

**Midland Independent School District**  
**Tommy Franks Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

General Franks Elementary will intentionally create a safe and supportive environment, built on relationships with all stakeholders that will foster academic engagement, leadership and social growth.

## Vision

The students of General Franks Elementary will be given the tools they need to confidently achieve their goals, and take ownership of their future.

## Core Beliefs

Growth-Mindset, Respect, Integrity, Responsibility

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# Comprehensive Needs Assessment

Revised/Approved: June 26, 2024

## Demographics

### Demographics Summary

General Tommy Franks Elementary was established in 2017. We serve Kindergarten through 6th grades, with 2 classrooms of Life Skills students. We currently serve Projected enrollment for the 2024-2025 school year is 857.

### Current Demographic Counts

Economically Disadvantaged--40.14%

Emerging Bilingual-- 3.80%

Special Education-- 23.75%

Hispanic-- 53.80%

White-- 30.88%

African American-- 9.26%

American Indian/Alaskan Native-- .71%

Asian-- 1.31%

Two or more 4.04%

Female- 49%

Male- 51%

### Staff Population

Teachers- 45

Paraprofessionals- 9

Parent Liaison- 0

Literacy Strategist-1

Custodial-3

CNS-6

Office-3  
Administration-3  
Counselor-2  
Nurse-1  
Strings-1  
Dyslexia Therapist- 2  
Diagnostician-2  
Speech Therapist-2

For the 2024-2025 school year, 84% of our staff was retained.

The student attendance rate for the 2023-2024 school year was 94.25%.

For student discipline, there were 86 occurrences with 53 students. Recurring occurrences included disruptive behavior and inappropriate verbal/physical conduct.

### **Demographics Strengths**

Historically Franks' strengths include an increase in student attendance, teacher retention, and a decline in disciplinary occurrences. Attendance has increased to 94.25%, teacher retention has stayed consistent with 85-90% retention over the last 5 years. For student discipline, Franks has reduced discipline occurrences from 210 occurrences with 89 different students, to 86 occurrences with 53 different students. The PTA has grown over the last few years with membership and involvement, earning multiple awards.

Historically parents, staff and students state via our K12 survey, the teachers set high expectations for the students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The attendance rate for General Franks Elementary in 2023-2024 was 94.25%, which is below the district goal of 95%.

**Root Cause:** There is a lack of consistent, tiered, attendance incentives based on attendance.

**Problem Statement 2 (Prioritized):** According to the K12 School Quality survey, 33% of parents, teachers and students feel General Franks does not offer a variety of courses and co-curricular/extracurricular activities.

**Root Cause:** There is a lack of training and course offerings by the campus and district to extend opportunities for students.

