

Judson Independent School District
Ed Franz Elementary
2024-2025 Campus Improvement Plan



Mission Statement

At Franz Leadership Academy, we will guide all students to achieve their personal best, while developing 21st century leadership qualities and skills.

Vision

Franz Leadership Academy will empower all students to become leaders!

Core Beliefs

We believe. . .

Every child deserves to make a year's worth of growth annually.

All students need to feel safe in order to learn.

When we have high expectations for students and teachers and provide individualized support, everyone can reach their fullest potential

Our core values are aligned to Stephen Covey's 7 habits of highly effective people through the *Leader in Me* curriculum:

- **Be Proactive (Responsibility)**

- **Begin with the end in mind (Goal setting)**
- **Put first things first (Organizational Skills)**
- **Think win-win (Conflict Management)**
- **Seek first to understand then to be understood (Empathy)**
- **Synergize (Collaboration)**
- **Sharpen the saw (Discover they passion to be lifelong learners)**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Franz Leadership Academy has a student population of approximately 374 students. We are a neighborhood school located in Live Oak, Texas. We offer school of choice, 1/2 day PK3 and all day PK4. We are PK3-5th grade. Our student demographics include: 65% Hispanic, 15% white, 13% African American, 1% Asian, and 5% two or more races. We have a moderately high economically disadvantaged population of 81%, our at-risk population is 58%, and a high mobility rate of 31%.

Other student sub-populations include: 3% Gifted and Talented, 4% Foster care, 4% Emergent Bilingual (EB), 6% Military Connected, and 25% Special Education.

The teaching staff at Franz Leadership Academy are highly qualified, degreed, and certified specialists in all teaching areas with 22% of the staff also having a Masters degree. Our staff demographics are: 47% white, 28% Hispanic, 22% African American, and 4% two or more races. Franz teaching staff have a variety of years of experience in teaching with 22% having 1-5 years of experience, 11% having 6-10 years of experience, 39% having 11-20 years of experience, and 18% having 21 or more years of experience.

Demographics Strengths

We have focused on recruiting and hiring highly qualified teaching staff that also represent the demographics of our student population, and have leadership skills that they can share with students as a part of our school design.

We continue to offer all day PK4, and have half day PK3 as well. These programs provide opportunities for early literacy instruction for students who qualify for the program.

We continue to have a strong community partnerships with our Rotary eClub, the apartment complexes that feed into Franz, the city of Live Oak to include the mayor, city council, Live Oak Fire Department and Live Oak Police Department, and Boysville.

We have implemented electives, clubs, career week, and science day that all provide rich and well-rounded learning experiences for our students. Though we do not have an art teacher, we have a paraprofessional who provides weekly art lessons for our students, and we contract with My Art Starz to provide creative opportunities for our students.

We provide additional services for students such as: ESL, special education, RTI, dyslexia, accelerated instruction, tutoring, academic enrichment, and guidance and counseling which all help the students grow as learners and leaders.

Student Learning

Student Learning Summary

2024 STAAR scores in comparison to 2023 and 2022 are below:

3rd grade Math

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	60%	27%	12%	33	56%	22%	9%	29	52%	27%	7%	29	-4	+5	-2	0

3rd grade Reading

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	62%	44%	25%	44	69%	39%	13%	40	77%	47%	19%	48	+8	+8	+6	+8

4th Grade Math

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	69%	40%	13%	41	47%	21%	6%	25	44%	29%	4%	26	-3	+8	-2	+1

4th Grade Reading

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	73%	52%	24%	50	77%	45%	17%	46	89%	42%	9%	47	+12	-3	-8	+1

5th Grade Math

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	67%	30%	12%	36	66%	33%	8%	36	71%	49%	12%	44	+5	+16	+4	+8

5th Grade Reading

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	81%	49%	37%	56	88%	62%	36%	62	82%	66%	31%	60	-6	+4	-5	-2

5th Grade Science

	STAAR 2022				STAAR 2023				STAAR 2024				'23 to '24 Comparison			
	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg	Approaches	Meets	Masters	PL Avg
FRANZ	54%	28%	5%	29	43%	17%	6%	22	51%	16%	4%	24	+8	-1	-2	+2

Student Learning Strengths

Growth was shown on the STAAR test in the following grades and subjects:

3rd grade math increase in meets from 22% in 2023 to 27% in 2024.

