

Wichita Falls Independent School District

Franklin Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of Ben Franklin Elementary School is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

Vision

The vision of Franklin Elementary is to emotionally, intellectually, creatively, and socially prepare students for a changing world and to develop a life-long desire to learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Franklin Elementary is a KG-5th grade campus with an enrollment that fluctuates from 435-465 students. Our campus is approximately 36% Hispanic, 9% African American, 46% White, 55% Economically Disadvantaged, 68% At-Risk, and 10% Emerging Bilingual. 16% of our students receive special education services and 9.8% are served through Gifted and Talented. Franklin's mobility rate is around 12% and attendance rates are at 94.7%. Our classes average from 18-22 students per homeroom which is below the state average.

Demographics Strengths

Campus strengths:

Campus culture: Franklin has a lot of traditions and a strong campus culture. Students are proud to be Franklin Lions; we have very supportive families. Even though the demographics of the school have shifted it is a school where our families are very happy. Efforts with Capturing Kids Hearts keep staff and students continually invested in building campus culture. We also have a high level of PTA involvement.

Data-driven instruction: Teachers know their students and have strong data-tracking systems through the use of MAP to monitor their growth. Teachers set high grade level goals and personal growth goals and are continually monitoring, using formative assessments, and using data to inform instruction. Teachers help students set personal growth goals and effectively use Pride Time and other RTI plans to assist individual student growth.

Adaptable staff: Teachers are adaptable and adjust to meet the needs of all students, regardless of SES status or membership in special population groups. Teachers differentiate and make adjustments to help students of all groups. The Franklin campus has many support systems to help teachers and make sure both SEL and academic student needs are met. Teachers implement technology and new initiatives, curriculum, etc. Some of the systems in place to support first year teachers, teachers new to a content area/grade level, and staff members new to our campus are: 1st/2nd year teacher mentor program, instructional coach, district new teacher academy, curriculum specialist support, and district/campus professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Problem Statement 2 (Prioritized): Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment. **Root Cause:** Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.

Problem Statement 3 (Prioritized): Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice. **Root Cause:** Lack of reaching out and communicating with all stakeholders on a consistent basis.

Problem Statement 4 (Prioritized): Roughly 16% of students in our school have 15 or more absences in the 2021-2022 school year. Our attendance rate went from 98.3% in 2019-2020 (pre-pandemic) to 94.6% in 2021-2022. **Root Cause:** Lack of parent knowledge of the importance of being at school each day. Lack of attendance incentives.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers, instructional coach and administrators collect data from TX-KEA, Unit Assessments, MAP data, additional summative and formative assessments, and STAAR. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the MTSS process.

TXKEA - Kinder

Percentage of students on track in each area is listed for EOY data:

Total Literacy: 77%

Vocabulary: 91%

Letter Names: 80%

Spelling: 59%

Letter Sounds: 67%

Blending: 51%

Decoding: 60%

Listening Comprehension: 80%

We were below the district in the following areas:

Spelling -3%

Blending -4%

STAAR Scores 2023

3rd M: 74% Approaches, 56% Meets, 21% Masters

3rd R: 83% Approaches, 54% Meets, 20% Masters

4th M: 68% Approaches (decreased 3%), 35% Meets (decreased 1%), 28% Masters (decreased 6%)

4th R: 75% Approaches (increased 2%), 35% Meets (decreased 13%), 6% Masters (decreased 18%)

5th M: 87% Approaches (increased 14%), 41% Meets (decreased 7%), 23% Masters (decreased 5%)

5th R: 75% Approaches (decreased 5%), 52% Meets (increased 0%), 34% Masters (increased 4%)

5th S: 65% Approaches, 38% Meets, 24% Masters

MAP GROWTH Data

Percent met projection for EOY

Goal \geq 55%

Kinder: Math 52%

1st: Math 69%, Reading 63%

2nd: Math 56%, Reading 49%

3rd: Math 71%, Reading 68%

4th: Math 56%, Reading 47%

5th: Math 67%, Reading 61%

Student Learning Strengths

-Reading and Math MAP goals are a priority.

