

Fort Bend Independent School District
Donald Leonetti Elementary
2025-2026 Campus Improvement Plan



Mission Statement

FBISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Leonetti Mission: Donald Leonetti Elementary will inspire and equip all learners to be creative and collaborative critical thinkers prepared to lead and inspire with pride.

Vision

FBISD Vision: FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Leonetti Vision

Donald Leonetti Elementary is a great place to...

Learn with Pride

Lead with Confidence

Inspire to Impact lives

Value Statement

We are the Leonetti Lions. We are kind and we are smart. We are the Leonetti Lions. The strength of our pride is our heart.

Have a positive attitude! Earn success through hard work! Act respectfully! Reach high to set your goals! Treat others with kindness!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Donald Leonetti Elementary has successfully completed its eighth year and is poised to begin its ninth. Currently, we have approximately 961 students enrolled, with numbers fluctuating weekly due to new enrollments. For the 2025/2026 school year, we anticipate an increase to 980 students, driven by ongoing new construction in our area. Our diverse student body includes Special Education, Gifted and Talented, English Language Learners, and 504 students, ensuring a rich and inclusive learning environment.

We have integrated Professional Learning Community (PLC) time into the school day, allowing teams to meet every six days. This schedule provides flexibility for administrators and specialists to participate. Each team is guided by a PLC facilitator, who ensures that norms are followed and agendas with clear protocols are adhered to. For the 2025-2026 school year, we will be adding three general education teachers, two special education dyslexia teachers, 2 outclass teachers and one assistant principal to support our growing population. While we desire to accommodate all classes within the building, the additions of classrooms require the use of portable buildings.

As we welcome families back this fall, our staff will focus on reinforcing our school community environment and culture, emphasizing our rich traditions and high expectations. At the start of the year, we will dedicate time to re-teaching and establishing processes, systems, and expectations to ensure that Donald Leonetti Elementary students receive the highest quality education in a safe and welcoming environment.

	DLE ENROLLMENT HISTORY							
	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024	2024-
Projected Enrollment	314	545	760	961	1,144	1,241	826	89
Actual Enrollment	477	647	802	880	1,022	1,251	837	93

DLE ATTENDANCE RATE							
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
96.16%	96.92%	97.85%	97.76%	95.42%	95.28%	96.05%	95.74%

	DLE DEMOGRAPHICS							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
African American	22.55%	24.92%	26.21%	29.03%	27.72%	29.24%	26.69%	26.55%
Hispanic	16.49%	15.96%	17.31%	16.99%	18.81%	18.20%	16.38%	15.46%
White	39.46%	41.34%	35.23%	33.76%	29.97%	26.81%	25.09%	24.09%
American Indian	0.42%	0.15%	0.12%	0.22%	0.45%	0.57%	0.34%	0.32%
Asian	15.24%	11.25%	13.97%	12.90%	15.21%	16.82%	22.11%	23.35%
Pacific Islander	0.21%	0.15%	0.0%	0.22%	0.27%	0.16%	0.34%	0.32%
Two or More Races	5.64%	6.23%	7.17%	6.88%	7.56%	8.20%	9.05%	9.91%
Economically Disadvantaged	14.40%	13.98%	14.83%	15.91%	16.65%	18.36%	22.68%	22.92%
ELL	8.77%	6.69%	6.55%	6.56%	8.19%	8.53%	10.31%	11.51%
Special Education	16.49%	13.53%	12.48%	13.55%	16.65%	16.33%	20.27%	22.17%
Gifted and Talented	6.26%	5.62%	5.32%	4.09%	3.51%	4.55%	4.81%	3.84%

VOLUNTEER HOURS							
2018-2019	2019-2020	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024	2024-2025
1,304	2,158	NA	NA	5,548	5,906	3,844	

Demographics Strengths

Our families primarily come from the surrounding neighborhood, with most living less than two miles from the school. However, ongoing new construction in the area has required families to continually adjust their arrival and dismissal routes due to construction blockages and commercial driveways.

Parents and the community show great enthusiasm and support for our school, as evidenced by their eagerness to attend campus events. Our staff have diligently built relationships with each family, getting to know individual students' strengths, areas of need, and learning styles. For the 2024-2025 school year, we offered a variety of clubs, including Safety Patrol, Coding and Robotics, Choir, NEHS, Kindness, and Student Council.

