

Fort Bend Independent School District
Donald Leonetti Elementary
2024-2025 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

Guidelines For Success

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 seventh year and is poised to begin its eighth. Currently, we have approximately 837 students enrolled, with numbers fluctuating weekly due to new enrollments. For the 2024/2025 school year, we anticipate an increase to 885 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 2024-2025 school year, we will be adding two general education teachers, one special education CLASS teacher, and two special education CLASS paraprofessionals. Due to relocations, two of our current teachers will not be returning. While we anticipate accommodating all classes within the building, any addition beyond one classroom may 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
Projected Enrollment	314	545	760	961	1,144	1,241	826
Actual Enrollment	477	647	802	880	1,022	1,251	837

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

	DLE DEMOGRAPHICS						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	22.55%	24.92%	26.21%	29.03%	27.72%	29.24%	26.69%
Hispanic	16.49%	15.96%	17.31%	16.99%	18.81%	18.20%	16.38%
White	39.46%	41.34%	35.23%	33.76%	29.97%	26.81%	25.09%
American Indian	0.42%	0.15%	0.12%	.22%	.45%	.57%	.34%
Asian	15.24%	11.25%	13.97%	12.90%	15.21%	16.82%	22.11%
Pacific Islander	.21%	0.15%	0.0%	.22%	.27%	.16%	.34%
Two or More Races	5.64%	6.23%	7.17%	6.88%	7.56%	8.20%	9.05%
Economically Disadvantaged	14.40%	13.98%	14.83%	15.91%	16.65%	18.36%	22.68%
ELL	8.77%	6.69%	6.55%	6.56%	8.19%	8.53%	10.31%
Special Education	16.49%	13.53%	12.48%	13.55%	16.65%	16.33%	20.27%

	DLE DEMOGRAPHICS						
Gifted and Talented	6.26%	5.62%	5.32%	4.09%	3.51%	4.55%	4.81%

VOLUNTEER HOURS						
2018-2019	2019-2020	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024
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.

Despite these challenges, our attendance rates remain strong. 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 2023-2024 school year, we offered a variety of clubs, including Safety Patrol, Coding, 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: The number of volunteer hours at the school dropped significantly from 5,906 to 3,844 over the past school year. This decline could impact various school programs and student support activities that rely heavily on volunteer involvement.

Root Cause: The significant drop in volunteer hours at Donald Leonetti Elementary is attributed to a decrease in available volunteer opportunities and a need for improved

communication about these opportunities to parents and community members and to a decrease in enrollment of over 400 students.

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%

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%
DLE Interim Assessment		Reading		Math		Science	
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%

REN 360 DATA													
	Math Met Expectations					Reading Met Expectations					Early Literacy I		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2019-2020	2020-2021	2021-2022
Kinder	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	78%	93%	88%
1st Grade	73%	87%	90%	96%	90%	54%	84%	75%	79%	82%	16%	88%	76%
2nd Grade	94%	82%	90%	91%	83%	53%	77%	83%	79%	77%	6%	63%	31%
3rd Grade	60%	85%	91%	97%	85%	72%	76%	85%	85%	69%	2%	NA	NA
4th Grade	75%	94%	91%	97%	92%	50%	80%	89%	82%	81%	NA	NA	NA
5th Grade	48%	78%	95%	98%	88%	63%	71%	91%	86%	72%	NA	NA	NA

CST DATA	Rigor 70%	Scope & Sequence 85%	Inst. Model 75%
Leonetti 2020-2021	92%	100%	100%
Leonetti 2021-2022	97%	100%	100%
Leonetti 2022-2023	100%	89%	100%
Leonetti 2023-2024	100%	100%	100%

STAAR READING PROFICIENCY

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

STAAR MATH PROFICIENCY

	2018	2019	2020	2021	2022	2023	2024
3rd Grade	89%	95%	NA	91%	85%	85%	85%
4th Grade	87%	94%	NA	94%	88%	86%	93%
5th Grade	95%	100%	NA	88%	93%	93%	94%