-RTI Intervention block focuses on small-group instruction based on data collected.

-6 out of 6 grade levels met or exceeded the grade level norms projected growth goal in Math.

-WFISD & Franklin have worked hard to align our rigor to the state assessments so that our state and local assessment scores are aligned.

-Lesson plans are meeting all campus mandated requirements.

-Franklin's % of students scoring Meets/Masters on the STAAR has increased in Reading and Math from 2022 STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.

Problem Statement 2 (Prioritized): 2nd & 4th grades MAP Reading scores reflect little growth, not meeting the >55% yearly MAP Growth projection goal. **Root Cause:** Mobility of students, lack of quality curriculum and training to implement provided resources.

Problem Statement 3 (Prioritized): We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

School Processes & Programs

School Processes & Programs Summary

In 2023, Franklin will have 12 staff members (4 new paras, 6 new teachers, new AP & Counselor). 8 of the 12 new staff members are new to Franklin but not new to their positions. 3 teachers will be changing grade levels or subject area.

Support systems, such as common grade level planning, built in PLC time, adequate classroom resources and supplies, and a common learning framework will be in place. WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom, and increasing the number of highly qualified principals and assistant principals in schools, and holding districts and schools accountable for improvements in student academic achievement with the use of effective strategies and classroom supports.

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Teachers implement a Literacy block and Guided Math as part of the district initiatives. All staff have been trained in Seidlitz and Capturing Kids Hearts; 1st and 2nd year new teachers attend New Teacher meetings with Instructional Coach.

The Franklin staff has developed the ability to analyze data and apply the information gained to professional development opportunities, lesson planning, small group instruction, and targeting needs throughout the school. The data desegregation procedures implemented this year have improved student growth and helped teachers better plan for student interventions.

CKH has helped by offering common goals and vocabulary for behavior expectations throughout the school. Seidlitz has provided continuity with academic skills and lesson expectations. Our staff work on various teams to evaluate effectiveness and continue making progress in areas of need.

Monthly safety drills and logs are maintained. Doors are secure and all visitors to campus have to sign in with front office staff and receive a name badge.

All 1st and 2nd year teachers are provided a mentor, and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. New teachers to the campus also attend our "Fast Llamas" group that meets monthly.

Monthly training is provided throughout the year to support all teachers during PLCs and/or staff meetings. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention. We have an independent intervention period built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students.

School Processes & Programs Strengths

STRENGTHS:

- Strong grade-level teams
- PLC's built in daily schedule
- Campus Leadership Team
- Data Analysis Meetings - Improving student academic achievement
- HRS
- Capturing Kids Heart (National Showcase School)
- Seidlitz
- Rooted in Reading
- Level Up (Reading incentive program)
- After-school clubs - choir, book study, lego, Lion Leaders (School Ambassadors), Academic UIL
- Instructional Rounds
- Lesson Plan expectations
- Pride Time (RTI)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The district Math curriculum was not successfully implemented. **Root Cause:** Lack of training and materials Inconsistent follow up through district C&I team

Problem Statement 2 (Prioritized): PLC's need to be more data driven. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur consistently.

Problem Statement 3 (Prioritized): Teachers are inconsistent in the technology programs that they are using in the classrooms. **Root Cause:** Inconsistency in vertical alignment of technology utilized. Lack of fidelity checks and guidelines for all technology programs.

Problem Statement 4 (Prioritized): We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Perceptions

Perceptions Summary

- Franklin parents receive communication often and through several methods. The campus will begin using Dojo for quick parent communication, Parent Link voice messages and emails, Skyward parent emails, notes/flyers in English & Spanish, electronic sign, mail, and phone calls.
- Bullying reports are taken seriously and handled by teachers, administration and the counselor. Reports are made to appropriate authority to ensure students are safe and secure at school.
- Parent input/feedback about how we are doing as a campus is welcome through family event surveys and regular forms of communication.
- Social media is used to share the positive things that are happening at Franklin by many teachers, the campus, and district.
- Parent engagement activities are planned and advertised. Parents are always welcome for lunch visits, walking students to class, and participating as volunteers. However, appropriate security measures are taken in all situations to ensure that all adults and visitors are accounted for when visiting our school.
- Students are provided many extra-curricular opportunities through UIL, after school clubs, book clubs, student ambassadors, and choir.

