning.

Strategy's Expected Result/Impact: Students who are capable of passing will accelerate their performance as demonstrated in grades and assessment data.

Staff Responsible for Monitoring: Principal, ILT, Counselors

Title I:

2.4, 2.5

- TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase incentive prizes and create a campus "store" for students achieving honor roll or hitting growth goals on interim assessments. Intended Audience: Students Provider / Presenter / Person Responsible: Principal and counselors Date(s) / Timeframe: Initial set up and each six weeks use Collaborating Departments: NA Delivery Method: Honor award ceremonies each six weeks Store opportunities each 3 or 6 weeks Funding Sources: Incentives (snacks during tutoring) - Title I (211) - 211-11-6499-04N-061-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Invite families to participate in Goal setting / Review conferences and / or Awards ceremonies each six weeks Intended Audience: Families Provider / Presenter / Person Responsible: Principal and Counselors Date(s) / Timeframe: every six weeks Collaborating Departments: Family & Community Engagement Delivery Method: Parent communication through parent link initially and in person each six weeks Funding Sources: Parent Engagement funds - Title I (211) - 211-61-6499-04L-061-30-510-000000-24F10 - \$1,984	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.
Perceptions
Problem Statement 3: Parents feel unsure about the mission and vision of the campus in light of the sudden disappearance of the Leadership Academy label that they had been promised, and about 40% shared that they rarely see evidence of the school mission , vision, and values in the daily life of the school based on the 2022 ESF parent survey Root Cause: The campus needs to revisit the name, purpose, mission, vision, and values of the school in light of the FWISD changes to the campus type and ensure that parents and the community are made aware of our purpose and plan through revisioning with the new team and creating and sharing clear documents reflecting Who We Are.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 49% to 60% by May 2023.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 60% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Preliminary STAAR data

Strategy 1: Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create and deliver high quality, rigorously engaging, standards aligned lessons.

Strategy's Expected Result/Impact: 90% of teachers will create & submit TEKS aligned lesson plans based on FWISD scope and sequence

85% of lessons observed will demonstrate alignment with the grade level TEKS and language of the learning objective

90% of students will be actively engaged during all lessons observed

75% of students will demonstrate mastery of the SE / LO on formative assessment

Staff Responsible for Monitoring: Core Content Teachers, principal, assistant principals, instructional coaches, data analyst

Title I:

2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Analyze and disaggregate common assessment data during Weekly Data Meetings conducted by the Math PLC in order to identify priority standards in need of reteaching or spiraling again. Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT, Lead content teachers facilitates Date(s) / Timeframe: Weekly Collaborating Departments: Math Department Specialist Delivery Method: Weekly Data Meeting following the WDM script	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Design and Deliver aligned lessons and daily spiral review of priority or highly tested standards as part of tier 1 instruction to ensure mastery of priority standards Intended Audience: Teachers and ILT Provider / Presenter / Person Responsible: ILT and CIC model and facilitate the Math PLC / lesson internalization Date(s) / Timeframe: Weekly PLC Lesson Alignment and internalization Collaborating Departments: Math Content Specialist Delivery Method: PLC lesson internalization, lesson alignment, assessment design	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide Subs for instructional planning following MOY assessments for boot camps and tier 1 instructional scope and sequence realignment based on MOY data Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: 1-2 days of planning for math and for reading Collaborating Departments: Math and ELA Delivery Method: subs cover classes to allow for professional development / instructional planning Funding Sources: Subs for instructional planning - Title I (211) - 211-11-6112-0PD-061-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Teacher turnover has been a consistent issue for decades at Leonard, with 22 teaching vacancies in July of 2021, and 10 in July of 2022, and although the turnover was by design for the reconstitution of staff last year, we lost 5 teachers at semester and had three ongoing vacancies during the spring. **Root Cause:** Teachers who resigned in December of 2022 cited student behaviors and disrespect as the reason for their departure, thus signifying that campus leaders need to create a system of support for teachers who struggle with management that begins immediately in the year, systematically supporting and training teachers who indicate the need.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students across grade levels who Meet Expected Growth on Math MAP EOY from 43% to 53% by May 2024.

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 by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Preliminary STAAR data
MAP EOY MATH data

Strategy 1: Design and deliver weekly TEKS aligned, targeted interventions using the data to identify students needing additional support and to identify patterns of misconception on prioritized standards.

Strategy's Expected Result/Impact: Develop the capacity of teachers to identify students in need of intervention during and after each lesson.

Develop the capacity of teachers to identify misconceptions of prioritized, taught standards / TEKS.

Students receiving targeted interventions will demonstrate 70% mastery of the SE / LO when retested following reteach.

Staff Responsible for Monitoring: Core Content teachers, principal, assistant principals, instructional coaches, data analyst

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
Action Step 1: Conduct weekly data meetings using common formative assessments developed in conjunction with data analyst using technology to collect, disaggregate, and analyze student responses, ensuring alignment with language of the TEKS, and identifying priority standards for reteach as well as student groups for targeted interventions Intended Audience: Data Analyst, Core Content Teachers, ILT Provider / Presenter / Person Responsible: Data Analyst and teachers, ILT Date(s) / Timeframe: Weekly during PLC on Fridays Collaborating Departments: Data Quality Delivery Method: Use formative or other software to ensure data is instantly analyzed Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-061-30-510-000000-24F10 - \$80,900	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide appropriate TEKS aligned lessons and targeted interventions through TEKS aligned materials, supplies. Possibly consider MATH 180 (SPED FUNDING SOURCE NEEDS TO BE ADDED WHEN Plan4Learning adds access for the drop down) Intended Audience: Special Education students Provider / Presenter / Person Responsible: Special Ed Teachers Date(s) / Timeframe: weekly Collaborating Departments: Sped department specialist Delivery Method: Ordering and utilizing grade level scaffolded appropriate materials	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Teachers do not fully understand district's TEKS and standards; therefore, they are unable to teach to the level of the standard. Root Cause: High teach turnover and a number of teacher on emergency permits, are long term subs, or are teaching outside of their degree.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 19% to 35% by May 2024.

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 15% to 30% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR 2023 preliminary results

MAP - STAAR Projection

STAAR Formatted Benchmarks and assessments

Strategy 1: Create and implement a protocol for all Weekly Data Meetings to include planning interventions for HONORS classes to ensure more students reach meets / masters and to decrease the number of students failing Algebra I honors from 4 failing and English I honors from 2 failing in 2023 to no students failing in 2024.

Strategy's Expected Result/Impact: Students in honors courses will receive the same data designed interventions / reteach lessons to ensure 100% of students master the taught objectives.