STAAR SCIENCE PROFICIENCY

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

3rd STAAR MATH PROFIECIENCY

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024	85%	58%	27%
2023	85%	52%	33%
2022	85%	53%	30%
2021	91%	57%	29%

3 rd STAAR MATH PROFIECIENCY			
2019	95%	71%	44%
District			
2024	78%	52%	26%

4 th STAAR MATH PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024	93%	47%	52%
2023	86%	48%	38%
2022	88%	66%	41%
2021	94%	76%	58%
2019	94%	72%	51%
District			
2024	73%	46%	27%

5 th STAAR MATH PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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				
2024	83%	54%	29%	

3 rd Reading PROFIECIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024	87%	59%	28%
2023	93%	50%	43%
2022	92%	77%	50%
2021	92%	69%	42%
2019	93%	70%	51%
District			
2024	82%	57%	26%

4 th STAAR Reading PROFICIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level

4 th STAAR Reading PROFICIENCY			
2024	93%	36%	56%
2023	88%	54%	34%
2022	94%	78%	49%
2021	92%	69%	42%
2019	93%	70%	51%
District			
2024	82%	55%	27%

5 th STAAR Reading PROFICIENCY			
Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2024	93%	41%	53%
2023	95%	40%	54%
2022	98%	82%	61%
2021	92%	70%	56%
District			
2024	82%	55%	27%

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

CST walk through data represents a total of two district level walk throughs and is inconsistent with daily walk through data.

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. High Early Literacy Proficiency: REN Early Literacy proficiency in kindergarten is an impressive 91%, indicating strong foundational reading skills among our youngest learners.
4. Strong Math Proficiency: REN math proficiency rates are strong, exceeding 90% in both 1st and 4th grades.
5. Consistent Growth: All grade levels and subjects have shown growth on REN assessments, reflecting the effectiveness of instructional strategies and interventions.
6. High STAAR Performance: 4th and 5th grade students have surpassed the campus goal of 90% proficiency in reading and math, showcasing the school's ability to prepare students for standardized assessments.
7. Above District Average: DLE scored above the district average in approaches and masters for all STAAR assessments, highlighting the overall academic excellence of the school.
8. 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 and math did not meet the campus goal of 90%, whereas the 4th and 5th grades did.

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

School Processes & Programs

School Processes & Programs Summary

Six new faces joined the team at Donald Leonetti Elementary during the 2023-2024 academic year. However, as we gear up for the 2024-2025 school term, eight staff members will not be returning. Among them, one is transitioning to another FBISD campus, two are relocating, one is retiring, and four are embarking on new career paths.

Looking forward, Donald Leonetti Elementary is excited to welcome five new paraprofessionals and four new teachers 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, and Resource/CoTeach/Inclusion initiatives. As we look ahead to the 2024-2025 academic year, we're thrilled to introduce the CLASS program.

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. Annually, we recognize staff members 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: There are a limited number of high quality candidates which presents challenges for the screening, interviewing and hiring process.

Root Cause: The school is experiencing a concerning trend of fewer candidates applying for positions, particularly in high-needs areas. Compounding this issue, the implementation of new systems has made the screening process more challenging, further exacerbating the strain on recruitment efforts.

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 2024-2025 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 those 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.

Parents/Guardians

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I feel welcome in my child's school.	99%	Family Involvement
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	96%	Family Involvement
Staff members and families treat each other with respect.	96%	Family Involvement
School leaders make decisions that are in the best interest of students.	95%	School Leadership
My child's teachers are available to discuss my child's learning needs with me.	95%	Family Involvement

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Teachers give timely and appropriate feedback about student work.	15%	Academic Support
I am informed about community organizations that support students at this school.	14%	Student Support
I am aware of safety and security procedures at this school.	13%	Safety and Behavior
My child is receiving effective instruction for his or her abilities.	11%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	11%	Academic Support

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
This school's learning standards and expectations are clearly explained to students.	100%	Academic Support
Schoolwork is meaningful and relevant.	100%	Academic Support
Teachers give timely feedback about student work.	100%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	100%	Academic Support