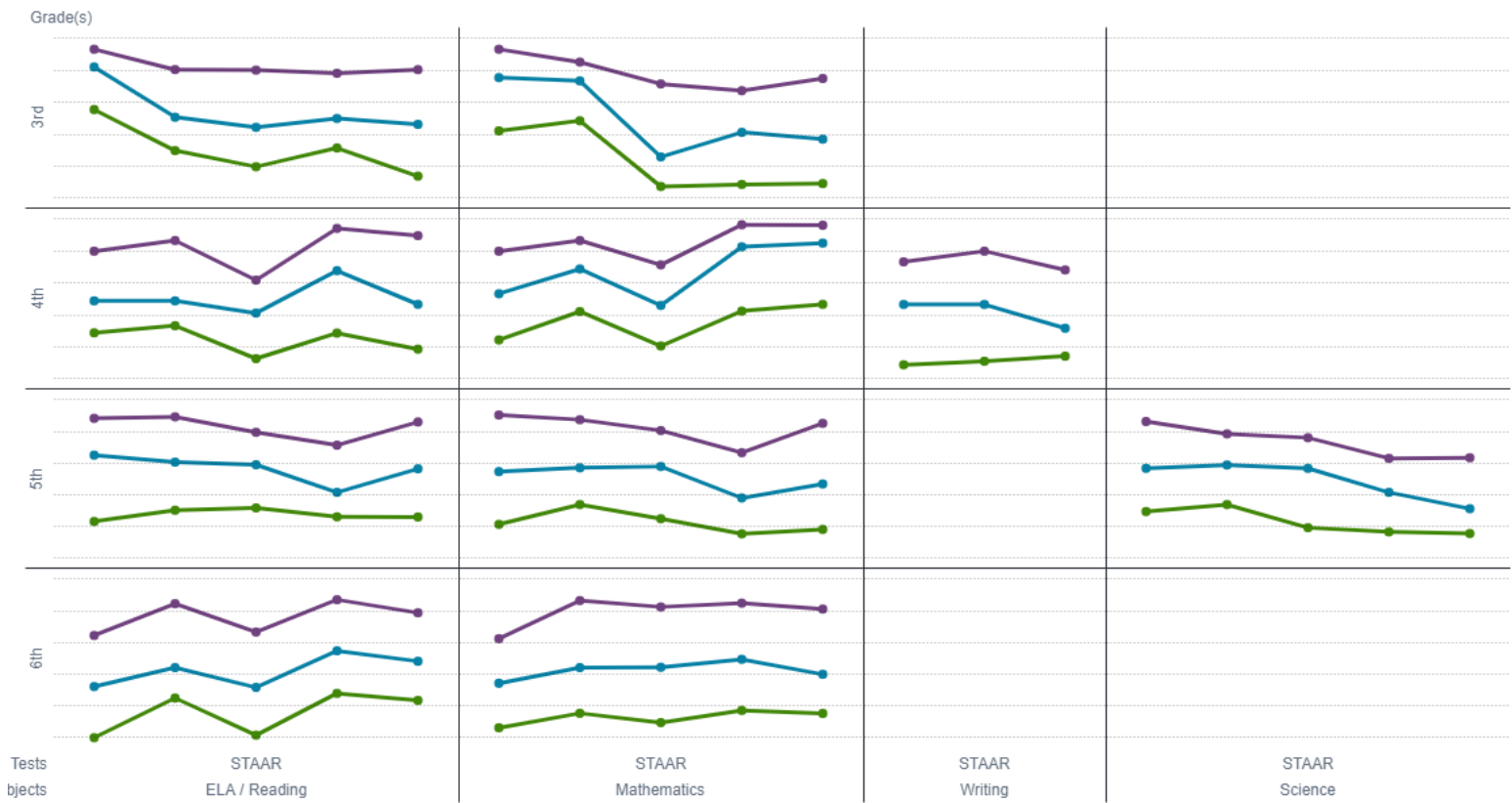
# Student Learning

## Student Learning Summary

STAAR Performance Trends  
GENERAL TOMMY FRANKS EL || MIDLAND ISD (165901135)

Approaches or Above Meets or Above Masters

Grades by Subject by Tests



Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)
2018		93%	82%	56% ELAR	3rd	2018		80%	49%	29% ELAR	4th	2018		88%	65%	23% ELAR	5th	2018		65%	32%	0% ELAR	6th
2019		81%	51%	30% ELAR	3rd	2019		87%	49%	33% ELAR	4th	2019		89%	61%	30% ELAR	5th	2019		85%	44%	25% ELAR	6th
2021		80%	44%	20% ELAR	3rd	2021		62%	41%	13% ELAR	4th	2021		80%	59%	32% ELAR	5th	2021		67%	32%	2% ELAR	6th
2022		78%	50%	32% ELAR	3rd	2022		94%	68%	29% ELAR	4th	2022		71%	42%	26% ELAR	5th	2022		87%	55%	28% ELAR	6th
2023		81%	46%	14% ELAR	3rd	2023		90%	47%	19% ELAR	4th	2023		86%	57%	26% ELAR	5th	2023		79%	48%	24% ELAR	6th
Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)
2018		93%	76%	42% Math	3rd	2018		80%	53%	24% Math	4th	2018		90%	55%	21% Math	5th	2018		63%	34%	6% Math	6th
2019		85%	74%	49% Math	3rd	2019		87%	69%	42% Math	4th	2019		88%	57%	34% Math	5th	2019		87%	44%	15% Math	6th
2021		72%	26%	7% Math	3rd	2021		71%	46%	21% Math	4th	2021		81%	58%	25% Math	5th	2021		83%	44%	10% Math	6th
2022		67%	41%	9% Math	3rd	2022		97%	83%	43% Math	4th	2022		67%	38%	15% Math	5th	2022		85%	49%	17% Math	6th
2023		75%	37%	9% Math	3rd	2023		96%	85%	47% Math	4th	2023		85%	47%	18% Math	5th	2023		81%	40%	15% Math	6th
Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)
2018						2018		86%	57%	30% Science	5th	2018						2018					
2019						2019		79%	59%	34% Science	5th	2019						2019					
2021						2021		76%	57%	19% Science	5th	2021						2021					
2022						2022		63%	42%	17% Science	5th	2022						2022					
2023						2023		63%	31%	16% Science	5th	2023						2023					