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

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Create and refine updated PLC protocols and Weekly Data Meeting protocols / scripts and provide training to teachers on the PLC process in August and ongoing refinement of the Data analysis process each week using the protocols to create reteach lessons based on weekly data. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT, Data Analyst, CIC Date(s) / Timeframe: August provide initial training for teachers on protocols Weekly Data Meetings begin in August Collaborating Departments: NA Delivery Method: PLC process /WDM script training in August PD - WDM happen on Fridays using current data / common assessment data	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will use goal setting tools with STAAR raw / scale score table and MAP student profile to lead students in individual BOY goal setting conferences. Students will set written goals for their EOY STAAR and MOY MAP progress / RIT score. Intended Audience: Students Provider / Presenter / Person Responsible: Data Analyst will provide student profiles and STAAR results TEachers will conduct conferences. Date(s) / Timeframe: by End of August Collaborating Departments: ADQ Delivery Method: PLC introduces the Student Goal Setting sheets Teachers pull students one at a time during August and then turn in a copy of student goal setting sheets to principal	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: 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. Intended Audience: GTT students Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: ongoing Collaborating Departments: Instructional coaches Delivery Method: Math teachers and librarian will facilitate the activities for the identified students. Funding Sources: - Gifted & Talented (199 PIC 21) - - \$922	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Increase the percentage of 6-8 grade SPED students scoring at DNM low and DNM high on STAAR Reading by May 2024 from 80% to 60%.

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

Staff Responsible for Monitoring: Teachers, tutors, SPED teachers

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Identified SPED students in 6th-8th grade will receive additional tutoring and academic support in reading. Intended Audience: 6th-8th SPED students Provider / Presenter / Person Responsible: tutors (degreed and non-degreed) Date(s) / Timeframe: ongoing Collaborating Departments: ILT, ICs, and teachers Delivery Method: instruction Funding Sources: - SPED (199 PIC 23) - - \$9,843	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from __% to 35% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to 35% by May 2023.

High Priority

HB3 District Goal

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

Strategy 1: Design and Deliver specific interventions for honors students based on weekly assessment data that give individualized supports, / tutoring ensuring 100% master taught standards.





Strategy's Expected Result/Impact: Honors students will hit 100% passing and increase the meets and masters level performance on STAAR EOC exams

Staff Responsible for Monitoring: Principal, ILT, Data Analyst

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Deliver targeted interventions / tutorials / enrichment projects to honors students in Algebra I, English I, Biology I using formative assessment results weekly. Intended Audience: Teachers CIC, ILT Provider / Presenter / Person Responsible: Teachers, tutors Date(s) / Timeframe: weekly creation of interventions to be delivered daily Collaborating Departments: Advanced Academics Delivery Method: Tutorials and small group interventions, reteach, peer tutorials, study groups	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Conduct individual Goal Setting Conferences with all students before testing MAP BOY, MOY and EOY and before all STAAR Interims and STAAR testing. Intended Audience: Students and Teachers Provider / Presenter / Person Responsible: Teachers and students Date(s) / Timeframe: BOY, MOY, EOY and before calendared STAAR testing cycles Collaborating Departments: Core content Delivery Method: Individual goal setting brief face to face conferences Funding Sources: Goal Setting Sheets and tracking tools - Title I (211) - 211-11-6399-04N-061-30-510-000000-24F10 - \$901	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percent of students meeting Projected Growth on MAP Reading and Math from 49% in Math meeting Expected growth to 60%, and from 44% in Reading to 57% meeting expected growth by EOY 2023

High Priority

HB3 District Goal

Evaluation Data Sources: MAY 2022 - 2023 EOY Comparison Data

Strategy 1: Ensure daily Tier 1 instruction is provided at the depth and complexity of the grade level and above standards / TEKS including the student performance tasks, classroom activities, assignments, formative and summative assessments from the curriculum frameworks and advanced study syllabi with consistency across all classrooms.

Strategy's Expected Result/Impact: Building teacher capacity for instructional delivery that challenges even the most advanced learners, increasing the percentage of students who score at Meets and Masters levels on STAAR 2024

Staff Responsible for Monitoring: Principal, ILT, Teachers

Title I:

2.4, 2.6

- 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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Select, purchase and train teachers if needed on TEKS aligned, culturally responsive, scaffolded / leveled instructional materials and supplies to ensure ALL students meet or exceed expected growth on Math and Reading MAP and STAAR EOY assessments. Consider READ180 Intended Audience: ILT, Teachers Provider / Presenter / Person Responsible: Principal, ILT Date(s) / Timeframe: Fall semester select, order and train Collaborating Departments: Content Department specialists as needed math and ELAR Delivery Method: use list of district approved materials only if that is still required, Read and Math 180 are not on that list, but are proven highly effective Funding Sources: Instructional supplies and materials - Title I (211) - 211-11-6399-04N-061-30-510-000000-24F10 - \$13,843.65	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional development and modeling for the Lesson Internalization process and for the use of all instructional materials and intervention materials Intended Audience: Teachers Provider / Presenter / Person Responsible: principal ILT Date(s) / Timeframe: August and weekly during PLC or Faculty meetings Collaborating Departments: All content department specialists Delivery Method: training during PLC and FAculty meetings Funding Sources: - Title I (211) - 211-13-6119-04N-061-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide rigorous Career Tech Education program (CTE Classes) offered as electives at Leonard. Intended Audience: CTE students Provider / Presenter / Person Responsible: CTE Department Chair - Roger Ramsey CTE department teachers Date(s) / Timeframe: August - May 2024 Collaborating Departments: CTE Content Department Delivery Method: Daily hands on instruction, experimentation, constructing models, scientific method, lab Funding Sources: - CTE (199 PIC 22) - - \$11,620	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Instructional Leadership Team will ensure a consistent campus-wide format for lesson planning that is aligned with TEKS, ensures aligned

formative assessments, interventions, and activities are created in advance collaboratively, printed, posted and followed.

Strategy's Expected Result/Impact: Collaborative plannign for alignment with TEKS

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college





- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: ILT will present the determined lesson plan format and provide training on the Leonard Lesson design and delivery expectations, the detailed look-fors for each lesson component and the campus priority areas for 23-24. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August and ongoing as needed Collaborating Departments: Content Departments will train on any unique lesson components they require Delivery Method: Professional development in August and during PLC's		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Seventh grade reading / ELA scores have remained below district average and progress has not met expectations on Mid-year MAP or on January benchmarks, where Leonard hit only 45% approaches while the district average on 7th grade reading was 52% approaches. Root Cause: Seventh grade class sizes in 7th grade were unusually large with concentrated student behavior challenges and absenteeism, and the schedule was prohibitive of small group guided reading instruction, creating such little time for targeting students' significant gaps or conducting effective interventions during class.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19% to 12% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Weekly Attendance Data
FES phone calls

Strategy 1: Campus Leaders will communicate with families about attendance regularly and the Family Engagement specialist will conduct daily attendance phone calls, targeting our students who have a history of excessive absences and keep logs for documentation and tracking.