3rd grade reading increased in approaches from 69% in 2023 to 77% in 2024, in meets from 39% in 2023 to 47% in 2024, and in masters from 13% in 2023 to 19% in 2024. The overall performance level average increased 8 points from 2023 to 2024.

4th grade math increased in meets from 21% in 2023 to 29% in 2024. The overall performance level average increased 1 point from 2023 to 2024.

4th grade reading increase in approaches from 77% in 2023 to 89% in 2024. The overall performance level average increased 1 point from 2023 to 2024.

5th grade math increased in approaches from 66% in 2023 to 71% in 2024, in meets from 33% in 2023 to 49% in 2024, and in masters from 8% in 2023 to 12% in 2024. The overall performance level average increased 8 points from 2023 to 2024.

5th grade reading increased in meets from 62% in 2023 to 66% in 2024.

5th grade science increased in approaches from 43% in 2023 to 51% in 2024. The overall performance level average increased 2 points from 2023 to 2024.

Growth was shown on the math MAP assessment in the following grade levels:

1st grade grew from 42% in the fall (approaches, meets, masters) to 60% in the spring.

3rd grade grew from 60% in the fall (approaches, meets, masters) to 67% in the spring.

Growth was shown on the reading Amplify assessment in the following grade levels:

1st grade grew from 46% at BOY (at or above grade level) to 67% at EOY

2nd grade grew from 56% at BOY (at or above grade level) to 68% at EOY

3rd grade grew from 40% at BOY (at or above grade level) to 53% at EOY

5th grade grew from 49% at BOY (at or above grade level) to 63% at EOY

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with reading comprehension. **Root Cause:** Students need more access to diverse reading materials with robust vocabulary that are topics of interest.

Problem Statement 2 (Prioritized): Students struggle with critical thinking skills and problem solving. **Root Cause:** Students have limited exposure to enrichment opportunities and real-world experiences that build prior knowledge.

Problem Statement 3 (Prioritized): Students are performing lower in math than in RLA on STAAR and interim assessments. **Root Cause:** Science vocabulary instruction in all grade levels is limited due to a greater focus on reading and math.

Problem Statement 4 (Prioritized): Students are not performing at high levels of meets and masters. **Root Cause:** Teachers need to internalize lessons, plan collaboratively, and receive coaching.

School Processes & Programs

School Processes & Programs Summary

Governance

Franz is a community of leaders that follows the JISD employee handbook, Franz staff handbook, and emergency operations plan. Our school has 4 members of our administrative team: 3 administrators (principal, assistant principal, and academic coach) and 1 school counselor. We have a campus leadership team that is made up of the administrative team and the grade level/department chairs. The team makes decisions for the campus regarding events and shares the voice of the rest of the campus with the administrative team. We also have site-based decision making team. This team consists of administrators, staff, parents, and community members.

Curriculum and Instruction

We hold weekly PLCs that provide opportunities for collaborative planning, data meetings, and professional development. We focus on student achievement and student social and emotional learning daily. We have incorporated a Leader in Me time campus wide. In grades 3-5 we provide HB 1416 tutoring to students who did not pass the state assessment the previous year. During this remediation block the previous year's TEKS are the focus. Data, assessment, lesson planning, and campus initiatives are discussed weekly in PLC.

Personnel

We use an interview panel and specific interview questions when hiring new staff. This is so that we can choose the staff that most closely aligns with the core values, mission, and vision of the campus. For teaching interviews, we ask candidates to teach a 10 minute lesson. This gives us an idea of their skill/ability in the classroom. We also work to grow and retain our teachers through individualized coaching and support, trainings, and brief check-ins.

Leadership

Our Lighthouse Team and Action Teams provide campus leadership in event planning and specific campus initiatives. We provide leadership opportunities for teachers who are interested in taking on teacher leader/admin intern roles. Those individuals plan family events, coordinate tutoring programs, and present professional development to teachers. We also support teachers who are in pursuit of higher education with internship opportunities.

School Processes & Programs Strengths

-We have incorporated a Mustang Minute time campus wide. This is a schoolwide morning tutoring time. In grades 3-5 it starts as HB 1416 tutoring where the previous year's TEKS are focused on. Then we transition to current TEKS. We assess weekly to determine progress on the TEKS. Progress and next steps are discussed weekly in PLC.