Our parents are actively involved in numerous school events, such as meet the teacher night, parent information night, field day, Fun Run, awards ceremonies, and lunch gatherings. Our PTO continues to grow and provides robust support for our campus.

Our dedicated volunteers have logged 3,844 hours of support. They contribute through activities such as open houses, parent conferences, individual phone calls, daily planners, emails, school-wide call-outs, email blasts, Twitter updates, and maintaining our webpage.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our overall attendance rate for the 2024- 2025 school year, has dropped from 96.05% to 95.74%. The attendance rate remains above the district average but below the campus goal of 96%.

Root Cause: The 2024- 2025 school year consisted of many student holidays and days off. Families potentially utilized these days for family travel and added on days to extend the student holiday.

Student Learning

Student Learning Summary

Donald Leonetti Elementary has a robust assessment system in place and continuously analyzes student learning data. The campus assessment data includes:

CAMPUS FALL ASSESSMENT DATA							
	Reading			Math			Science
	3rd	4th	5th	3rd	4th	5th	5th
2017-2018	68%	81%	75%	76%	79%	72%	67%
2018-2019	78%	77%	72%	76%	79%	68%	68%
2019-2020	79%	75%	78%	77%	76%	74%	66%
2020-2021	NA	NA	NA	NA	NA	NA	NA
2021-2022	62%	48%	87%	69%	75%	89%	67%
2022-2023	75%	82%	88%	80%	75%	73%	70%
2023-2024	68%	81%	79%	85%	65%	62%	65%
2024-2025							

Campus Spring Assessment Data							
	Reading			Math			Science
	3rd	4th	5th	3rd	4th	5th	5th
2017-2018	77%	73%	75%	62%	67%	55%	48%

Campus Spring Assessment Data							
2018-2019	78%	77%	72%	76%	79%	68%	68%
2019-2020	NA	NA	NA	NA	NA	NA	NA
2020-2021	68%	72%	68%	59%	58%	70%	66%
2021-2022	69%	84%	85%	64%	69%	72%	90%
2022-2023	88%	89%	91%	78%	94%	93%	67%
2023-2024	83%	86%	90%	70%	77%	81%	71%
2024-2025							
Third			83.00%		70.00%		NA
Fourth			86.00%		87%%		NA
Fifth			90.00%		81.00%		71.00%

Primary Reading Level Data			
	Kinder	First Grade	Second Grade
	On Level (6)	On Level (18)	On Level (28)
2018-2019	89%	79%	90%
2019-2020	78%	77%	75%
2020-2021	51%	59%	59%
2021-2022	58%	68%	79%
2022-2023	73%	68%	72%

2023-2024	77%	68%	50%
2024-2025			

MAP Growth Data

Throughout the 2024-2025 school year, FBISD began using MAP Growth assessment as a universal screener. This assessment compared students nationally to students in the same grade, taking the assessment at the same time of the year as FBISD students. The MAP Growth assessment measured student achievement and student growth across over the course of the school year in Reading, Math, and Science (for 3rd- 5th grade students only). The norm-based assessment provided percentile scores with:

- Less than 21st percentile considered Well Below Average
- 21st- 40th percentile considered Below Average
- 41st- 60th percentile considered Average
- 61st- 80th percentile considered Above Average
- Above 80th percentile consider Well Above Average

MAP Growth Math		
Grade Level	EOY Achievement Percentile	EOY Growth Percentile (Measures Growth from BOY- EOY)
Kinder	70 th Percentile	52 nd Percentile
1 st	68 th Percentile	41 st Percentile
2 nd	68 th Percentile	43 rd Percentile
3 rd	74 th Percentile	50 th Percentile
4 th	73 rd Percentile	40 th Percentile
5 th	73 rd Percentile	38 th Percentile
DLE Overall	71 st Percentile	43 rd Percentile

MAP Growth Reading		
Grade Level	EOY Achievement Percentile	EOY Growth Percentile (Measures Growth from BOY- EOY)
Kinder	76 th Percentile	59 th Percentile
1 st	70 th Percentile	57 th Percentile
2 nd	73 rd Percentile	49 th Percentile
3 rd	70 th Percentile	54 th Percentile
4 th	70 rd Percentile	51 st Percentile