Strategy's Expected Result/Impact: Connections built with families of students who have missed school
Recapture attendance from students missing

Staff Responsible for Monitoring: AP Kalicia Williams
FES Rosalia Acosta

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: 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 Intended Audience: Families of absent students Provider / Presenter / Person Responsible: FES Rosalia Acosta Counselors should also help call and pursue attendance AP Date(s) / Timeframe: Daily Collaborating Departments: Family engagement and AP (Kalicia Williams) and attendance clerk (Ashwini Sankpal). Delivery Method: phone calls	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Campus leaders will create and implement an attendance incentive program for students who improve attendance. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Principal, AP over attendance Williams Date(s) / Timeframe: Implement in September and continue throughout school year Collaborating Departments: Blue Zones Grant funded "Store" Delivery Method: Campus leaders will design and calendar the program, communicate to teaches and paernts, and implement by September Funding Sources: Student Incentives - Title I (211) - 211-11-6499-04N-061-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance rates, although they have risen from 87% ADA in 2021 to 89.4% in 2023, continue to stay below the 92% goal for Leonard MS. Root Cause: Leonard has both a large number of students with excessive absenses, over 100 students have exceeded the limit of 18 absences.
Perceptions
Problem Statement 2: Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times. Root Cause: Social media creates access for our students to bullying, inappropriate content, drug acces,s and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1300 to 700 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students in commensurate measure by 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: FWISD Leonard 22-23 Discipline Report
Weekly review of referrals within the school year

Strategy 1: Create, calendar, and implement a campus-wide PBIS system with clear expectations for Leonard Longhorns in each area of the campus, including the classroom and with clear structures of both consequences and incentives to improve behaviors. Ensure all teachers consistently and universally apply the campus structures through monitoring discipline documentation in Branching Minds and Focus

Strategy's Expected Result/Impact: Number of discipline referrals in Focus will decrease from last year's 1300 to 700 or fewer.
Students will set behavior goals as needed to earn incentives

Staff Responsible for Monitoring: AP's over discipline
Student Support Team Bi-weekly meetings will review discipline data and create plans

Title I:
2.5, 2.6
- TEA Priorities:
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

Problem Statements: Demographics 3 - School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Create and calendar a PBIS system of incentives and consequences, establishing a "Store" to incentivize improved behavior. Intended Audience: Students		Formative			Summative
		Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: APs Date(s) / Timeframe: ongoing throughout the school year Collaborating Departments: ILT Delivery Method: send correspondence via emails, parent link, newsletters, and Blackboard messages.				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

Strategy 2: Create and calendar a PBIS system of incentives and consequences, establishing a "Store" to incentivize improved behavior.

Strategy's Expected Result/Impact: Decreased discipline referrals
Student movitvation to receive incentives

Staff Responsible for Monitoring: AP's over discipline
SST bi weekly review

Title I:
2.4, 2.5

- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Targeted Support Strategy**

Problem Statements: Demographics 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Roll out behavior and attendance incentive Store to students in August beginning with Transition Camps kick off and ensure consistent implementation throughout the year. Intended Audience: Students Provider / Presenter / Person Responsible: principal and counselors Date(s) / Timeframe: August roll out, Transition Camps Six Weeks incentives Collaborating Departments: Student Support Services Delivery Method: Six weeks awards events and ceremonies Parent participation in goal setting and awards events Funding Sources: Parent engagement - Parent Engagement - 211-61-6499-04L-061-30-510-000000-24F10 - \$1,984	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of w hich excluded students from learning time due to on or off campus suspensions. Root Cause: School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.
School Processes & Programs
Problem Statement 1: Student Discipline Referrals have continued to outnumber other middle school campuses (number two under Forest Oak) and have not been reduced as hoped this year, with the total count being over 2300, up from 1900 last year, with significant behaviors involving violence manifesting on campus at times by the same students. Root Cause: Campus leadership did not implement a consistent school wide system of lower level consequences in place of suspensions nor a consistent incentive / reward system for positive behavior supports with individulized plans targeting chronic behavior issues.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students by 25% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: FWISD 22-23 Discipline Report as of Fifth Six Weeks

Strategy 1: Design and implement consistent student support services that are culturally responsive that provide behavioral supports, interventions, goal setting, and leadership opportunities for students of color to close the gap in the number of behavior referrals for African American Students.

Strategy's Expected Result/Impact: African American students see greater value and rewards of engaging with accelerated learning, extracurricular opportunities and the overall number of referrals is greatly reduced

Staff Responsible for Monitoring: Principal, AP's, SST

Title I:

2.5, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

Problem Statements: Demographics 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: SST each take an assigned caseload of students with documented behavioral issues , diagnoses, or a high number of discipline referrals, particularly students of color, and develop Individualized Behavioral support systems for them.





Intended Audience: Student Support Team

Provider / Presenter / Person Responsible: SST members / counselors / interventionists

Date(s) / Timeframe: Early Fall

Collaborating Departments: Student Support Services

Delivery Method: Weekly small groups / 1 unch bunches, daily or weekly check ins, goal setting conferences that include parents, mentoring programs, referrals to outside agencies,

Action Step 2 Details	Reviews			
Action Step 2: Design, implement and /or continue community partnerships with outside mentoring programs, gang/ drugs / sex trafficking prevention groups, church sponsored mentoring, outside agencies (such as West Side Center of Hope or LVTRISE). Intended Audience: Students Provider / Presenter / Person Responsible: Principal, ILT, SST Date(s) / Timeframe: Initiate contace in August to plan partnership programs with each group, church, or agency Collaborating Departments: LVTRISE, West Side Center of Hope, Academy 4, Teen Life (Brianna Clark is our campus contact), West Side Church of Christ, Capstone Church and Pastor Parkey Coburn, Destiny Church and Pastor James Womack, Mercy Culture and Director of SLS Katie Mendoza. TEEN LIFE and director Chris Robey, Counseling supports by LaToya Smith. Delivery Method: Varied dates and schedules of implementing partnership services	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of w hich excluded students from learning time due to on or off campus suspensions. Root Cause: School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.
School Processes & Programs
Problem Statement 1: Student Discipline Referrals have continued to outnumber other middle school campuses (number two under Forest Oak) and have not been reduced as hoped this year, with the total count being over 2300, up from 1900 last year, with significant behaviors involving violence manifesting on campus at times by the same students. Root Cause: Campus leadership did not implement a consistent school wide system of lower level consequences in place of suspensions nor a consistent incentive / reward system for positive behavior supports with individulized plans targeting chronic behavior issues.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 4 to 8 by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Family Engagement Specialist Data

Strategy 1: Family Engagement Specialist collaborates with Principal and other stakeholders to create, calendar, plan and implement increased family engagement activities to at least 8 activities that encourage parent participation in their child's education and their awareness of issues affecting teens and prevention.

Strategy's Expected Result/Impact: Family engagement will vastly increase

Staff Responsible for Monitoring: FES, Principal, AP's

Title I:

4.1, 4.2

- 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

Problem Statements: Perceptions 1, 2, 3

Action Step 1 Details		Reviews			
Action Step 1: FES, Principal and PTO officers plan in August the Leonard activities calendar and create / include at least 8 parent involvement events including PTO meetings and All Pro Dads meetings. Intended Audience: Parents		Formative			Summative
		Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Principal and FES Date(s) / Timeframe: August meeting to calendar all monthly parent activities and PTO meetings Collaborating Departments: Family Engagement PTO Delivery Method: scheduled planning meetings Funding Sources: supplies for parent meetings and PTO, - Parent Engagement - 211-61-6399-04L-061-30-510-000000-24F10 - \$2,000				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Collaborate with Adult Education Department to continue to provide and expand the Leonard Adult Education program and the FWAS program that has been initiated at Leonard in 2022.