-We provide opportunities to plan lessons with district and campus leadership.

-Aspiring leaders are provided opportunities to complete internships and leadership projects.

-We create coaching plans for teachers who have shown a specific need.

-We provide professional development based on a needs assessment sent to staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need more access to diverse reading materials with robust vocabulary that are topics of interest. **Root Cause:** More emphasis was put into reading interventions than math interventions through special populations tutors, fluency checks, and dedicated small group time.

Perceptions

Perceptions Summary

Culture-

86% of parents feel that their child is adequately prepared for next school year

79% of parents feel that their child receives a quality education

96% of parents feel that their children are safe here at Franz

Climate 86% of parents feel like their opinions are valued and respected

84% of parents feel that administration addresses concerns fairly and respectfully

Values Our core values align with the 7 Habits of Highly Effective People and the Leader in Me curriculum.

1) Be proactive- focus on what you can control

2) Begin with the end in mind-define clear measures of success and a plan to achieve them

3) Put first things first-prioritize and achieve your most important goals

4) Think win-win-Collaborate more effectively by building high-trust relationships

5) Seek first to understand, then to be understood-Influence others by developing a deep understanding of their needs and perspectives

6) Synergize-Develop innovative solutions that leverage differences and satisfy all key stakeholders

7) Sharpen the saw-Increase motivation, energy, and work/life balance

Beliefs We believe that our students deserve to make at least a year's worth of growth, and we provide intervention and enrichment opportunities to make that happen. We monitor data and

work with students to set goals and reflect on their strengths and areas of growth.

Student Engagement We are working on our daily attendance. We are still having to quarantine students due to COVID-19 which affects attendance rate. We work to ensure that student behavior does not

negatively impact instruction. We take students out of class who need breaks and attempt to work with them to restore their behavior to appropriate for class. While we did see an

increase in behavior incidents in 2021-2022 school year, we did

Community and Family Engagement-

81% of parents are satisfied with the school's efforts to keep families engaged

78% of parents are aware of grading and attendance

93% of parents feel that the teacher communicated regularly

95% of parents feel that administration returns calls/emails within 24hrs

Perceptions Strengths

-The percentage of families that were satisfied with the school's efforts to keep families engaged increased by 11%

-The percentage of parents who feel that their opinions are valued and respected increase by 26%

-The percentage of parents who feel well-informed about their child's academic progress increased by 8%

-96% of parents feel that their children are safe here at Franz

-93% of parents feel that the teacher communicated regularly

-95% of parents feel that administration returns calls/emails within 24hrs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Franz needs to work to take a proactive and consistent approach to meeting behavioral needs by celebrating positive behaviors, partnering with parents, providing cool down areas, and sensory room. **Root Cause:** The campus is not implementing the behavior plan consistently, using the same language and parameters across grade levels.

Priority Problem Statements

Problem Statement 1: Students struggle with reading comprehension.

Root Cause 1: Students need more access to diverse reading materials with robust vocabulary that are topics of interest.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students struggle with critical thinking skills and problem solving.

Root Cause 2: Students have limited exposure to enrichment opportunities and real-world experiences that build prior knowledge.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are performing lower in math than in RLA on STAAR and interim assessments.

Root Cause 3: Science vocabulary instruction in all grade levels is limited due to a greater focus on reading and math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Franz needs to work to take a proactive and consistent approach to meeting behavioral needs by celebrating positive behaviors, partnering with parents, providing cool down areas, and sensory room.

Root Cause 4: The campus is not implementing the behavior plan consistently, using the same language and parameters across grade levels.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are not performing at high levels of meets and masters.

Root Cause 5: Teachers need to internalize lessons, plan collaboratively, and receive coaching.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students need more access to diverse reading materials with robust vocabulary that are topics of interest.