Lowest-ranking Indicators

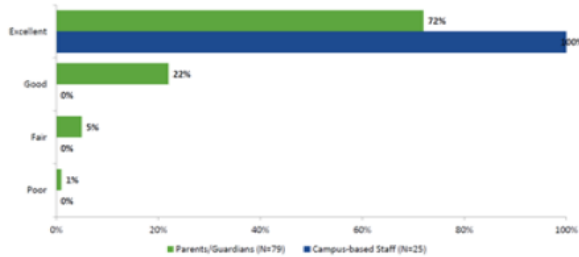
Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced consistently for all students.	4%	Safety and Behavior
This school has high learning standards for all students.	0%	Academic Support
This school's learning standards and expectations are clearly explained to students.	0%	Academic Support
Schoolwork is meaningful and relevant.	0%	Academic Support
Teachers give timely feedback about student work.	0%	Academic Support

100% of staff rated the quality of our school as Excellent/Good. 94% of parents rated the quality of our school as Excellent/Good.

STAFF/PARENT SURVEY

Overall School Quality: Comparison by Respondent Type

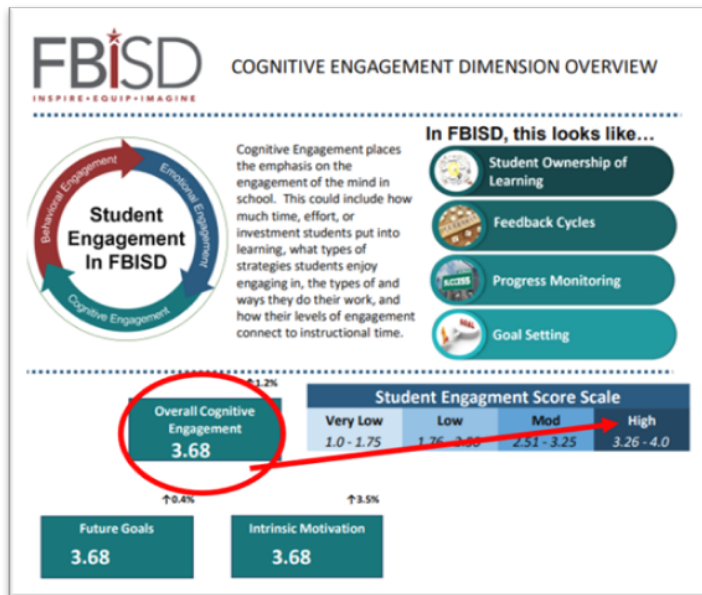
How would you rate the overall quality of your/your child's school?

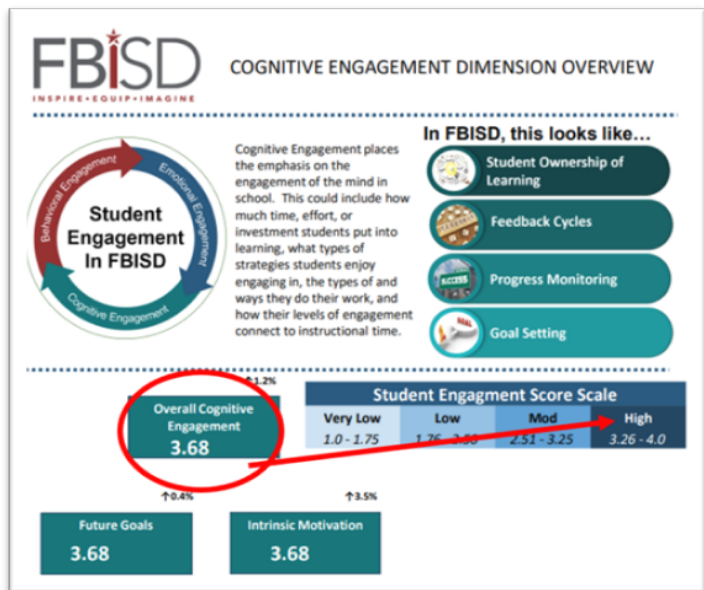
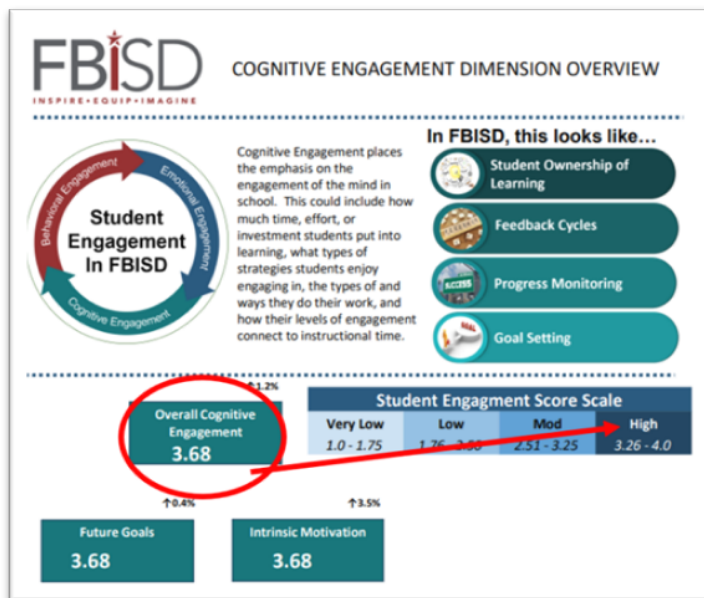