Strategy's Expected Result/Impact: Family and Community Engagement will increase at Leonard
Students will participate in after school clubs

Staff Responsible for Monitoring: Principal, FES
FWAS Coordinator

Title I:
2.5, 4.1, 4.2

Problem Statements: Demographics 3 - Perceptions 1, 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Plan and Calendar all before and after school Clubs with FWAS coordinator to ensure a variety of consistent clubs are offered and delivered to students, including food and transportation provided through the FWAS grant. Intended Audience: Students Provider / Presenter / Person Responsible: Princpal and FWAS coordinatory Date(s) / Timeframe: August and every week through Summer 2023 Collaborating Departments: FWAS Delivery Method: PLanning, calendaring and collaborative BUDGET REVIEW to ensure TUTORING is provided through FWAS and money does not run out early.	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Work with FWISD Adult Education to plan, calendar, and host the Adult Education program at Leonard that has previously provided GED, ESL classes to adults in large numbers every Monday and Wednesday night throughout the year. Intended Audience: Adults / parents in community Provider / Presenter / Person Responsible: Principal FWAS Coordinator Date(s) / Timeframe: August planning for calendared dates Collaborating Departments: Adult Education Department Delivery Method: They provide the program and it requires no management from Leonard except scheduling custodial shift to clean and lock up after hours.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Discipline referrals continued to outpace almost every middle school in FWISD, with over 900 referrals by March, many of which excluded students from learning time due to on or off campus suspensions. Root Cause: School Leadership needs to implement and provide ongoing training for teachers on a comprehensive PBIS system that provides consistent, low-level consequences for behaviors that reduce the number of ISS and suspensions, keeping students learning in the classroom.
Perceptions
Problem Statement 1: The community at large is concerned with the teacher turnover with only 42% either expressing no or little confidence in the school's ability to retain effective teachers and although part of that was planned redesign, students and parents have expressed that they want to see good teachers stay and be recognized for their commitment, as reflected on the survey at 33% favorable on teacher retention. Root Cause: Now that Leonard has a new faculty, we need to train, support, and recognize the excellent performance and commitment of our staff with a consistent program for staff development, new teacher induction processes in place and recognition systems / teambuilding.
Problem Statement 2: Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times. Root Cause: Social media creates access for our students to bullying, inappropriate content, drug access, and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.
Problem Statement 3: Parents feel unsure about the mission and vision of the campus in light of the sudden disappearance of the Leadership Academy label that they had been promised, and about 40% shared that they rarely see evidence of the school mission, vision, and values in the daily life of the school based on the 2022 ESF parent survey. Root Cause: The campus needs to revisit the name, purpose, mission, vision, and values of the school in light of the FWISD changes to the campus type and ensure that parents and the community are made aware of our purpose and plan through revisioning with the new team and creating and sharing clear documents reflecting Who We Are.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Coleman	Instructional Coach		yes
Scott Gutowski	Data Analyst		yes

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Materials and supplies to create Instructional documents, posters, training materials and costs	Supplies and materials for professional development	211-13-6399-04N-061-30-510-000000-24F10	\$5,999.00
1	2	1	1	Instructional Coach	Instructional Coach	211-13-6119-04N-061-30-510-000000-24F10	\$66,700.00
1	3	1	2		Tutors with degree or certified	211-11-6117-04N-061-30-510-000000-24F10	\$6,000.00
1	3	2	1	Incentives (snacks during tutoring)	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-24F10	\$5,000.00
1	3	2	2	Parent Engagement funds	Snacks for parents to promote participation	211-61-6499-04L-061-30-510-000000-24F10	\$1,984.00
2	1	1	3	Subs for instructional planning	Subs for professional development	211-11-6112-0PD-061-30-510-000000-24F10	\$2,000.00
2	2	1	1	Data Analyst	Data Analyst	211-13-6119-04N-061-30-510-000000-24F10	\$80,900.00
3	2	1	2	Goal Setting Sheets and tracking tools	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-24F10	\$901.00
3	3	1	1	Instructional supplies and materials	Supplies and materials for instructional use	211-11-6399-04N-061-30-510-000000-24F10	\$13,843.65
3	3	1	2		Instructional Coach	211-13-6119-04N-061-30-510-000000-24F10	\$0.00
4	1	1	2	Student Incentives	Snacks or incentives for students	211-11-6499-04N-061-30-510-000000-24F10	\$2,000.00
Sub-Total							\$185,327.65
Budgeted Fund Source Amount							\$185,327.65
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	SCE funds to pay for tutoring and purchase READ 180 and Math 180	Supplies and materials for instructional use	199-11-6399-001-061-24-273-000000-	\$1,792.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Tutorials	Tutors with degree or certified	199-13-6117-001-061-24-273-000000-	\$8,000.00
Sub-Total							\$9,792.00
Budgeted Fund Source Amount							\$9,792.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	2	1	Parent engagement	Snacks for Parents to promote participation	211-61-6499-04L-061-30-510-000000-24F10	\$1,984.00
4	4	1	1	supplies for parent meetings and PTO,	Supplies and materials for parental involvement	211-61-6399-04L-061-30-510-000000-24F10	\$2,000.00
Sub-Total							\$3,984.00
Budgeted Fund Source Amount							\$3,984.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3		GENERAL SUPPLIES		\$922.00
Sub-Total							\$922.00
Budgeted Fund Source Amount							\$922.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	3		GENERAL SUPPLIES		\$11,620.00
Sub-Total							\$11,620.00
Budgeted Fund Source Amount							\$11,620.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		INSTRUCTIONAL MATERIALS		\$9,843.00
Sub-Total							\$9,843.00
Budgeted Fund Source Amount							\$9,843.00
+/- Difference							\$0.00
Grand Total Budgeted							\$221,488.65
Grand Total Spent							\$221,488.65
+/- Difference							\$0.00