Root Cause 6: More emphasis was put into reading interventions than math interventions through special populations tutors, fluency checks, and dedicated small group time.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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







Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Goals

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: The percentage of 1st grade students that score on grade level or above in mCLASS Amplify will increase from 67% to 75% by EOY 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-3rd teachers will use the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading.</p> <p>Strategy's Expected Result/Impact: Growth on Amplify scores from BOY to EOY</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teachers</p> <p>Title I: 2.4</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</p> <p>Funding Sources: 95 Percent Group -Sound wall - 211 Title I - 211 (11) 6399 - \$944.90</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI Tier 2 and 3 At-Risk students will be monitored and supported by RTI teachers with collaboration of campus staff and parents. Progress will be discussed and documented electronically during GIST meetings.</p> <p>Strategy's Expected Result/Impact: Increases in universal screen scores from BOY to EOY; increases in interim STAAR from the first administration to the next; increases in STAAR scores as compared to individual students' prior year scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, RTI teachers, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students struggle with reading comprehension. Root Cause: Students need more access to diverse reading materials with robust vocabulary that are topics of interest.


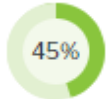
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.






Performance Objective 2: The percentage of 2nd grade students that score on grade level or above in mCLASS Amplify will increase from 68% to 78% by EOY 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-3rd teachers will use the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading.</p> <p>Strategy's Expected Result/Impact: Growth on Amplify scores from BOY to EOY</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Academic Coach, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.



Performance Objective 3: The percentage of 3rd grade students that score on grade level or above in mCLASS Amplify will increase from 53% to 75% by EOY 2025.






Strategy 1 Details	Reviews			
<p>Strategy 1: K-3rd teachers will use the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading.</p> <p>Strategy's Expected Result/Impact: Growth on Amplify scores from BOY to EOY</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Academic Coach, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-5th grade teachers use blended learning to build foundational reading skills and increase metacognitive strategies, reading comprehension, critical reading skills, and stamina</p> <p>Strategy's Expected Result/Impact: Growth on Amplify scores from BOY to EOY, growth show on state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Academic Coach, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and implement the use of grade-level common diagnostic materials in to drive and improve instruction, and TEKS based manipulative games to aide in interventions and enhance classroom centers/stations.</p> <p>Strategy's Expected Result/Impact: Increases in universal screen scores from BOY to EOY; increases in interim STAAR assessments from the first administration to the next; increases in STAAR scores as compared to individual students' prior year scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 4: 1st grade students who score on grade level or above on MAP Math will increase 16 percentage points from BOY 2024 to EOY 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: PK-5th grade teachers will use small group instruction to provide differentiation to all students</p> <p>Strategy's Expected Result/Impact: Students exhibiting growth and closing of gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.4, 2.6</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 2</p> <p>Funding Sources: Gateway - Instructional supplies - 211 Title I - 211116399 23/24 - \$2,792.80, Oriental Trading - Student Supplies - 211 Title I - 211116399 23/24 - \$119.98, Learning Zone - instructional supplies - 211 Title I - 23/24 funds - \$376.78</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development on problem solving strategies for all math teachers to improve Tier 1 math instruction at all grade levels.</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Increase conceptual understanding utilizing math tools and manipulatives to increase hands-on math opportunities for all student groups to include at-risk students in the following student groups: Economically disadvantaged, RTI, Special Education, ELL and 504.</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students struggle with critical thinking skills and problem solving. Root Cause: Students have limited exposure to enrichment opportunities and real-world experiences that build prior knowledge.</p>

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.



Performance Objective 5: 2nd grade students who score on grade level or above on MAP Math will increase 6 percentage points from BOY 2024 to EOY 2025.






Strategy 1 Details	Reviews			
<p>Strategy 1: PK-5th grade teachers will use small group instruction to provide differentiation to all students. Strategy's Expected Result/Impact: Students exhibiting growth and closing of gaps Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development on problem solving strategies for all math teachers to improve Tier 1 math instruction at all grade levels. Strategy's Expected Result/Impact: Student growth and closing gaps in math. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase conceptual understanding utilizing math tools and manipulatives to increase hands-on math opportunities for all student groups to include at-risk students in the following student groups: Economically disadvantaged, RTI, Special Education, ELL and 504</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.



Performance Objective 6: 3rd grade students who score grade level or above on MAP Math will increase 6 percentage points from BOY 2024 to EOY 2025.







Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase and implement the use of grade-level common diagnostic materials in to drive and improve instruction, and TEKS based manipulative games to aide in interventions and enhance classroom center/stations.</p> <p>Strategy's Expected Result/Impact: Increases in universal screen scores from BOY to EOY; increases in interim STAAR from the first administration to the next; increases in STAAR scores as compared to individual students' prior year scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development for all math teachers to improve Tier 1 math instruction at all grade levels.</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase conceptual understanding utilizing math tools and manipulatives to increase hands-on math opportunities for all student groups to include at-risk students in the following student groups: Economically disadvantaged, RTI, Special Education, ELL and 504</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.