MAP Growth Reading		
5 th	78 th Percentile	59 th Percentile
DLE Overall	72 nd Percentile	54 th Percentile

MAP Growth Science (3 rd -5 th Only)		
Grade Level	EOY Achievement Percentile	EOY Growth Percentile (Measures Growth from BOY- EOY)
3 rd	74 th Percentile	54 th Percentile
4 th	71 st Percentile	53 rd Percentile
5 th	81 st Percentile	60 th Percentile
DLE Overall	76 th Percentile	55 th Percentile

STAAR READING PROFICIENCY								
	2018	2019	2020	2021	2022	2023	2024	2025
3 rd Grade	88%	93%	NA	93%	92%	93%	87%	89%
4 th Grade	83%	92%	NA	88%	94%	88%	93%	94%
5 th Grade	97%	96%	NA	92%	98%	95%	93%	97%

STAAR MATH PROFICIENCY								
	2018	2019	2020	2021	2022	2023	2024	2025
3 rd Grade	89%	95%	NA	91%	85%	85%	85%	91%

STAAR MATH PROFICIENCY

4 th Grade	87%	94%	NA	94%	88%	86%	93%	87%
5 th Grade	95%	100%	NA	88%	93%	93%	94%	94%

STAAR SCIENCE PROFICIENCY

	2018	2019	2020	2021	2022	2023	2024	2025
5 th Grade	84%	79%	NA	72%	86%	82%	71%	89%

3rd STAAR MATH PROFICIENCY

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	91%	69%	38%
2024	85%	58%	27%
2023	85%	52%	33%
2022	85%	53%	30%
2021	91%	57%	29%
2019	95%	71%	44%
District			
2025	76%	55%	28%

4 th STAAR MATH PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	87%	68%	56%
2024	93%	52%	47%
2023	86%	48%	38%
2022	88%	66%	41%
2021	94%	76%	58%
2019	94%	72%	51%
District			
2025	75%	54%	32%

5 th STAAR MATH PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	94%	79%	47%
2024	94%	58%	36%

5 th STAAR MATH PROFIECIENCY			
2023	93%	56%	37%
2022	93%	64%	43%
2021	88%	61%	36%
2019	96%	66%	46%
District			
2025	79%	55%	30%

3 rd Reading PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	89%	69%	32%
2024	87%	59%	28%
2023	93%	50%	43%
2022	92%	77%	50%
2021	92%	69%	42%
2019	93%	70%	51%
District			
2025	84%	61%	30%

4th STAAR Reading PROFICIENCY

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	94%	78%	48%
2024	93%	36%	56%
2023	88%	54%	34%
2022	94%	78%	49%
2021	92%	69%	42%
2019	93%	70%	51%
District			
2025	86%	59%	29%

5th STAAR Reading PROFICIENCY

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	97%	86%	67%
2024	93%	41%	53%
2023	95%	40%	54%
2022	98%	82%	61%
2021	92%	70%	56%
District			
2025	83%	67%	39%

5th STAAR Science PROFICIENCY

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2025	89%	60%	30%

5 th STAAR Science PROFICIENCY			
2024	71%	38%	17%
2023	82%	52%	26%
2022	86%	61%	33%
2021	72%	38%	15%
District			
2025	68%	34%	16%

After review of the above data, the campus noted strengths in 3rd, 4th and 5th grades for STAAR proficiency in both literacy and math. DLE scored above district average in approaches, meets, and masters for all STAAR assessments.

Student Learning Strengths

Donald Leonetti Elementary demonstrates several key learning strengths:

1. Robust Assessment System: The school has an effective assessment system in place and continuously analyzes student learning data to inform instruction and support student growth.
2. Data Tracking: Regular utilization of profile sheets ensures consistent tracking of student data and facilitating targeted interventions.
3. Consistent MAP Growth Reading Achievement : All grade levels scored within the percentile range showing they are above average in relation to reading comprehension when compared nationally to their peers. This highlights the strong literacy instructional practices in place on campus.
4. Consistent MAP Growth Math Achievement : All grade levels scored within the percentile range showing they are above average in mathematical computation when compared nationally to their peers. This highlights the strong math instructional practices in place on campus.
5. Consistent MAP Growth Science Achievement : Third and Fourth grade scored within the percentile range showing they are above average in science concepts when compared nationally to their peers. Fifth Grade scored within the percentile showing they are well above average than their nationally normed peers. This highlights the strong instructional practices in place to provide students with a solid foundation of science concepts.
6. High STAAR Performance: 3rd and 5th grade students have surpassed the campus goal of 90% proficiency in math and 4th and 5th surpassed the campus goal of 90% in reading, showcasing the school's ability to prepare students for standardized assessments.
7. Increase of Meets and Above on STAAR Performance: All grade levels and content areas had an increase in the percent of students scoring at Meets and Masters on ELAR, Math, and Science assessments.
8. Above District Average: DLE scored above the district average in approaches, meets, masters for all STAAR assessments, highlighting the overall academic excellence of the school.

9. 100% CST Compliance: Leonetti has achieved 100% compliance with CST data in meeting Rigor, Scope & Sequence, and the Instructional Model, demonstrating the school's commitment to high-quality instruction and curriculum standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 3rd grade STAAR proficiency scores in reading did not meet the campus goal of 90%, whereas the 4th and 5th grades did. They were close at 89%.

Root Cause: The 3rd grade STAAR proficiency scores fell short of the 90% goal due to current learning of Tier 1 instruction quality and ineffective small group interventions compared to those provided in 4th and 5th grades.

Problem Statement 2: The 4th grade STAAR proficiency scores in math did not meet the campus goal of 90%, whereas the 3rd and 5th grades did.

Root Cause: The 4th grade STAAR proficiency scores fell short of the 90% goal due to ineffective practices of monitoring student data and making timely adjustments to meet specific learning needs.

Problem Statement 3 (Prioritized): The following sub populations: Emergent Bilingual (EB), Special Education (SPED), and Economically Disadvantaged (Econ Dis) were consistently the top three highest groups scoring under Did Not Meets on the STAAR Assessment for all content areas and grade levels.

Root Cause: The three sub populations continue to score as the highest percentages under Did Not Meets on STAAR due to ineffective practices of utilizing ongoing checks for understanding to monitoring student learning and make in the moment adjustments to scaffold student understanding.

Problem Statement 4 (Prioritized): MAP Growth Assessment data for all content areas displayed our student growth from BOY to EOY in the Average to Below Average percentiles when compared to peers nationally for all grade levels.

Root Cause: The student growth data is limited to Average and Below Average due to ineffective practices of utilizing ongoing checks for understanding to monitoring student learning and make in the moment adjustments to scaffold or expand student understanding.

School Processes & Programs

School Processes & Programs Summary

20 new faces joined the team at Donald Leonetti Elementary during the 2025-2026 academic year. This number is comprised of 7 new classroom teachers, 2 new outclass teachers, 2 new Dyslexia teachers, 4 new paraprofessionals, 1 new front office staff, and 4 new campus administrators.

Looking forward, Donald Leonetti Elementary is excited to welcome all the new staff for the upcoming academic session. Each addition underwent a rigorous and collaborative interview process. Due to limited high quality candidates, the hiring process has been presented with new challenges in acquiring high quality candidates. Our staff takes pride in being compared to lions, as it reflects our strength and unity. We prioritize opportunities for team-building and orienting newcomers to the expectations of DLE. Encouraging the growth of leadership capacities among all staff members remains paramount. To ensure continuous improvement, we commit to providing consistent communication, reteaching sessions, and constructive feedback to both staff and students regarding DLE's standards.

Professional development is a cornerstone of our approach, facilitated through our LET and MET meetings. Led by specialists who assess campus needs through data analysis and teacher input, these sessions aim to enhance instructional practices. Additionally, our professional development days on campus utilize the knowledge of teacher leaders, a method praised by staff for its positive effects on both professional development and student success.

Donald Leonetti Elementary prides itself on being a model for inclusive education. Our classrooms are diverse, catering to students with a spectrum of needs. Alongside established programs like ABC and SAILS, we offer GT, ESL, 504, CLaSS, and Resource/CoTeach/Inclusion initiatives.