Addendums

2022 - 2023 Attendance Rates - Semester 2

061-Leonard MS

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
		N	%	N	%	N	%	%	N	%	N	%	N	%	%	N	%
06	All Students	239	92.1	238	89.7	242	84.6	88.82	240	88.1	241	91.0	235	87.2	88.84		
	Hispanic	117	93.5	116	92.5	115	87.0	90.99	120	90.5	121	92.6	117	89.6	90.91		
	African American	93	89.7	92	86.5	96	82.6	86.39	90	84.8	90	88.9	90	84.9	86.38		
	White	20	93.3	20	90.7	20	83.4	88.85	20	88.6	19	91.6	18	84.9	88.28		
	Two or More	7	96.1	9	85.6	9	78.3	85.74	8	89.7	10	88.4	9	86.7	88.08		
	Other	2	86.7	1	69.6	2	66.0	74.78	2	80.8	1	84.4	1	61.8	75.00		
	LEP	71	95.2	74	93.5	75	89.2	92.71	79	92.7	79	94.2	79	90.5	92.40		
	SE	46	89.7	43	91.1	46	83.5	87.88	42	87.6	42	88.8	44	85.7	87.01		
	LEP Not Served	6	89.8	8	94.6	6	90.8	93.10	6	95.7	5	98.1	5	90.6	94.61		
07	All Students	241	91.7	248	90.1	246	83.9	88.43	239	88.3	246	90.0	245	87.1	88.45		
	Hispanic	122	92.5	121	91.5	120	85.3	89.71	119	90.3	120	91.8	119	89.4	90.48		
	African American	87	89.9	94	88.5	93	82.9	86.91	90	85.7	94	88.4	91	85.5	86.62		
	White	26	93.6	26	88.5	26	80.9	87.57	24	88.6	26	89.0	28	85.0	87.31		
	Two or More	4	89.2	5	92.2	5	85.5	88.58	4	90.2	4	77.3	5	71.5	78.57		
	Other	2	98.2	2	89.1	2	76.7	88.28	2	76.3	2	87.5	2	80.3	82.21		
	LEP	60	93.3	60	94.7	65	88.0	91.70	63	92.2	65	93.1	65	90.2	91.75		
	SE	33	89.4	33	86.1	34	79.4	84.91	32	85.6	32	88.9	32	88.2	88.03		
	LEP Not Served	3	88.1	3	95.7	4	71.6	83.28	4	72.9	3	78.1	3	73.5	74.91		
08	All Students	231	90.3	232	89.6	237	82.5	87.42	239	85.7	237	88.1	231	84.5	86.15		
	Hispanic	101	91.6	103	90.7	105	84.5	89.10	105	88.0	105	90.9	105	86.9	88.59		
	African American	94	91.1	94	89.1	94	81.6	87.13	96	84.3	96	86.0	94	81.7	83.99		
	White	25	84.6	24	87.3	26	78.7	82.93	26	82.1	24	86.6	20	83.5	84.50		
	Two or More	10	83.4	10	88.3	11	77.8	82.75	11	82.6	11	82.6	11	84.3	83.42		
	Other	1	100.0	1	95.7	1	96.6	98.75	1	87.0	1	100.0	1	97.1	95.51		
	LEP	62	92.3	62	91.0	65	84.9	89.61	66	88.9	65	91.4	67	87.8	89.32		
	SE	37	85.9	39	85.0	37	79.2	83.47	38	82.4	38	86.7	37	84.1	84.84		
	LEP Not Served	6	88.6	6	94.2	6	91.4	91.23	6	93.5	7	93.5	7	84.5	89.85		
All	All Students	711	91.4	718	89.8	725	83.7	88.23	718	87.4	724	89.7	711	86.3	87.83		
	Hispanic	340	92.6	340	91.6	340	85.6	89.96	344	89.7	346	91.8	341	88.7	90.05		
	African American	274	90.2	280	88.1	283	82.4	86.82	276	84.9	280	87.7	275	84.0	85.63		
	White	71	90.4	70	88.7	72	80.9	86.32	70	86.2	69	88.9	66	84.5	86.63		
	Two or More	21	88.6	24	88.1	25	79.6	84.96	23	86.4	25	83.8	25	83.0	84.28		
	Other	5	94.6	4	85.9	5	77.3	86.18	5	80.5	4	89.8	4	79.8	83.72		
	LEP	193	93.7	196	93.1	205	87.5	91.41	208	91.4	209	93.0	211	89.5	91.24		
	SE	116	88.4	115	87.6	117	80.9	85.58	112	85.2	112	88.1	113	85.9	86.59		
	LEP Not Served	15	89.0	17	94.6	16	86.2	89.98	16	90.2	15	91.9	15	84.3	88.41		

Attendance Rate = (Days Present / Days Enrolled) * 100

Notes: For internal use only. N < 5 is not masked for public distribution.

N includes all students enrolled any time during each six weeks. This number may be higher than actual enrollment.



Fort Worth Independent School District 2022-2023 Discipline Report - as of Sixth Six Weeks

061-Leonard MS

Secondary

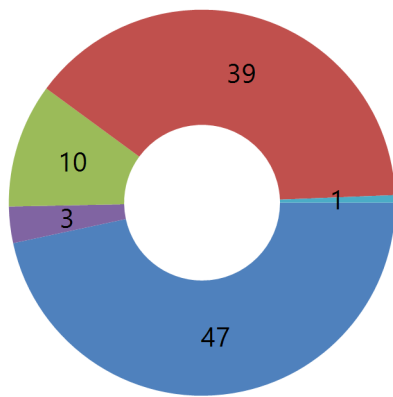
Gender - Ethnicity Referrals and Out of School Suspensions

	Enrollment*				Unduplicated Count of Students Referred				Duplicate Incident Referrals				Unduplicated Students Receiving OSS				Duplicate OSS Events			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Students	453	100	499	100	133	100	201	100	478	100	763	100	79	100	134	100	191	100	306	100
Hispanic	217	48	227	45	37	28	65	32	85	18	213	28	18	23	29	22	33	17	72	24
African American	175	39	199	40	76	57	113	56	321	67	467	61	54	68	89	66	138	72	199	65
White	47	10	52	10	13	10	14	7	29	6	59	8	3	4	10	7	10	5	22	7
Two or More	11	2	18	4	6	5	7	3	42	9	11	1	4	5	5	4	10	5	6	2
Native American	1	0	0	0	0	0	1	1	0	0	12	2	0	0	1	1	0	0	7	2
Asian	2	0	3	1	1	1	1	1	1	0	1	0								
SPED	59	13	94	19	11	8	36	18	35	7	148	19	6	8	24	18	10	5	54	18
LEP	126	28	141	28	19	14	41	20	58	12	89	12	9	11	14	10	27	14	26	9
ED	405	89	452	91	126	95	189	94	459	96	732	96	75	95	125	93	181	95	293	96

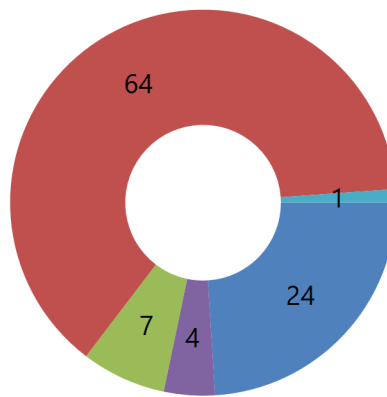
Referrals and Out of School Suspensions

Grade Level	Unduplicated Students Referred		Duplicate Referrals		Unduplicated Students Suspended		Duplicate OSS Events	
	N	%	N	%	N	%	N	%
06	114	34	505	41	67	31	183	37
07	116	35	460	37	71	33	167	34
08	104	31	276	22	75	35	147	30
All	334	100	1241	100	213	100	497	100