Performance Objective 7: 5th grade students that score on grade level or above on MAP Math will increase 5 percentage points from BOY 2024 to EOY 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: PK-5th grade teachers will use small group instruction to provide differentiation to all students</p> <p>Strategy's Expected Result/Impact: Students exhibiting growth and closing of gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and implement the use of grade-level common diagnostic materials in to drive and improve instruction, and TEKS based manipulative games to aide in interventions and enhance classroom centers/station.</p> <p>Strategy's Expected Result/Impact: Increases in universal screen scores from BOY to EOY; increases in Mock STAAR from the first administration to the next; increases in STAAR scores as compared to individual students' prior year scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development for all math teachers to improve Tier 1 math instruction at all grade levels.</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase conceptual understanding utilizing math tools and manipulatives to increase hands-on math opportunities for all student groups to include at-risk students in the following student groups: Economically disadvantaged, RTI, Special Education, ELL and 504.</p> <p>Strategy's Expected Result/Impact: Student growth and closing gaps in math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 8: Students will gain skills and experiences through choice of electives, clubs, and school jobs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have choice of electives that allow students to grow in fine arts, STEM, and movement.</p> <p>Strategy's Expected Result/Impact: Students will have a variety of skills that they have acquired through electives</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Electives and Specials teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: Judson ISD will develop, implement, and establish a 2024-2025 baseline family and student survey by November 2024. Campuses will have a 75% response rate on all family and student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to improve and increase communication through Site Based Committee Meetings, Blackboard and Class Dojo messages, social media, and Parent Teacher Organization.</p> <p>Strategy's Expected Result/Impact: Increased attendance at events according to sign in sheets and an increase in PTO membership</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 2: By the end of the school year, 100% of allocated Title and SCE funds will be utilized to provide supplemental support to students and opportunities for parental involvement.








Strategy 1 Details	Reviews			
<p>Strategy 1: Involve campus site-based decision making committee in review and development of campus budget including federal and state budgets.</p> <p>Strategy's Expected Result/Impact: purchase of materials and resources based on the needs of the campus as determined by the committee.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: The campus teacher turnover rate will decrease from 10% to a rate at or below 5%.

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 2: The percent of students responding as having negative experiences will decrease by EOY 2025 compared to the November 2024 baseline survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide leadership education to promote positive learning environments</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary referrals; increased number of students receiving honors and awards at assemblies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Oriental Trading - Student Incentive - 211 Title I - 211116499 23/24 - \$339.84, - 211 Title I - \$753.63</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Leader in Me and Restorative Justice for schoolwide character education.</p> <p>Strategy's Expected Result/Impact: Students will develop leadership skills based on the 7 habits of highly effective people and will make connections during circle time.</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation of counseling services including social assistance, small groups, guidance lessons, anti-bullying, crisis counseling, college and career readiness and parental involvement.</p> <p>Strategy's Expected Result/Impact: Completion of guidance lessons, participation in college and career days and activities; reduction in the number of office referrals</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Franz needs to work to take a proactive and consistent approach to meeting behavioral needs by celebrating positive behaviors, partnering with parents, providing cool down areas, and sensory room. **Root Cause:** The campus is not implementing the behavior plan consistently, using the same language and parameters across grade levels.

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Professional Learning Community meetings monthly as a model for campus planning, instruction, and data analysis.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Vertical Alignment - support school culture and climate by creating shared vision, mission, and goals for all grade levels.</p> <p>Strategy's Expected Result/Impact: common vocabulary, common strategies, growth across the campus based on schoolwide consistency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level weekly collaborative planning to include: deconstructing the standards, creating assessments, writing essential questions, determining learning strategies, and reviewing student progress.</p> <p>Strategy's Expected Result/Impact: Implementation of weekly lesson plans and positive performance on assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teachers</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Gateway - data binders - 211 Title I - 211e116399 - \$611.10, Prime Systems - Clear Touch panels - 211 Title I - 24/23 funds - \$5,523.75</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				










Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Students are not performing at high levels of meets and masters. Root Cause: Teachers need to internalize lessons, plan collaboratively, and receive coaching.</p>

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 2: Provide and support teacher and staff professional development and leadership opportunities.