Parents=
94%

Staff=
100%

Student Emotional Engagement Score: 3.35. Student Cognitive Engagement Score: 3.68. Both of these scores fall in the HIGH range.





Total Discipline Referrals =72

Inapp physical contact - 37

Bus misconduct - 2

Safety rule violation - 2
Bullying - 2
Minor AUP - 1
Profanity - 4
Insubordination - 11
Disrupting Ed environment - 3
Fighting - 4
Computer/tech misuse - 1
PSU drug in felony - 1
Terroristic threat - 1
Derogatory statement - 1
Robbery - 1
Serious offense -1

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: 15% of parents/guardians expressed challenges with staying informed about their child's academic progress due to inconsistent or delayed feedback provided by teachers regarding student work.

Root Cause: The inconsistency or delay in teachers providing timely feedback to parents/guardians about student learning may arise from a deviation from the guidelines outlined in the FBISD grading handbook and potential gap in adherence of the expectations of providing a weekly update/newsletter.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records 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
- 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.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- 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
- Study of best practices
- Action research results

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, DLE will deliver effective literacy instruction by focusing on small group implementation, targeted interventions and student ownership of learning practices as evidenced through the indicators of success.

Indicators of Success: Summative Evidence:

By June 2025 we will increase the percentage of students showing growth in literacy on MAPP from BOY to EOY by 10% for each grade level.

By June 2025 a minimum of 90% of students will meet proficiency on STAAR Reading.

By June 2025, we will increase the percentage of Kinder-2nd grade students showing proficiency on reading levels by 10% for each grade level.

By June 2025, staff attendance and feedback from campus based professional development opportunities will indicate that a minimum of 12 campus based PD opportunities were provided.

By May 2025 100% of GT students, teachers and parents will reflect and review the progress of individualized SMART goals and adjust as needed

Formative:

Increase student growth on math and reading MAPP from BOY to MOY by 5% for each grade level.

Increase student growth from each campus nine weeks assessments by 5% at each assessment period.

Decrease percent of students requiring Tier 2 and Tier 3 interventions based on RI data by 5% at each Kidwatch meeting.

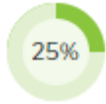

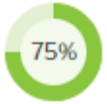
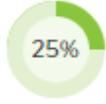

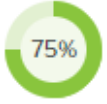
Staff attendance and feedback from campus based professional development opportunities.

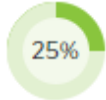


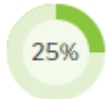






PLC agendas and attendance data will indicate that PLCs meet once every 6 days from September through May.