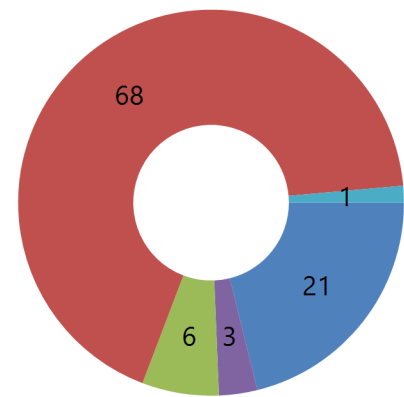
Enrollment



Classroom Discipline Referrals



Out of School Suspensions



■ Hispanic
 ■ African American
 ■ White
 ■ Two Or More
 ■ Other

2022 - 2023 Passing Rates - Sixth Six Weeks

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Grade	Ethnicity/Race	Reading/ELA		Mathematics		Science		Social Studies		World Language		Total	
		N*	%	N*	%	N*	%	N*	%	N*	%	N*	%
06	All Students	134	92.5 %	222	86.0 %	9	100.0 %	227	95.6 %	9	100.0 %	601	91.5 %
	Hispanic	55	96.4 %	115	84.4 %	3	100.0 %	116	95.7 %	3	100.0 %	292	91.4 %
	African American	65	89.2 %	84	88.1 %	5	100.0 %	87	95.4 %	6	100.0 %	247	91.5 %
	White	9	100.0 %	15	86.7 %		0.0 %	15	93.3 %		0.0 %	39	92.3 %
	Two or More	4	75.0 %	7	85.7 %		0.0 %	7	100.0 %		0.0 %	18	88.9 %
	Other	1	100.0 %	1	100.0 %	1	100.0 %	2	100.0 %		0.0 %	5	100.0 %
	SE	39	94.9 %	41	95.1 %	9	100.0 %	46	97.8 %	1	100.0 %	136	96.3 %
	LEP	38	97.4 %	78	82.1 %	1	100.0 %	79	96.2 %		0.0 %	196	90.8 %
	LEP Not Served	3	100.0 %	5	100.0 %		0.0 %	5	100.0 %		0.0 %	13	100.0 %
07	All Students	125	97.6 %	13	100.0 %	55	90.9 %	244	91.4 %	21	100.0 %	458	93.7 %
	Hispanic	63	100.0 %	7	100.0 %	28	96.4 %	122	91.0 %	13	100.0 %	233	94.9 %
	African American	45	93.3 %	4	100.0 %	16	81.3 %	89	92.1 %	6	100.0 %	160	91.9 %
	White	15	100.0 %	2	100.0 %	10	90.0 %	28	89.3 %	2	100.0 %	57	93.0 %
	Two or More	2	100.0 %		0.0 %		0.0 %	4	100.0 %		0.0 %	6	100.0 %
	Other		0.0 %		0.0 %	1	100.0 %	1	100.0 %		0.0 %	2	100.0 %
	SE	28	96.4 %	13	100.0 %	10	100.0 %	40	92.5 %	6	100.0 %	97	95.9 %
	LEP	35	100.0 %	1	100.0 %	9	100.0 %	64	95.3 %	3	100.0 %	112	97.3 %
	LEP Not Served		0.0 %		0.0 %	1	100.0 %	3	66.7 %	1	100.0 %	5	80.0 %
08	All Students	108	91.7 %	80	95.0 %	106	85.9 %	78	76.9 %	1	100.0 %	373	87.7 %
	Hispanic	47	93.6 %	39	94.9 %	54	88.9 %	36	83.3 %		0.0 %	176	90.3 %
	African American	43	86.1 %	29	93.1 %	38	84.2 %	32	68.8 %	1	100.0 %	143	83.2 %
	White	11	100.0 %	6	100.0 %	9	77.8 %	5	80.0 %		0.0 %	31	90.3 %
	Two or More	6	100.0 %	5	100.0 %	5	80.0 %	4	75.0 %		0.0 %	20	90.0 %
	Other	1	100.0 %	1	100.0 %		0.0 %	1	100.0 %		0.0 %	3	100.0 %
	SE	16	100.0 %	16	100.0 %	12	100.0 %	33	81.8 %		0.0 %	77	92.2 %
	LEP	29	89.7 %	17	94.1 %	35	88.6 %	20	70.0 %		0.0 %	101	86.1 %
	LEP Not Served	3	100.0 %	3	100.0 %	5	60.0 %	2	50.0 %		0.0 %	13	76.9 %
Total	All Students	367	94.0 %	315	88.9 %	170	88.2 %	549	91.1 %	31	100.0 %	1432	91.2 %
	Hispanic	165	97.0 %	161	87.6 %	85	91.8 %	274	92.0 %	16	100.0 %	701	92.3 %
	African American	153	89.5 %	117	89.7 %	59	84.8 %	208	89.9 %	13	100.0 %	550	89.5 %
	White	35	100.0 %	23	91.3 %	19	84.2 %	48	89.6 %	2	100.0 %	127	92.1 %
	Two or More	12	91.7 %	12	91.7 %	5	80.0 %	15	93.3 %		0.0 %	44	90.9 %
	Other	2	100.0 %	2	100.0 %	2	100.0 %	4	100.0 %		0.0 %	10	100.0 %
	SE	83	96.4 %	70	97.1 %	31	100.0 %	119	91.6 %	7	100.0 %	310	95.2 %
	LEP	102	96.1 %	96	84.4 %	45	91.1 %	163	92.6 %	3	100.0 %	409	91.4 %
	LEP Not Served	6	100.0 %	8	100.0 %	6	66.7 %	10	80.0 %	1	100.0 %	31	87.1 %

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Math: Math K-12

Grade (Spring 2023)		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	176	203.2	16.6	8	213.1	18.6	13	10	0.6	8.2	0.73	77	176	95	54	52
Black or African American	59	199.7	15.9	3	210.5	17.5	7	11	0.9	8.0	1.20	88	59	36	61	57
Hispanic or Latino	99	203.8	17.1	9	213.4	19.3	13	10	0.8	8.2	0.59	72	99	51	52	51
Two or More	5	*			*			*					*			
White	13	213.4	13.9	46	219.8	18.9	36	7	3.0	8.7	-0.98	16	13	5	38	34
7	170	207.4	14.6	8	210.9	15.6	4	4	0.6	6.5	-1.36	9	170	57	34	33
Asian	1	*			*			*					*			
Black or African American	57	203.4	15.0	3	205.8	17.3	1	3	1.2	6.3	-1.79	4	57	20	35	28
Hispanic or Latino	93	209.6	13.8	12	213.5	14.5	8	4	0.8	6.6	-1.22	11	93	32	34	33
Two or More	3	*			*			*					*			
White	16	208.1	16.3	9	213.6	13.0	8	6	1.7	6.5	-0.47	32	16	5	31	40
8	154	210.0	14.1	7	213.7	15.6	5	4	0.6	5.6	-0.75	23	154	63	41	39
Asian	1	*			*			*					*			
Black or African American	62	207.7	14.1	4	211.4	15.5	3	4	0.8	5.6	-0.74	23	62	27	44	34
Hispanic or Latino	69	211.1	14.5	8	214.0	15.9	5	3	0.9	5.6	-1.06	14	69	25	36	36
Two or More	9	*			*			*					*			
White	13	214.4	12.0	15	221.1	12.3	18	7	1.8	5.7	0.39	65	13	6	46	46