Evaluation Data Sources: surveys, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide leadership opportunities for staff members such as event planning, leading staff development, coordinating after school tutoring, science camp, family nights, and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increase in staff led events and professional development</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Mentoring program for all first year teachers, teachers new to Judson and teachers new to Franz Leadership Academy.</p> <p>Strategy's Expected Result/Impact: Maintain positive employee retention rate at Franz, increase in teacher satisfaction rate as indicated on the end of year teacher survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Lead Mentor</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Lighthouse team will attend and present at Leader in Me symposium.</p> <p>Strategy's Expected Result/Impact: work towards becoming a Lighthouse school</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Librarian</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: Increase campus/parent/community partnerships through multiple methods of communication.

Evaluation Data Sources: Increase the level of satisfaction on EOY Parent survey 20254 as compared to 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to improve and increase communication through Site Based Committee Meetings, Blackboard messages, Skyward parent portal participation, parent/ teacher communication apps, and Parent Teacher Organization.</p> <p>Strategy's Expected Result/Impact: Increased attendance at events according to sign in sheets and an increase in PTO membership</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Trainers, Counselor, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dissemination of information through campus marquee, campus social media platforms, campus and teacher websites, campus bulletin boards, teacher, newsletters, Peach jar flyers.</p> <p>Strategy's Expected Result/Impact: current information posted on all media will allow for a more informed community</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, campus PR team, campus webmaster</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase parental involvement and community partnerships through PTO meetings, volunteer opportunities, parent training attendance, family nights, and continued partnerships with local area organizations and businesses.</p> <p>Strategy's Expected Result/Impact: Increase in volunteers, partnership for school initiatives, and participation in events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Trainers, Counselor, Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Learning Zone - Math supplies for Math Night - 211 Title I - 23/24 Funds - \$808.60, HEB - snacks & refreshments for Title 1 Meeting - 211 Title I - 23/24 Funds - \$390, HEB- snacks & refreshments for Parenting Partner Workshops - 211 Title I - 211 E 61 6499 - \$100, Barnes & Noble - Books for Parent Graduation - 211 Title I - \$24</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Franz needs to work to take a proactive and consistent approach to meeting behavioral needs by celebrating positive behaviors, partnering with parents, providing cool down areas, and sensory room. **Root Cause:** The campus is not implementing the behavior plan consistently, using the same language and parameters across grade levels.

State Compensatory

Budget for Ed Franz Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.4

Brief Description of SCE Services and/or Programs

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Personnel for Ed Franz Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stacy Haslam	RTI Teacher	0.4
TBD	RTI Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Meghan Farley	Academic Coach		1
Stacy Haslam	RTI Teacher		.6

Campus Funding Summary

171 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,940.00
+/- Difference					\$13,940.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	95 Percent Group -Sound wall	211 (11) 6399	\$944.90
1	4	1	Learning Zone - instructional supplies	23/24 funds	\$376.78
1	4	1	Gateway - Instructional supplies	211116399 23/24	\$2,792.80
1	4	1	Oriental Trading - Student Supplies	211116399 23/24	\$119.98
3	2	1			\$753.63
3	2	1	Oriental Trading - Student Incentive	211116499 23/24	\$339.84
4	1	2	Gateway - data binders	211e116399	\$611.10
4	1	2	Prime Systems - Clear Touch panels	24/23 funds	\$5,523.75
5	1	3	HEB - snacks & refreshments for Title I Meeting	23/24 Funds	\$390.00
5	1	3	HEB- snacks & refreshments for Parenting Partner Workshops	211 E 61 6499	\$100.00
5	1	3	Learning Zone - Math supplies for Math Night	23/24 Funds	\$808.60
5	1	3	Barnes & Noble - Books for Parent Graduation		\$24.00
Sub-Total					\$12,785.38
Budgeted Fund Source Amount					\$23,161.00
+/- Difference					\$10,375.62
Grand Total Budgeted					\$37,101.00
Grand Total Spent					\$12,785.38
+/- Difference					\$24,315.62

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Samantha Wohler	9/25/2024
Child Abuse and Neglect			Samantha Wohler	9/25/2024
Student Welfare: Crisis Intervention Programs and Training			Samantha Wohler	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management			Samantha Wohler	9/25/2024