Based on the attached picture above, historically, General Franks had a high rate of passing scores in all grade levels and all test areas. There has been a slight decline in the masters level amongst all grades and tests for the past 5 years. There is a high growth percentage historically from 3rd to 4th grade, and then a decline by 20-30% in 5th grade in reading and in math.

For the 2022-2023 school year, according to NWEA MAP testing results, 52% of kindergarten through 6th grade Franks students met or exceeded their growth goal, and 58% in math. The highest percentage of growth in reading was in 6th, 4th and kindergarten. The highest percentage of growth in math was 6th and 4th. 5th grade science students that met or exceeded their individual growth goals was 72%. Based on mClass results, 61% of kindergarteners, 57% of 1st graders, and 63% of 2nd graders were at or above benchmark.

For the 2023-2024 school year, based on mClass results, 51% of kindergarteners, 66% of 1st graders, and 49% of 2nd graders were at or above benchmark. According to NWEA MAP, 63% of students in math met their growth goal, and 52% in reading. The highest percentage of growth in reading was Kindergarten, 4th grade and 6th grade. The highest percentage of growth in math was 4th, 2nd, and 1st grade. The percentage of 5th grade science students that met their growth goal was 63%.

### Student Learning Strengths

- Preliminary raw reading data shows 4th grade reading was above the state average.
- Preliminary raw math data shows 6th grade was above the state average, and 4th grade was well above the state average.
- 75% of 2nd graders and 78% of 4th graders met or exceeded their math individual growth goal in NWEA MAP
- 65% of kindergarten met or exceeded their reading individual growth goal in NWEA MAP.
- 62% of Franks 5th grade students met or exceeded their individual growth goals in science according to NWEA MAP.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a large discrepancy in data for reading meets and masters between the 4th grade team and 3rd, 5th and 6th grade.

**Root Cause:** The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

**Problem Statement 2 (Prioritized):** There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd, 5th and 6th grade.

**Root Cause:** The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

**Problem Statement 3 (Prioritized):** According to NWEA MAP end of year reading growth scores, there was a decline in the number of students who met or exceeded their individual growth goals.

**Root Cause:** The lack of systems in place during PLC to allow teachers time to internalize Amplify.



# School Processes & Programs

## School Processes & Programs Summary

The staff at General Franks Elementary are a diverse group with varying years of experience. At the end of the 2023-2024 school year, there were a total of 59 staff members. 9 teachers resigned or transferred to a new campus. Overall retention for the campus was 84%. The recruiting and hiring process is still underway at this time. The average years of experience for the campus staff is 10 years. The Franks administrative team meets once a week to discuss trends and action items for the upcoming week.

Franks Elementary is rapidly growing. Our current grade level counts are the following:

Kindergarten-6

1st grade-5

2nd grade-7

3rd grade-6

4th grade-5

5th grade-4

6th grade-4

Lifeskills-2

Resource/Inclusion-3

Franks Elementary engages in PLC work each week with grade level and content level teams to increase efficacy across the campus. Our campus uses a common lesson plan template that includes an overview calendar for assessments and data meetings. The master schedule has been rebuilt for the 20242025 school year to include more vertical planning time for all teachers, school wide intentional intervention and enrichment time, and transitions. Franks is incorporating advanced academics for 6th grade math students. Franks will participate in UIL activities for the upcoming year.