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

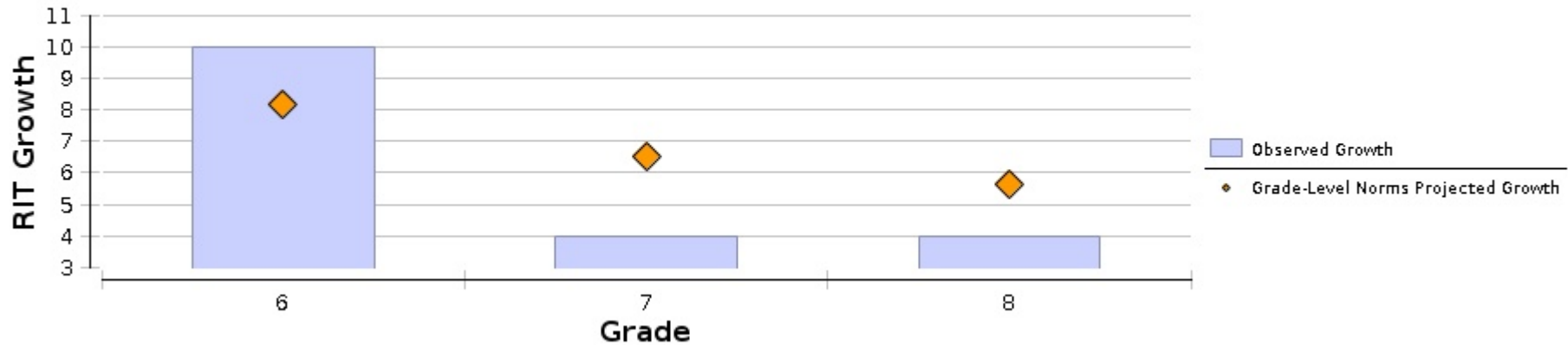
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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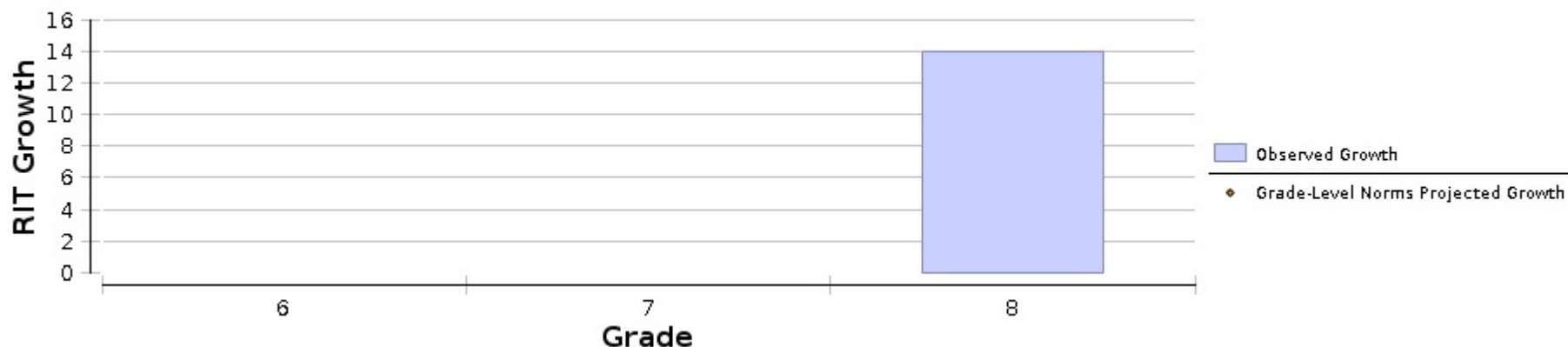
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Math: Algebra 1

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	26	231.0	11.7		244.5	11.5		14	1.6				26	19	73	76
Black or African American	6	*			*			*					*			
Hispanic or Latino	16	231.8	10.9		245.1	10.4		13	1.9				16	12	75	76
White	4	*			*			*					*			

Math: Algebra 1



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

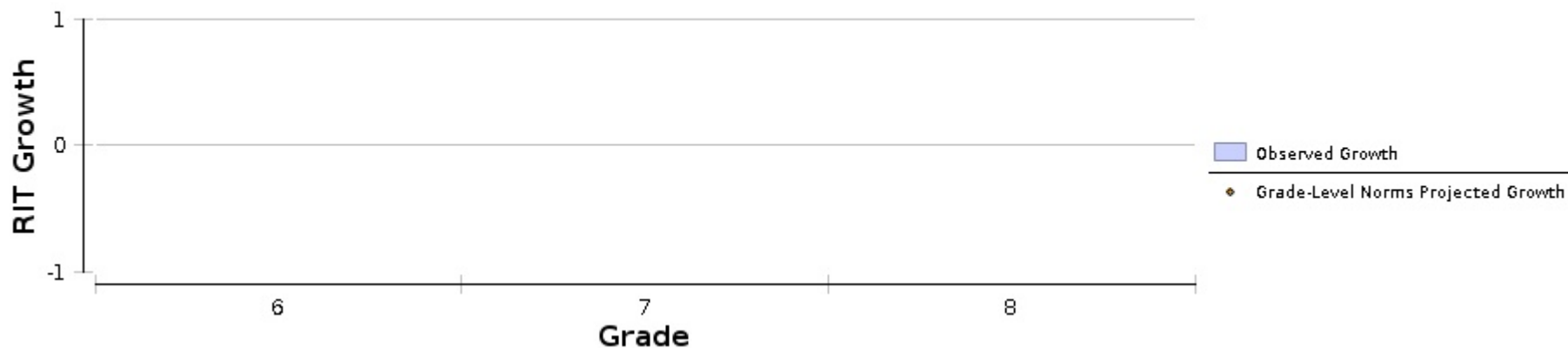
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Math: Geometry

Grade (Spring 2023)		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	4	*			*			*					*			
Black or African American	1	*			*			*					*			
Hispanic or Latino	3	*			*			*					*			

Math: Geometry



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

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Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	180	198.3	19.3	6	204.2	19.8	5	6	0.7	6.5	-0.34	37	180	85	47	43	
Black or African American	59	195.1	18.1	2	201.1	18.7	2	6	1.3	6.7	-0.40	34	59	28	47	38	
Hispanic or Latino	102	197.8	19.4	5	203.8	20.5	5	6	1.0	6.6	-0.31	38	102	47	46	41	
Two or More	5	*			*			*					*				
White	14	209.9	20.3	52	214.0	17.8	42	4	2.2	5.8	-0.89	19	14	6	43	46	
7	173	202.2	17.0	6	202.0	19.8	1	0	0.9	5.2	-2.89	1	173	55	32	27	
Asian	1	*			*			*					*				
Black or African American	58	198.4	18.4	2	197.7	22.1	1	-1	1.7	5.4	-3.26	1	58	15	26	15	
Hispanic or Latino	95	204.3	15.1	10	204.0	18.0	2	0	1.2	5.1	-2.88	1	95	32	34	25	
Two or More	3	*			*			*					*				
White	16	203.1	21.3	7	202.8	21.8	1	0	2.6	5.2	-2.92	1	16	5	31	41	
8	184	208.8	17.8	13	213.0	16.3	13	4	0.7	4.6	-0.17	43	184	92	50	48	
Asian	1	*			*			*					*				
Black or African American	68	204.9	17.1	5	211.3	14.7	9	6	1.1	4.8	0.75	77	68	40	59	61	
Hispanic or Latino	90	210.4	17.6	18	213.0	17.2	13	3	1.0	4.5	-0.86	19	90	41	46	42	
Two or More	9	*			*			*					*				
White	16	212.9	20.2	28	221.6	16.6	50	9	2.8	4.3	2.03	98	16	10	63	71	