Perceptions Strengths

- We are using Capturing Kids Hearts and a Restorative Behavior model
- Students participate in weekly character education lessons
- Incentives are in place for positive behavior and individual academic growth
- Students have PALS from high school
- A select group of 2nd grade students have Read 2 Learn Mentors
- Car tags are used so students are dismissed safely
- PAWS are implemented in common areas
- PLC meetings weekly
- Site Based Leadership Committee
- PTA, family nights, CKH Newsletters, campus monthly newsletters, grade level weekly newsletters
- Use of Voxer for staff communication
- Front entry safe and secure for students/families/staff
- PIE partners
- Inclusive Free Campus activities
- After-school clubs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The perception of Franklin Elementary is not well evaluated by our families and community. **Root Cause:** Lack of consistent social media plan and parent surveys to gain input.

Problem Statement 2 (Prioritized): We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Priority Problem Statements

Problem Statement 1: A significant number of students begin the year below grade level.

Root Cause 1: Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We were unable to meet the needs of diverse learning groups.

Root Cause 2: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment.

Root Cause 3: Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: PLC's need to be more data driven.

Root Cause 4: Inconsistency in planning and communicating about PLC expectations did not occur consistently.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The district Math curriculum was not successfully implemented.

Root Cause 5: Lack of training and materials Inconsistent follow up through district C&I team

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 2nd & 4th grades MAP Reading scores reflect little growth, not meeting the >55% yearly MAP Growth projection goal.

Root Cause 6: Mobility of students, lack of quality curriculum and training to implement provided resources.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers are inconsistent in the technology programs that they are using in the classrooms.

Root Cause 7: Inconsistency in vertical alignment of technology utilized. Lack of fidelity checks and guidelines for all technology programs.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Roughly 16% of students in our school have 15 or more absences in the 2021-2022 school year. Our attendance rate went from 98.3% in 2019-2020 (pre-pandemic) to 94.6% in 2021-2022.

Root Cause 8: Lack of parent knowledge of the importance of being at school each day. Lack of attendance incentives.

Problem Statement 8 Areas: Demographics

Problem Statement 9: The perception of Franklin Elementary is not well evaluated by our families and community.

Root Cause 9: Lack of consistent social media plan and parent surveys to gain input.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice.

Root Cause 10: Lack of reaching out and communicating with all stakeholders on a consistent basis.

Problem Statement 10 Areas: Demographics

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Homeless 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
- Violence and/or violence prevention 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
- 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
- Action research results

- Other additional data

Goals

Goal 1: Recruit, retain, and support teachers and principals.





Performance Objective 1: Retain 90% or more of staff at the end of the 2023-2024 school year.