By September 2024, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2024, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2025 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Strategy 1 Details		Reviews			
Strategy 1: Implement an effective PLC structure with protocols to support planning for implementation of the literacy instructional model, small group instruction, accelerated instruction and student ownership of learning practices. Strategy's Expected Result/Impact: Implement an effective PLC structure with protocols to support planning for implementation of the literacy instructional model, small group instruction, and student ownership of learning practices. Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Intervention Teacher, Math Specialist, Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 2 Details		Reviews			
Strategy 2: Staff will participate in literacy professional development with a focus on the instructional model, small group implementation, accelerated instruction and student ownership of learning practices. Strategy's Expected Result/Impact: Teacher implementation of effective literacy instruction will increase student achievement resulting in student assessment data increasing from beginning of the year to end of the year on campus based assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Intervention Teacher, Math Specialist, Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: DLE Guidebook - 199 General Fund - \$1,500		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 3 Details	Reviews			
Strategy 3: GT teachers will collaborate with 100% of GT students and parents to create, adopt and implement individual learning plans for students identified as Gifted and Talented. Strategy's Expected Result/Impact: Students identified as gifted and talented will have access to instruction that supports their creativity and learning needs for continued academic and social emotional growth. Staff Responsible for Monitoring: GT Teachers COG Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will send home a weekly multimedia newsletter to parents, detailing current literacy learning objectives, extra practice opportunities, upcoming assessments and projects, and opportunities for parental support to increase parent engagement and collaboration. Strategy's Expected Result/Impact: Increase parent engagement and collaboration so that student proficiency in math increases. Staff Responsible for Monitoring: Classroom Teachers Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
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Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025, DLE will improve effectiveness of math instruction by focusing on small group implementation, accelerated instruction and student ownership of learning practices as evidenced through the indicators of success.

Indicators of Success: Summative:

By June 2025 we will increase the percentage of students showing growth in math on MAPP from BOY to EOY by 10% for each grade level.

By June 2025 a minimum of 90% of students will meet proficiency on STAAR Math.

By June 2025, staff attendance and feedback from campus based professional development opportunities will indicate that a minimum of 12 campus based PD opportunities were provided.

By May 2025 100% of GT students, teachers and parents will reflect and review the progress of individualized SMART goals and adjust as needed

Formative:

Increase student growth on math MAPP from BOY to MOY by 5% for each grade level.

Increase student growth from each campus nine weeks assessments by 5% at each assessment period.

Decrease percent of students requiring Tier 2 and Tier 3 interventions based on RI data by 5% at each Kidwatch meeting.




Staff attendance and feedback from campus based professional development opportunities.

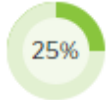





PLC agendas and attendance data will indicate that PLCs meet once every 6 days from September through May.



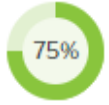




By September 2024, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2024, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2025 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an effective PLC structure with protocols to support planning for implementation of the math instructional model, small group instruction, targeted interventions and student ownership of learning practices.</p> <p>Strategy's Expected Result/Impact: Teacher planning and implementation of effective math instruction will increase student achievement resulting in student assessment data increasing from beginning of the year to end of the year on campus based assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Intervention Teacher, Math Specialist, Teacher Leaders, PLC Facilitators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Staffing for Interventionist for targeted math interventions - 199 General Fund SCE - \$6,535</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: Staff will participate in math professional development with a focus on the instructional model, small group implementation, targeted interventions and student ownership of learning practices. Strategy's Expected Result/Impact: Teacher implementation of effective math instruction will increase student achievement resulting in student assessment data increasing from beginning of the year to end of the year on campus based assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Intervention Teacher, Math Specialist, Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: GT teachers will meet with 100% of GT students to create, adopt and implement individual learning plans for students identified as Gifted and Talented. Strategy's Expected Result/Impact: Students identified as gifted and talented will have access to instruction that supports their creativity and learning needs for continued academic and social emotional growth. Staff Responsible for Monitoring: GT Teachers COG Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					




Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will send home a weekly multimedia newsletter to parents, detailing current math learning objectives, extra practice opportunities, upcoming assessments and projects, and opportunities for parental support to increase parent engagement and collaboration.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and collaboration so that student proficiency in math increases.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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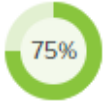




Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, DLE will improve student discipline from 72 referrals to 65 referrals (10%) by focusing on PBIS implementation and Health & Wellness programs as evidenced in our indicators of success.