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

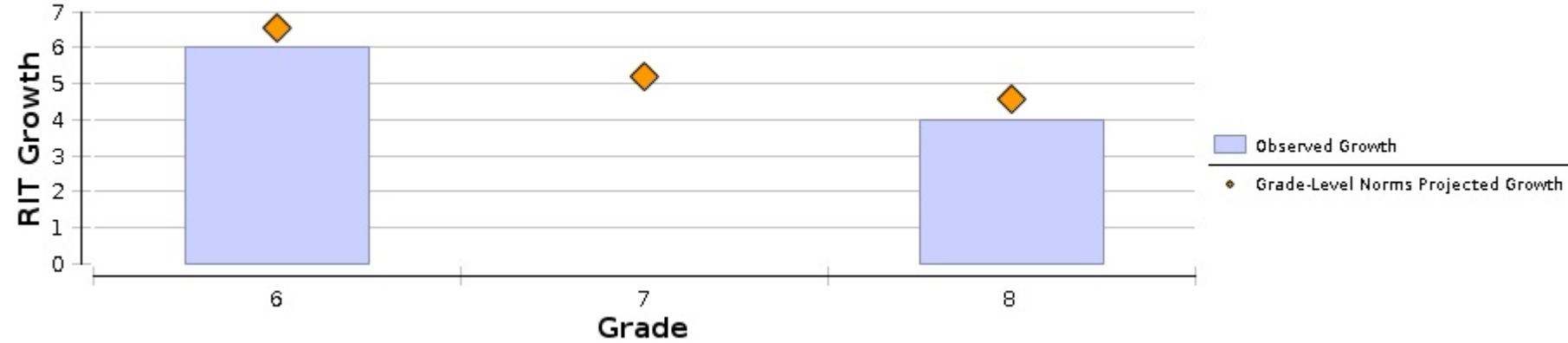
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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	(Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Language Arts: Reading



Explanatory Notes
¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
 * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

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Science: Science K-12

Grade (Spring 2023)		Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	176	199.0	15.0	24	199.8	15.0	8	1	0.6	5.4	-2.03	2	176	57	32	26
Black or African American	56	195.2	13.3	9	197.0	14.1	3	2	1.0	5.6	-1.67	5	56	18	32	21
Hispanic or Latino	101	199.1	15.4	25	199.7	15.2	8	1	0.8	5.4	-2.11	2	101	32	32	27
Two or More	5	*			*			*					*			
White	14	210.4	14.8	88	209.4	14.8	56	-1	2.6	4.8	-2.58	1	14	6	43	28
7	172	202.3	13.4	27	203.0	14.9	12	1	0.6	4.7	-1.75	4	172	55	32	28
Asian	1	*			*			*					*			
Black or African American	58	198.4	15.1	11	198.3	15.7	3	0	1.0	4.8	-2.17	1	58	16	28	22
Hispanic or Latino	95	203.4	11.5	33	205.0	14.2	19	2	0.8	4.6	-1.34	9	95	33	35	32
Two or More	3	*			*			*					*			
White	15	209.5	14.9	71	206.0	12.8	23	-3	2.1	4.4	-3.46	1	15	2	13	21
8	152	203.8	12.1	20	205.2	12.9	10	1	0.6	4.5	-1.38	8	152	50	33	29
Asian	1	*			*			*					*			
Black or African American	61	200.9	10.5	10	203.3	11.3	6	2	1.1	4.7	-1.01	16	61	24	39	32
Hispanic or Latino	68	204.7	11.8	24	205.2	13.3	10	1	0.9	4.5	-1.75	4	68	19	28	29
Two or More	9	*			*			*					*			
White	13	208.8	15.7	48	211.2	15.7	36	3	1.4	4.3	-0.82	21	13	5	38	38

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

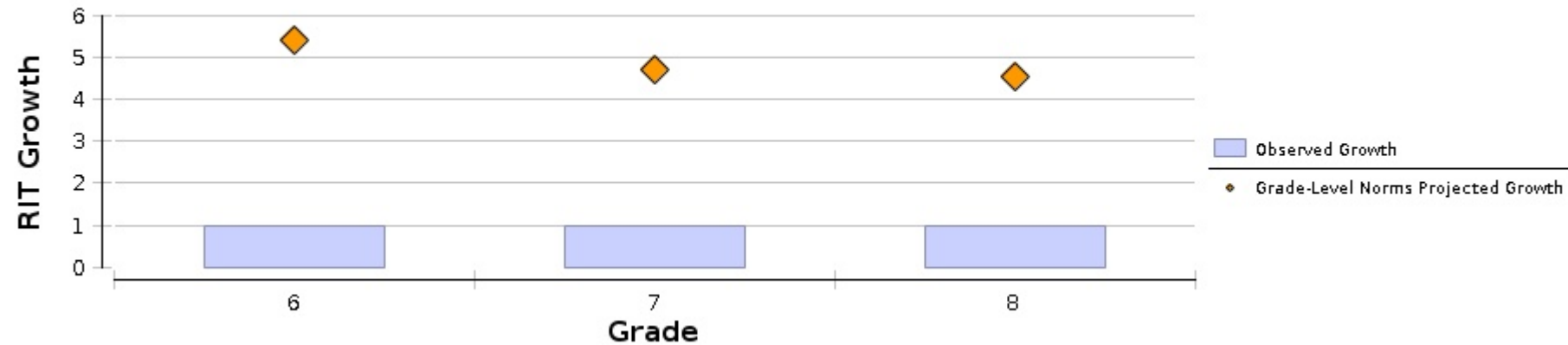
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

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Science: Science K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	(Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Science: Science K-12



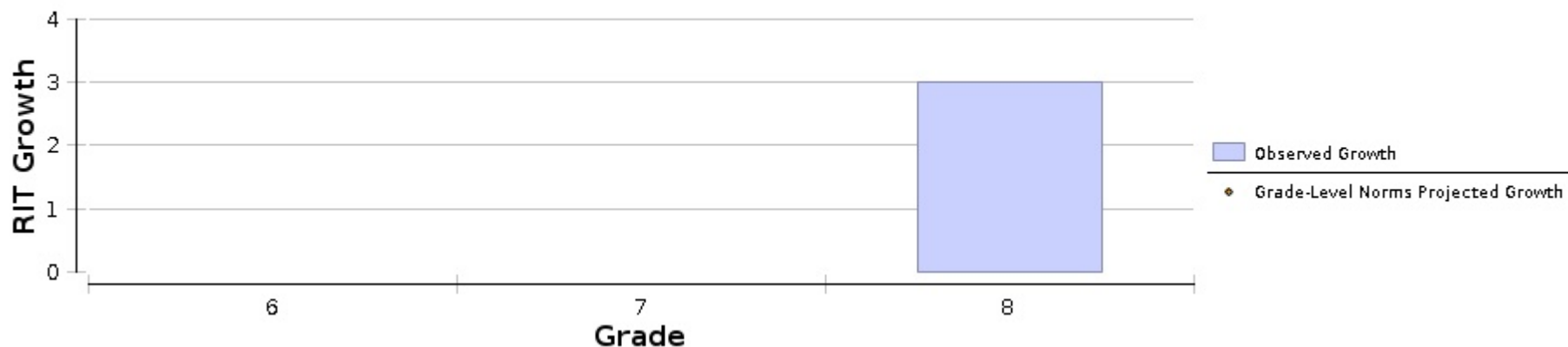
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Science: Life Sciences

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	25	217.8	7.4		221.2	8.6		3	1.5				0			
Black or African American	6	*			*			*					*			
Hispanic or Latino	18	218.7	7.2		221.3	8.3		3	1.7				0			
White	1	*			*			*					*			

Science: Life Sciences



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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