Our leadership team plays a pivotal role in shaping campus culture and providing guidance. Monthly leadership meetings ensure alignment and collaboration, while team leaders work hand in hand with administrators to facilitate decision-making processes.

Central to our success are the robust systems outlined in the DLE guidebook and staff handbook. These resources articulate our mission, vision, staff expectations, core competencies, and more. Monthly, we recognize teams who embody the DLE vision with awards for Learn with Pride, Lead with Confidence, and Inspire to Impact Lives. The overwhelming sentiment among staff, students, and community members is that DLE is indeed the greatest place to be.

Lastly, our PBIS (Positive Behavior Interventions and Supports) framework, as evidenced by staff survey data, boasts a commendable implementation status. Guided by our Guidelines for Success and CHAMPS expectations, we maintain a school-wide reward system that reinforces positive behavior and fosters a supportive environment for all.

School Processes & Programs Strengths

1. Professional development facilitated through LET and MET meetings, spearheaded by campus specialists and teacher leaders. This approach ensures targeted and relevant professional development tailored to the specific needs and priorities of the school community, thereby fostering continuous growth and enhancement of instructional practices among educators.

2. The Leonetti leadership team maintained their commitment to excellence by conducting thorough and collaborative interviews to identify and hire top-tier candidates for vacant positions within the campus.
3. DLE boasts robust PBIS systems, featuring Guidelines for Success, CHAMPS expectations, and a comprehensive school-wide reward system, all contributing to a positive and supportive school environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The 2025- 2026 school year consists of a large number of new staff members at DLE. There are 20 new staff members for the year with a full new administration team.

Root Cause: Due to the growth in the student population, homeroom classes were added to meet this need. The previous principal retired and the assistant principal made changes within the profession. An additional assistant principal was added to meet the campus needs.

Perceptions

Perceptions Summary

Donald Leonetti is a model campus for inclusive practices. Embracing the diversity of its student body, classes are structured with heterogeneous groupings catering to various needs. Specialized programs like ABC, CLASS, and SAILS are integral parts of the upcoming 2025-2026 school year, alongside offerings such as GT, ESL, 504, and Resource/Co-Teach/Inclusion programs.

Guided by PBIS strategies, the campus fosters a positive environment through the display of Guidelines for Success and CHAMPS expectations across classrooms and common areas. These guidelines are reinforced daily through morning announcements and incentivized through initiatives like The Cub Cash Show and recognition of Lions of the Month.

Furthermore, Leonetti Elementary prioritizes student voice and community engagement through avenues like Lion's Den meetings focusing on SEL and student recognitions, as well as surveys and CBLT meetings for staff and community input on PBIS strategies.

At the start of each academic year, Leonetti Lion Lessons set the tone by emphasizing positive culture, school spirit, and relationships across grade levels. A robust leadership team collaborates closely with administration, providing guidance and support while upholding the school's mission, vision, and core values as outlined in the DLE guidebook.

Recognition of staff contributions is paramount, with awards honoring individuals and teams who embody the school's vision and values. Clear communication, reteaching, and feedback mechanisms ensure alignment of expectations for both returning and new students and staff.

The active involvement of the Parent-Teacher Organization (PTO) underscores a strong sense of community support, with volunteers contributing thousands of service hours annually. Campus events, from open houses to grade-level performances, enjoy high attendance, while initiatives like the Deeds for Donald campaigns foster philanthropy and community engagement.

Consistent communication channels, including class newsletters, campus updates, and social media platforms, facilitate ongoing dialogue between the school and families, reinforcing the collaborative spirit that defines Leonetti Elementary.

Perceptions Strengths

Perception Strengths:

1. Strong PBIS systems in place, including Guidelines for Success and CHAMPS.
2. Lion's Den meetings focusing on SEL, Profile of a Graduate, and student recognitions.
3. Clear expectations and procedures communicated regularly.
4. Lion Lessons taught by each grade level during the first week of school to reinforce expectations.