- Indicators of Success:** Summative:
- By June 2025, a minimum of 85% of students will indicate positive responses on the Student Needs Assessment.
 - By June 2025, each grade will participate in a minimum of eight guidance lessons.
 - By June 2025, a minimum of 9 club/extra-curricular opportunities will be in place for students to participate in.
 - By June 205, the percentage of "In Place" on the SAS Classroom Systems will score a minimum of 97%.

- Formative:
- School wide positive reinforcement opportunities will increase by a minimum of one per week from BOY to MOY.
 - Students receiving campus wide positive reinforcement will increase by 60 students each week.
 - The number of guidance lessons will increase from 3 at the BOY to 6 at MOY.

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS, a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, CHAMPS, guidance lessons and campus wide incentive and recognition program. Strategy's Expected Result/Impact: Foster a positive school culture, positive relationships and school pride resulting in 85% or higher positive student responses on the Student Needs Assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: PBIS Resources: Cub Cash Incentives, Student of the Month Signs, Guidelines for Success Posters - 199 General Fund - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement a health and wellness plan including but not limited to fitness activities, brain breaks, mindfulness activities, clubs and extracurricular activities. Strategy's Expected Result/Impact: Foster a positive school culture, positive relationships and school pride resulting in 85% or higher positive student responses on the Student Needs Assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
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Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Donald Leonetti Elementary

Total SCE Funds: \$6,149.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds will support students through providing staffing for a math interventionist and math assessment materials to use during targeted intervention.

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	DLE Guidebook		\$1,500.00
2	1	1	PBIS Resources: Cub Cash Incentives, Student of the Month Signs, Guidelines for Success Posters		\$2,000.00
Sub-Total					\$3,500.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staffing for Interventionist for targeted math interventions		\$6,535.00
Sub-Total					\$6,535.00

Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADCVACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED	
DONALD LEO 153	DONALD LEONET	00010311	SPECIALIST MATH ELEM	1	0	HIRSCHMANN	LARA	T00355	1	199.11.1000.00.153.2024.24	24	A	187SEP