Evaluation Data Sources: New Teacher Academy Attendance, Mentors, PLC Meeting minutes, Sign-In Sheets, Agendas in Staff Drive , Email correspondence , Presentations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each staff member at Franklin will be provided support from the instructional coach and grade level teammates.</p> <p>Strategy's Expected Result/Impact: All teachers feel supported and improve in planning & teaching skills.</p> <p>Staff Responsible for Monitoring: Administration Mentors Instructional Coach</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All Franklin Teachers will participate in Instructional Rounds a minimum of twice per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will learn classroom management, classroom strategies, CKH implementation strategies, and positive ideas from one another.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 4 - Perceptions 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be offered staff development opportunities, either on campus, within district, or out of district throughout the year. Along with the supplies to implement strategies learned.</p> <p>*Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Instructional practices, District Initiatives, social-emotional learning, CKH, Technology, Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Improvement in content knowledge, planning, lesson delivery, and SEL supports.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Instructional Coach</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4 - Perceptions 2</p> <p>Funding Sources: Subs for Staff PD - Title 1 Part A, Supplies for implementation - SCE</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional Coach will be required to assist all teachers with effective teaching methods and classroom management skills. They will focus specifically in the areas of reading and math, but will support other areas as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will strengthen skills in balanced literacy and guided math that directly impact success in classroom.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4 - Perceptions 2</p> <p>Funding Sources: Instructional Coaches- Salaries & Benefits 60% - SCE - \$89,600</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Discipline Management: All staff will complete modules online regarding Bullying prevention, Sexual Harassment/Dates Violence, Internet Safety, conflict resolution/prevention, prevention of unwanted physical or verbal aggression, and anti violence techniques. A TBSI team will be assembled and trained in TBSI and Handle With Care. All students will be trained on internet safety. Restorative behavior practices and CKH strategies will also be implemented.</p> <p>Strategy's Expected Result/Impact: Increased awareness and safety on the campus.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Campus will maintain Highly Qualified Status for 23-24 school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc. in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Higher level of overall instruction, performance in each classroom.</p> <p>Staff Responsible for Monitoring: Administrators, HR</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
<p>Problem Statement 2: Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment. Root Cause: Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.</p>
<p>Problem Statement 2: 2nd & 4th grades MAP Reading scores reflect little growth, not meeting the >55% yearly MAP Growth projection goal. Root Cause: Mobility of students, lack of quality curriculum and training to implement provided resources.</p>
<p>Problem Statement 3: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
School Processes & Programs
<p>Problem Statement 1: The district Math curriculum was not successfully implemented. Root Cause: Lack of training and materials Inconsistent follow up through district C&I team</p>
<p>Problem Statement 2: PLC's need to be more data driven. Root Cause: Inconsistency in planning and communicating about PLC expectations did not occur consistently.</p>
<p>Problem Statement 4: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
Perceptions
<p>Problem Statement 2: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Foundation for Literacy:

Increase the percentage of 3rd-5th grade students scoring at or above Meets Standard on Reading STAAR from 47% to 55%

The percent of students who meet projected growth on MAP will be > or = 70% for MOY to EOY MAP Growth for Kinder-5th grades.

High Priority

Evaluation Data Sources: 2024 STAAR Summary Reports

TX-KEA Reports

MAP Reading Assessment results





IXL Learning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in the Hispanic, Econ Dis, and EB student groups did not meet Closing the Gaps targets in reading the the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction based on individual learning needs and will show progress in literacy components.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Accelerated Learning Tutors - TCLAS, Accelerated Learning Tutors - ESSER II</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement ELAR daily, with fidelity and accountability:</p> <ul style="list-style-type: none"> - Provide targeted interventions to meet the needs of students at every level by continuing implementation of multiple programs (MTSS, RtI instruction, Instructional Coaching, GT projects/TAG, etc.) into the 23-24 school year. - Desegregate and utilize classroom, grade level, and district data to determine areas for growth. Provide small group intervention and enrichment working on specific targeted skills. - Students will be identified and enrolled in accelerated instruction groups based on prior state assessments and MAP data. These groups will provide intensive remediation. - Kindergarten and 1st grade teachers will utilize strategic reading folders to increase letter/sound and word knowledge. <p>Strategy's Expected Result/Impact: Students will progress and exceed in literacy components.</p> <p>Staff Responsible for Monitoring: Administration Instruction Coach District Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will ensure a specific focus on reading fluency and comprehension that will be addressed during literacy block. Walkthrough visits by administrators will document that instructional strategies are implemented with fidelity. Campus administrators will provide interventions for teachers who are not implementing vocabulary and phonics strategies correctly and/ or with fidelity.</p> <p>Strategy's Expected Result/Impact: Higher fluency rates, improved vocabulary and comprehension skills.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <ul style="list-style-type: none"> - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *SCE funds will be used to upgrade and enhance school-wide instructional programs. Additional staff may be provided to support At-Risk learners.</p> <p>Strategy's Expected Result/Impact: At-Risk students will show growth through support of tutors and resources for reading skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: ELAR Tutors - SCE</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: Growth in results of LEP students in speaking, listening, writing & reading.</p> <p>Staff Responsible for Monitoring: Principal LPAC Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will utilize the Literacy Closet and classroom libraries to provide students with literacy at the appropriate levels.</p> <p>Strategy's Expected Result/Impact: Meeting students at their level to support gaining confidence, but also support the growth of reading levels.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will utilize ELAR resources and ELAR centers that are available in the ELAR Resource Room and individual classrooms.</p> <p>Strategy's Expected Result/Impact: Reading and Writing resources will improve ELAR whole group and small-group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will utilize Data collection binders, student growth folders, and digital data spreadsheets for monitoring student progress. Teachers will analyze data individually and as a grade level team and plan for individual student needs.</p> <p>Strategy's Expected Result/Impact: Students will help monitor their own progress Students and teachers will develop growth goals to encourage overall growth</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Substitutes for data disaggregation days - Title 1 Part A</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
<p>Problem Statement 3: Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice. Root Cause: Lack of reaching out and communicating with all stakeholders on a consistent basis.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.</p>
<p>Problem Statement 2: 2nd & 4th grades MAP Reading scores reflect little growth, not meeting the >55% yearly MAP Growth projection goal. Root Cause: Mobility of students, lack of quality curriculum and training to implement provided resources.</p>
<p>Problem Statement 3: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
School Processes & Programs
<p>Problem Statement 2: PLC's need to be more data driven. Root Cause: Inconsistency in planning and communicating about PLC expectations did not occur consistently.</p>