Additional Strengths:

1. Active and supportive PTO.

2. Well-attended campus events.
3. Significant volunteer engagement.
4. Community and Parent Advisory Committee (CPAC) involvement.
5. Regular schedule for lunch visitors.
6. Deeds for Donald campaigns promoting philanthropy.
7. Comprehensive Parent Handbook.
8. Weekly teacher newsletters.
9. Weekly campus updates.
10. Active presence on Twitter, highlighting campus events and achievements.
11. High student emotional engagement and student cognitive engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): DLE has maintained a strong perception of being a campus with an overall positive student, staff, and community outlook. There is an expectation that some stakeholders have some uncertainties with the shift in campus administration.

Root Cause: The change in administration causes stakeholders to learn new personal, systems, and procedures. The current administration must ensure transparency and availability to all stakeholders. Clear communication of campus policies and procedures must be shared and consistently followed.

Priority Problem Statements

Problem Statement 1: The following sub populations: Emergent Bilingual (EB), Special Education (SPED), and Economically Disadvantaged (Econ Dis) were consistently the top three highest groups scoring under Did Not Meets on the STAAR Assessment for all content areas and grade levels.

Root Cause 1: The three sub populations continue to score as the highest percentages under Did Not Meets on STAAR due to ineffective practices of utilizing ongoing checks for understanding to monitoring student learning and make in the moment adjustments to scaffold student understanding.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MAP Growth Assessment data for all content areas displayed our student growth from BOY to EOY in the Average to Below Average percentiles when compared to peers nationally for all grade levels.

Root Cause 2: The student growth data is limited to Average and Below Average due to ineffective practices of utilizing ongoing checks for understanding to monitoring student learning and make in the moment adjustments to scaffold or expand student understanding.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our overall attendance rate for the 2024- 2025 school year, has dropped from 96.05% to 95.74%. The attendance rate remains above the district average but below the campus goal of 96%.

Root Cause 3: The 2024- 2025 school year consisted of many student holidays and days off. Families potentially utilized these days for family travel and added on days to extend the student holiday.

Problem Statement 3 Areas: Demographics

Problem Statement 4: DLE has maintained a strong perception of being a campus with an overall positive student, staff, and community outlook. There is an expectation that some stakeholders have some uncertainties with the shift in campus administration.

Root Cause 4: The change in administration causes stakeholders to learn new personal, systems, and procedures. The current administration must ensure transparency and availability to all stakeholders. Clear communication of campus policies and procedures must be shared and consistently followed.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- T-TESS data

Parent/Community Data

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

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
- Action research results

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, DLE will improve student achievement by increasing the percentage of 3rd-5th grade students scoring Meets grade level or above on the Math STAAR assessment from 72% to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Spring 2026
STAAR 2026
3rd - 5th NWEA MAP Growth Math Student and School Reports
3rd - 5th Math Unit Summative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: PLC meetings to review K-5th grade student performance and identify priorities for targeted math instruction will occur, at minimum, twice every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs. Strategy's Expected Result/Impact: Teachers will enhance math instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment. Staff Responsible for Monitoring: Administration Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement small group instruction, daily, as part of Tier 1 instruction. Strategy's Expected Result/Impact: By May 2026, 75% of grades 3-5 students combined will reach the performance levels of meets or masters on the STAAR 2026. Staff Responsible for Monitoring: Administration, Specialists, Classroom teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan and implement daily intervention and enrichment opportunities to meet the needs of all learners, including General Education, Special Education, Economically Disadvantaged students (Econ Dis), Emergent Bilingual (EB), and Gifted and Talented (GT). Strategy's Expected Result/Impact: By May 2026, 75% of grades 3-5 students combined will reach the performance levels of meets or masters on the STAAR 2026. Staff Responsible for Monitoring: Administration, Specialists, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for progress monitoring of individualized student goal setting, will be conducted three times per year. Strategy's Expected Result/Impact: Through ongoing progress monitoring of individual student goals, teachers will gain a clear and comprehensive understanding of each student's growth and development. Staff Responsible for Monitoring: Administration Specialist Classroom Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, Donald Leonetti Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 5% increase in K-5 end-of-year NWEA MAP Growth Reading scores.