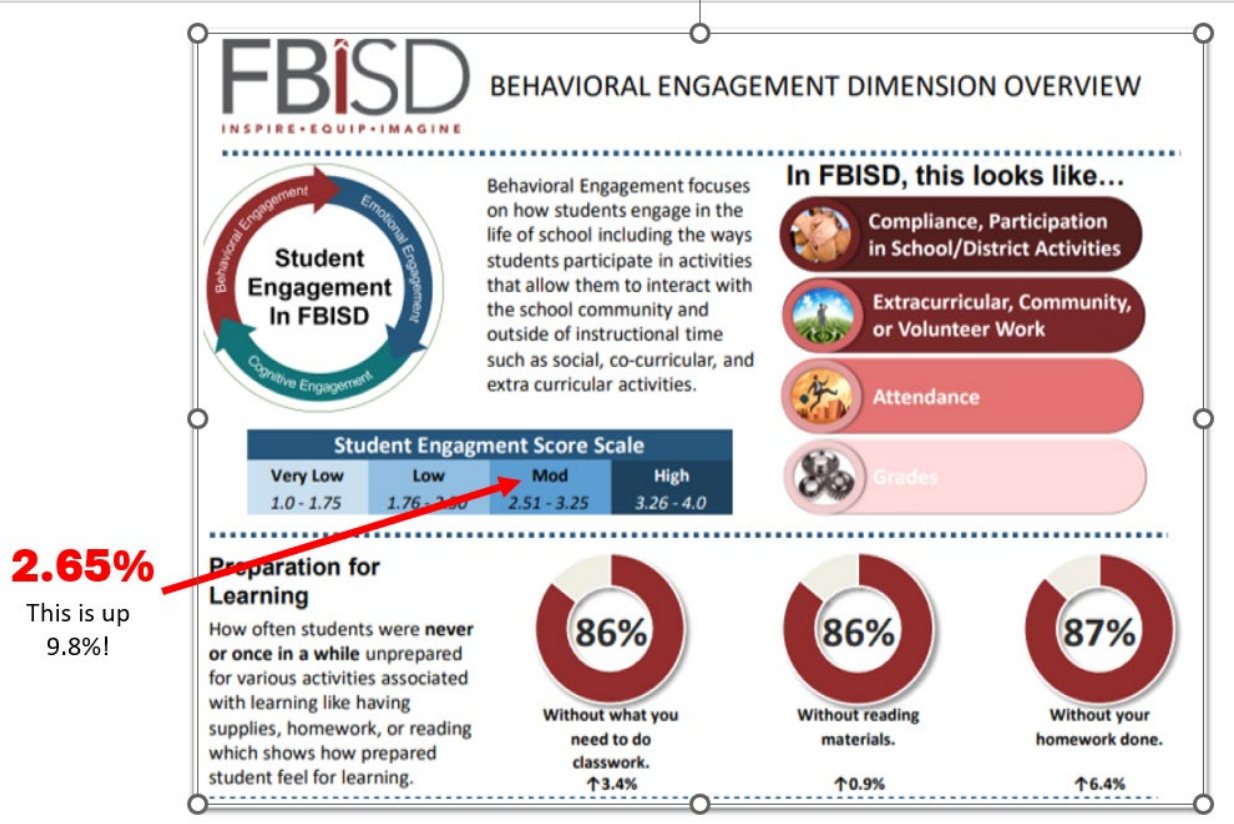
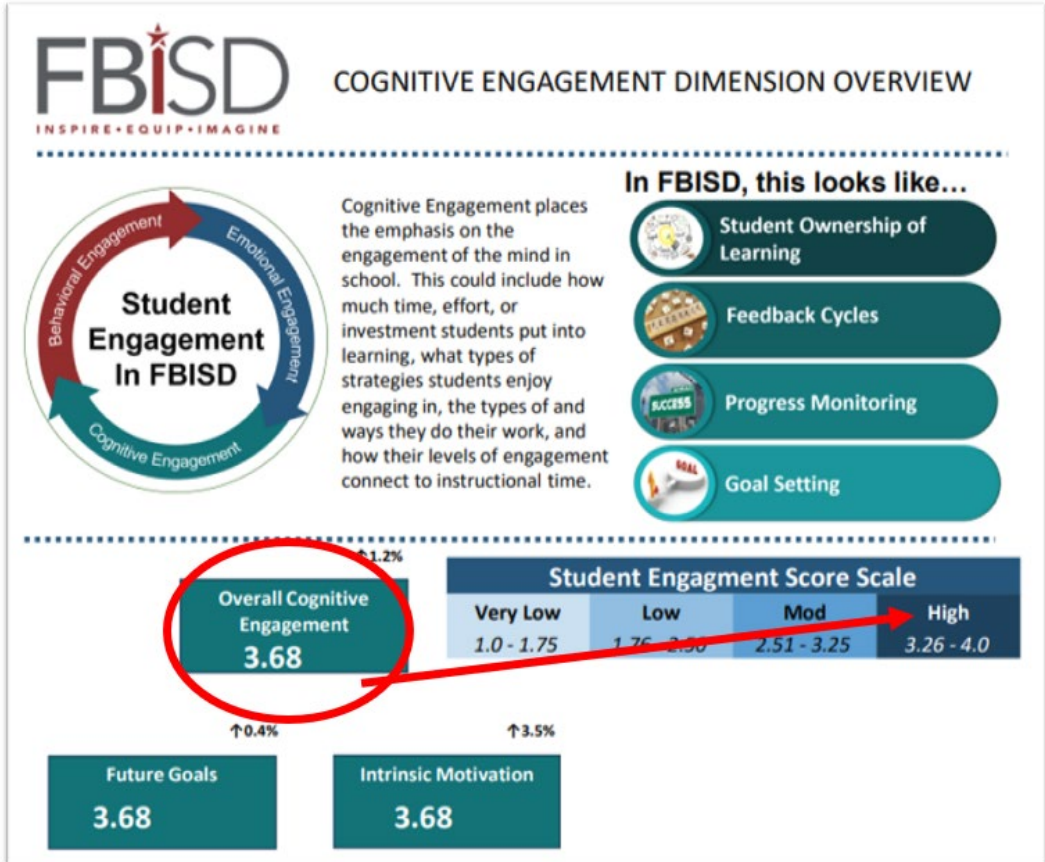
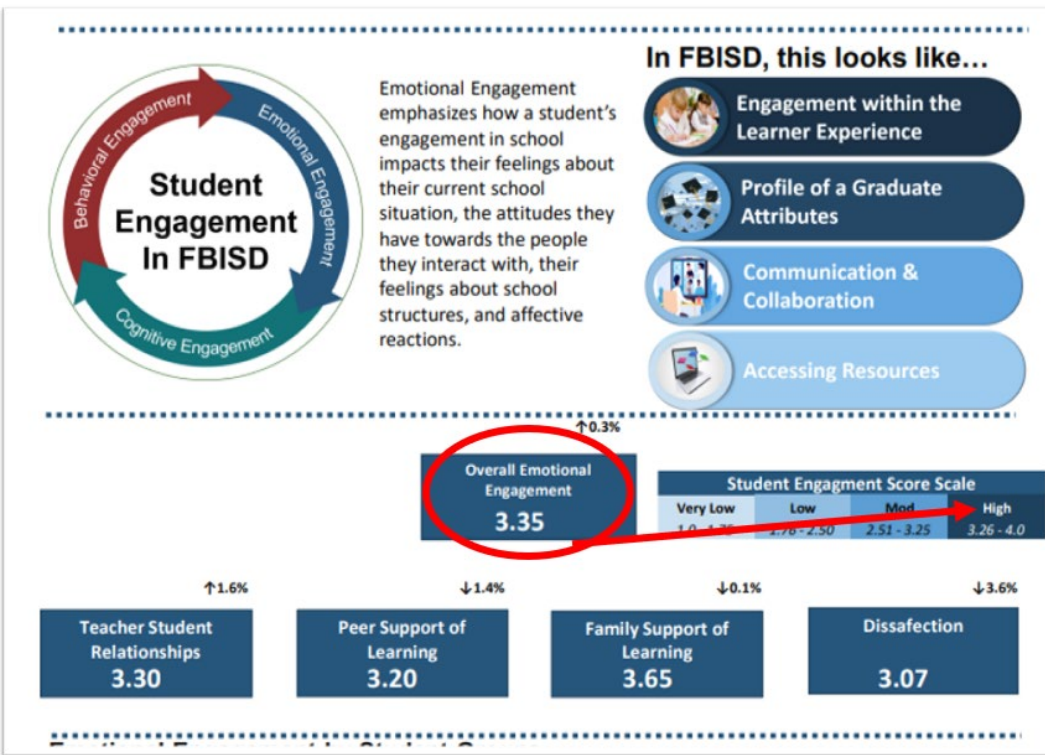
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P7 ####

Strengths

Concerns

Student Engagement Survey



Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Overall behavioral engagement scored low at 2.65. 82% of students communicated they did not have what they needed to do classwork and 81% communicated they did not have homework completed.	-Have materials readily available for students to complete classwork and homework.	-Administrators -Campus Executive Assistant -Classroom Teachers	-Campus Budget -Various classroom supplies, manipulatives, technology, texts, etc... appropriate to the grade levels and subjects	-Providing lead time to purchase materials -Provide lead time to make copies and organize supplies/materials	-Provide staff clear timeline and procedure for requesting materials
Only 55% of students communicated they sometimes or often engage in activities that help them track learning progress.	Implement progress monitoring by training staff on goal setting and progress monitoring. Communicate clear expectations for goal setting and progress monitoring.	-Administrators -Specialists -Classroom teachers - August 2024 to May 2025	-Goal Setting & Progress Monitoring Expectations -PD plan for goal setting and progress monitoring -Teacher leaders	-Time for professional development -Varied level of teacher understanding	-Communication of expectations, delivery of PD, monitoring & feedback to staff (from administrators and specialists) will be ongoing from August 2024 to May 2025