School Processes & Programs

Problem Statement 4: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Perceptions

Problem Statement 2: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Foundation of Numeracy:

Increase the percentage of 3rd-5th grade students scoring at or above Meets Standard on Reading STAAR from 44% to 50%

The percent of students who meet projected growth on MAP will be > or = 70% for MOY to EOY MAP Growth for Kinder-5th grades.

High Priority

Evaluation Data Sources: 2024 STAAR Summary Reports

TX-KEA Reports





MAP Reading Assessment results

IXL Learning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement guided math with fidelity and accountability.</p> <p>Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning needs. Students will progress and exceed progress in grade level math components.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students in the Hispanic, Econ Dis, and EB/EL, student groups did not meet Closing the Gaps targets in math the the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p> <p>Strategy's Expected Result/Impact: Students will show progress through intensive individualized interventions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2</p> <p>Funding Sources: Accelerated Instruction Tutors - TCLAS, Tutors - ESSER II</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: Accelerated instruction through Pride Time and other small-group instruction will provide remediation for students and improve math skills.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - TCLAS</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will utilize math resources and math centers that are available in the Math Resource Room and classrooms.</p> <p>Strategy's Expected Result/Impact: Math resources will improve math centers and guided math small-group instruction.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All Franklin classroom teachers will use the Seidlitz-7 Steps to a Language-Rich Environment Strategies daily during math instruction.</p> <p>Strategy's Expected Result/Impact: Increased confidence in the ability of Hispanic and low performing students to engaged with the language used in math instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Strategy's Expected Result/Impact: Tutors will support teachers with small-group instruction to improve students math skills.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: Tutors - SCE - 199.11.6118.67.112.0.30.000 - \$3,000, Tutors - Title 1 Part A - 211.11.6118.67.112.0.30.000 - \$8,316.75, Tutors - Title 1 Part A - 211.11.6118.67.112.1.30.000 - \$5,711, Intructional Coaches-40% - Title 1 Part A - \$59,700</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: *Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: *SCE funds will be used to upgrade and enhance school-wide instructional programs. Additional staff may be provided to support At-Risk Learners.</p> <p>Strategy's Expected Result/Impact: Improved math skills through use of tutors, who specifically target at-risk math students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Tutors - Title 1 Part A - 199.11.6118.67.112.0.30.000 - \$3,000, Instructional Aides - SCE - \$38,500</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups. Root Cause: Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.</p>
<p>Problem Statement 2: 2nd & 4th grades MAP Reading scores reflect little growth, not meeting the >55% yearly MAP Growth projection goal. Root Cause: Mobility of students, lack of quality curriculum and training to implement provided resources.</p>

Student Learning

Problem Statement 3: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

School Processes & Programs

Problem Statement 1: The district Math curriculum was not successfully implemented. **Root Cause:** Lack of training and materials Inconsistent follow up through district C&I team

Problem Statement 2: PLC's need to be more data driven. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur consistently.