High Priority
HB3 Goal
Evaluation Data Sources: NWEA Student Growth Summary Report
NWEA Student Progress Report
NWEA School Profile Report

Strategy 1 Details	Reviews			
Strategy 1: PLC meetings to review K-5th grade student performance and identify priorities for targeted literacy instruction will occur, at minimum, twice every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs. Strategy's Expected Result/Impact: Teachers will enhance literacy instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment. Staff Responsible for Monitoring: Administration Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Professional Learning on Student Ownership of Learning practices and tools, including practices and tools for progress monitoring of individualized student goal setting, will be conducted three times per year. Strategy's Expected Result/Impact: Through ongoing progress monitoring of individual student goals, teachers will gain a clear and comprehensive understanding of each student's growth and development. Staff Responsible for Monitoring: Administration Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement small group instruction, daily, as part of Tier 1 instruction. Strategy's Expected Result/Impact: By May 2026, grades K-5 will show a 5% increase in the NWEA Map Reading Growth percentile measuring student growth from BOY to EOY. Staff Responsible for Monitoring: Administration Specialist Classroom Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will plan and implement daily intervention and enrichment opportunities to meet the needs of all learners, including General Education, Special Education, Economically Disadvantaged students (Econ Dis), Emergent Bilingual (EB), and Gifted and Talented (GT) Strategy's Expected Result/Impact: By May 2026, grades K-5 will show a 5% increase in the NWEA Map Reading Growth percentile measuring student growth from BOY to EOY. Staff Responsible for Monitoring: Administration Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, DLE will increase overall staff and parent satisfaction by 4% through a campus focus on the principles of professionalism, accountability, and communication as measured by the district's Culture-Climate and Student Engagement survey.

Evaluation Data Sources: FBISD Culture-Climate and Student Engagement Survey Results
DLE Quarterly Staff Surveys
DLE Quarterly Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Leonetti Elementary will maintain a professional culture that includes clear expectations for professionalism, fosters consistent two-way communication, and strengthens accountability through regular feedback and recognition to enhance overall staff satisfaction. Strategy's Expected Result/Impact: Leonetti Elementary will foster a positive and collaborative work environment, leading to higher staff morale, stronger professional relationships, and an increase in overall staff satisfaction. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Leonetti Elementary will hold family engagement events twice each semester to strengthen school-home partnerships and expand opportunities for parent involvement. Strategy's Expected Result/Impact: Stronger relationships between families and the school will be established, parent participation in campus activities will increase, and greater collaboration in supporting student learning and success will occur. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, DLE will increase Leonetti's overall student engagement from 3.34 to 3.60 through a campus focus on the principles of professionalism, accountability, and communication as measured by the districts Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: FBISD Culture-Climate and Student Engagement Survey Results
DLE Quarterly Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Leonetti Elementary will implement systems that promote professionalism, accountability, and clear communication, including consistent classroom expectations, opportunities for student voice, and recognition programs to strengthen student engagement. Strategy's Expected Result/Impact: Students will feel more connected, valued, and motivated in their learning environment, leading to increased participation, stronger relationships with staff, and improved overall engagement. Staff Responsible for Monitoring: Campus Administration Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Leonetti Elementary will utilize grade level PLC times to teach, practice, and engage students in social and emotional learning (SEL), including learning various character traits, learning dispositions, and strategies to manage various emotions. Strategy's Expected Result/Impact: Students will learn how to display various character traits, identify the dispositions they display in their actions when engaging in learning, and learn strategies to support or request support when needed. This will cause fewer classroom disruptions and increase positive teacher-student relationships Staff Responsible for Monitoring: Campus Administration Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Leonetti Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.

Evaluation Data Sources: Campus Budget
FBISD Curriculum
Monthly Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: The principal will evaluate all instructional resource requests to verify they align with campus priorities, contribute to student success, and stay within the allotted budget. Strategy's Expected Result/Impact: This will ensure that all instructional resources are strategically selected, fiscally responsible, and directly support improved teaching effectiveness and student achievement. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, Leonetti administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.

Evaluation Data Sources: FBISD Staffing Guidelines
FBISD Campus Projections
Monthly morale activities

Strategy 1 Details	Reviews			
Strategy 1: The DLE administrative team will implement proactive strategies for recruitment and retention, incorporating ongoing staff support and morale-building activities, to promptly fill all teacher and instructional paraprofessional positions and maintain stable staffing year-round. Strategy's Expected Result/Impact: This will lead to consistent, high-quality instruction and support for students, reduced staff turnover, and a positive, stable learning environment throughout the year. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				