Problem Statement 4: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Perceptions

Problem Statement 2: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Goal 3: Connect high school to career and college.

Performance Objective 1: Mastered status on STAAR assessments will see an increase from 19% to 25% for all students in reading, math, and science tests.

Evaluation Data Sources: Spring 2024 STAAR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Data Meetings and PLC Meetings will focus on student data and specifically which students must show growth to reach Mastered Grade Level status. Color coded data spreadsheets will track each assessment including Campus Grade Level Assessments, MAP Growth Assessments, and reading levels.</p> <p>Strategy's Expected Result/Impact: Productive/quality data focused meetings will ensure teachers have the knowledge & skill to analyze & utilize data to inform small-group instruction for balanced literacy/guided math and Pride Time blocks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2, 3</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pride Time Intervention Block will ensure that students who are near the Meets and Masters Grade Level status are targeted for specific interventions through small-group learning opportunities.</p> <p>Strategy's Expected Result/Impact: Ensure that meets/mastery level students maintain this status. Ensure that meets/mastery bubble students reach mastery status.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2, 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Student Learning

Problem Statement 1: A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.

Problem Statement 3: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

School Processes & Programs

Problem Statement 2: PLC's need to be more data driven. **Root Cause:** Inconsistency in planning and communicating about PLC expectations did not occur consistently.

Problem Statement 3: Teachers are inconsistent in the technology programs that they are using in the classrooms. **Root Cause:** Inconsistency in vertical alignment of technology utilized. Lack of fidelity checks and guidelines for all technology programs.

Problem Statement 4: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families





Perceptions

Problem Statement 2: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Goal 3: Connect high school to career and college.

Performance Objective 2: Offer at least 2 ways in which students are given the opportunity to explore interests, post-secondary awareness, and/or college and career activities.

- Evaluation Data Sources:** Field Trip Forms
 UIL and club sign in sheets
 Flyers
 Agendas
 Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide exposure to new skills and potential areas of interest through STEM activities, field trips, after school clubs, and UIL.</p> <p>Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p>Staff Responsible for Monitoring: Sponsors Administrators grade level teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Make students aware of post-secondary opportunities through: guest speakers, counselor lessons that integrate career and college choices, 5th grade scheduling with middle school.</p> <p>Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Aid with transition of students to other grade levels.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Problem Statement 3: Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice. **Root Cause:** Lack of reaching out and communicating with all stakeholders on a consistent basis.

Problem Statement 4: Roughly 16% of students in our school have 15 or more absences in the 2021-2022 school year. Our attendance rate went from 98.3% in 2019-2020 (pre-pandemic) to 94.6% in 2021-2022. **Root Cause:** Lack of parent knowledge of the importance of being at school each day. Lack of attendance incentives.

Student Learning

Problem Statement 3: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

School Processes & Programs

Problem Statement 4: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Perceptions

Problem Statement 2: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families





Goal 4: Improve low performing schools.

Performance Objective 1: Increase the overall campus attendance rate to 95% or higher for the 2023-2024 school year.

Evaluation Data Sources: Skyward Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Strategy's Expected Result/Impact: Families with chronic attendance problems will use resources and supports to improve attendance of the students.</p> <p>Staff Responsible for Monitoring: Principal Attendance Clerk Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will utilize CKH and Restorative practice model to deepen relationships with students. Students will have ownership in classroom expectations and throughout our building.</p> <p>Strategy's Expected Result/Impact: Improved attendance, academic growth, and campus climate.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *School Health Strategies will include Fitness Gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility.</p> <p>Strategy's Expected Result/Impact: Improved attendance, student grades, and student health.</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal Counseor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *Students and staff will receive training on bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Strategy's Expected Result/Impact: Training will provide staff with ability to support students and make school environment a safe place for all students.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Strategy's Expected Result/Impact: Decrease in DAEP placements and a strong partnership between home campus and DAEP campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQ's will be submitted to the Office of State and Federal Programs at least once a month.</p> <p>Strategy's Expected Result/Impact: Successful support of at risk students and families. Improved performance at school for these students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 3 - School Processes & Programs 4 - Perceptions 2</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Problem Statement 2: Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment. **Root Cause:** Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.

Problem Statement 3: Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice. **Root Cause:** Lack of reaching out and communicating with all stakeholders on a consistent basis.

Problem Statement 4: Roughly 16% of students in our school have 15 or more absences in the 2021-2022 school year. Our attendance rate went from 98.3% in 2019-2020 (pre-pandemic) to 94.6% in 2021-2022. **Root Cause:** Lack of parent knowledge of the importance of being at school each day. Lack of attendance incentives.

Student Learning

Problem Statement 3: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

School Processes & Programs

Problem Statement 4: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Perceptions





Problem Statement 2: We were unable to meet the needs of diverse learning groups. **Root Cause:** Lack of consistent professional development Lack of consistent resources and programs Socioeconomic status gap between families

Goal 4: Improve low performing schools.

Performance Objective 2: Provide at minimum two opportunities for parent involvement by the end of the 23-24 school year to include parent nights and surveys to gather input.

Evaluation Data Sources: Family engagement surveys, agendas, sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will host a STEAM (Science, Technology, Engineering, Art & Math) event that invites families to participate in cross curricular activities. All advertisement will be provided in English & Spanish.</p> <p>Strategy's Expected Result/Impact: Parents will understand how students use science, technology, engineering, fine arts and math at school and how that applies to the real world.</p> <p>Staff Responsible for Monitoring: Family Engagement Committee Teachers Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Supplies & snacks for event - Title 1 Part A - 211.61.6499.00.112.0.30.215, Supplies & snacks for event - Title 1 Part A - 211.61.6499.112.1.30.215</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Franklin will host a Literacy night that includes reading/writing based activities and games for children and families to participate together. All information will be provided to families in English & Spanish.</p> <p>Strategy's Expected Result/Impact: Parents will leave with reading & math materials to use at home with students.</p> <p>Staff Responsible for Monitoring: Principal Librarian Family Engagement Committee</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Family Engagement (supplies) - Title 1 Part A - 211.e.61.6399.00.112.9.30.215, Family Engagement (snacks) - Title 1 Part A - 211.e.61.6499.00.112.9.30.215</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Parents will become aware of various ways they can become involved in their child's education.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3 - Perceptions 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment. Root Cause: Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.</p>
<p>Problem Statement 3: Our stakeholders perceive that all of our campus needs are met, based on our location. We have a large number of economically disadvantaged students however, many of the stakeholders are not aware of this, or do not have a voice. Root Cause: Lack of reaching out and communicating with all stakeholders on a consistent basis.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.</p>
Perceptions
<p>Problem Statement 1: The perception of Franklin Elementary is not well evaluated by our families and community. Root Cause: Lack of consistent social media plan and parent surveys to gain input.</p>

Goal 4: Improve low performing schools.

Performance Objective 3: Students scoring Meets Grade Level Standard or higher in Reading and Math will increase to 50% May 2024. Students scoring Meets Grade Level Standard or higher in 5th grade Science will increase 50% by May 2024.

Evaluation Data Sources: STAAR 2022 Results for 3-5
 MAP scores K-5
 TX-KEA Kinder
 Reading levels

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs. Technology systems such as online programs will be used to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Improved reading, math and science skills and student engagement levels when using Chromebooks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3</p> <p>Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211.11.6248.00.112.1.30.000 - \$4,183</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will implement Capturing Kids Hearts and Restorative Practices on our campus, school-wide. We will utilize the training and skills acquired to meet the individual behavioral needs of all students. We will utilize social contracts and calming spaces in every classroom, to set high levels of behavioral expectations for all students.</p> <p>Strategy's Expected Result/Impact: Increased positive teacher/students meaningful relationships and lower behavioral stressors in the classroom.</p> <p>Staff Responsible for Monitoring: Administration Counselor All teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - SCE</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Franklin will purchase new technology to assist students in having access to quality devices to complete assignments and use of designated programs.</p> <p>Strategy's Expected Result/Impact: Improved reading, math and science skills and student engagement levels when using technology.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Substantial increase in students with behavioral and emotional needs in the classroom causing interruptions to the learning environment. **Root Cause:** Lack of specific behavioral and SEL training for staff. Lack of classroom set ups to address all behavioral and emotional needs of our students.

Student Learning

Problem Statement 1: A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade level because they are not exposed to learning opportunities in the summer or do not retain the information from the previous year when they return in the fall.

School Processes & Programs

Problem Statement 1: The district Math curriculum was not successfully implemented. **Root Cause:** Lack of training and materials Inconsistent follow up through district C&I team

Problem Statement 3: Teachers are inconsistent in the technology programs that they are using in the classrooms. **Root Cause:** Inconsistency in vertical alignment of technology utilized. Lack of fidelity checks and guidelines for all technology programs.

State Compensatory

Budget for Franklin Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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Personnel for Franklin Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Godby, Catherine	Aide	0.9
McFeley, Joilet	Aide	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Garcia, Laura	Instructional Coach: Reading	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3	Subs for Staff PD		\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8	Substitutes for data disgregation days		\$0.00
2	2	4			\$0.00
2	2	6	Tutors	211.11.6118.67.112.1.30.000	\$5,711.00
2	2	6	Intruactional Coaches-40%		\$59,700.00
2	2	6	Tutors	211.11.6118.67.112.0.30.000	\$8,316.75
2	2	8	Tutors	199.11.6118.67.112.0.30.000	\$3,000.00
4	1	3			\$0.00
4	2	1	Supplies & snacks for event	211.61.6499.112.1.30.215	\$0.00
4	2	1	Supplies & snacks for event	211.61.6499.00.112.0.30.215	\$0.00
4	2	2	Family Engagement (supplies)	211.e.61.6399.00.112.9.30.215	\$0.00
4	2	2	Family Engagement (snacks)	211.e.61.6499.00.112.9.30.215	\$0.00
4	3	1	Purchase Education Galaxy	211.11.6248.00.112.1.30.000	\$4,183.00
Sub-Total					\$80,910.75
Budgeted Fund Source Amount					\$109,740.00
+/- Difference					\$28,829.25
Grand Total Budgeted					\$109,740.00
Grand Total Spent					\$80,910.75
+/- Difference					\$28,829.25

Addendums

2022-23 Title I Campus Budget

Franklin Elementary

Ashley Murdock

Estimated 2022-23 Title I Budget Allocation: **\$87,285**

Estimated Discretionary Funds: **\$22,455**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	112	3	30	000	\$4,000	Substitutes
211	11	6118	67	112	3	30	000	\$3,000	Tutoring
211	11	6118	00	112	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	112	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	112	3	30	000	\$64,830	Teacher Salaries, Stipends & Benefits
211	11	6129	00	112	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	112	3	30	000		Region Esc Services
211	11	6248	00	112	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	112	3	30	000	\$4,476	On-line services/Maint agreements
211	34	6294	67	112	3	30	000		Student busing for tutorials
211	11	6297	00	112	3	30	000		Printing
211	11	6299	00	112	3	30	000		Contracted Services - For Students
211	13	6299	00	112	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	112	3	30	000		Instructional Reading materials/books
211	11	6339	00	112	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	112	3	30	000		Technology
211	11	6396	00	112	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	112	3	30	000		Software/Licenses
211	11	6399	00	112	3	30	000	\$7,429	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	112	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	112	3	30	000	\$3,000	Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$87,285	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$1,252	
211	61	6239	00	112	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	112	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	112	3	30	215		<i>PFE Printing</i>
211	61	6399	00	112	3	30	215	\$952	<i>PFE Supplies</i>
211	61	6411	00	112	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	112	3	30	215	\$300	<i>PFE Snacks</i>
TOTALS								\$1,252	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: Ashley N Murdock

Date: 8/19/2022