To communicate with parents, Franks staff uses Class Dojo as the primary means of communication. Mrs. Sherrod will communicate weekly with parents through the mass-communication system, Blackboard. In these communications, she uses Smore and Canva. These communications are sent through Dojo, Facebook, Twitter, and email/phone.

The Franks PTA is highly active. They host multiple events on campus each year, and fund initiatives that serve all students. Mrs. Sherrod will meet with PTA once a month to determine what the needs are on campus, and discuss any events. They host a teacher appreciation event each month for all teachers.

## School Processes & Programs Strengths

- Franks is in year 4 of MTSS/PBIS and there has been a steady decline in discipline referrals
- Franks teachers provide in class reward systems to celebrate student behavior, attendance, achievement and growth

- Franks staff are celebrated on a regular basis
- Franks teachers participate in grade level and vertical PLCs to determine ways to support teachers and help students achieve their goals

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There are several teachers on staff with little to no experience in teaching, resulting in learning gaps.

**Root Cause:** There is a lack of coaching and feedback sessions to provide the specialized professional development needed for these teachers.

**Problem Statement 2 (Prioritized):** Based on data from NWEA MAP, preliminary STAAR data, and teacher feedback, there is a lack of support on utilizing data to drive instruction.

**Root Cause:** There is a lack of systems in place for weekly data digs and PLC protocols.

# Perceptions

## Perceptions Summary

General Franks Elementary has an overall positive perception from the community, staff and students with 93% rating our campus quality overall as excellent or good. 83% of the staff is returning for the 2024-2025 school year.

There is a difference between what parents, students and campus staff see in teaching and learning, student support and relationships, interactions with school leadership, and family involvement..General Franks Elementary has partnered with our PTA, General Tommy Franks, and parents to provide incentives, goods, and other items throughout the school year.

## Perceptions Strengths

- According to the spring K12 Insight survey, 96% of parents/guardians agree that families can easily contact teachers and/or school staff members regarding information and questions about their children.
- According to the spring K12 Insight survey, 94% of parents/guardians agree that the principal and or assistant principals make decisions that are in the best interest of students
- 94% of parent/guardians agree that the school is welcoming to families
- 93% of parents/guardians agree that teachers set high expectations for all students
- 93% of parents/guardians agree that the school is a supportive place for students to learn

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a lack of offering of a variety of courses/extracurricular activities.

**Root Cause:** The district and campus do not provide other course offerings or extracurricular activities at this level.

**Problem Statement 2 (Prioritized):** There is a lack of opportunities for the community (families, staff, and students) to provide input on how to improve the school environment/ experience.

**Root Cause:** The campus does not hold consistent stakeholder meetings.

# Priority Problem Statements

**Problem Statement 1:** The attendance rate for General Franks Elementary in 2023-2024 was 94.25%, which is below the district goal of 95%.

**Root Cause 1:** There is a lack of consistent, tiered, attendance incentives based on attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to the K12 School Quality survey, 33% of parents, teachers and students feel General Franks does not offer a variety of courses and co-curricular/extracurricular activities.

**Root Cause 2:** There is a lack of training and course offerings by the campus and district to extend opportunities for students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a large discrepancy in data for reading meets and masters between the 4th grade team and 3rd, 5th and 6th grade.

**Root Cause 3:** The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd, 5th and 6th grade.

**Root Cause 4:** The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to NWEA MAP end of year reading growth scores, there was a decline in the number of students who met or exceeded their individual growth goals.

**Root Cause 5:** The lack of systems in place during PLC to allow teachers time to internalize Amplify.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** There are several teachers on staff with little to no experience in teaching, resulting in learning gaps.

**Root Cause 6:** There is a lack of coaching and feedback sessions to provide the specialized professional development needed for these teachers.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Based on data from NWEA MAP, preliminary STAAR data, and teacher feedback, there is a lack of support on utilizing data to drive instruction.

**Root Cause 7:** There is a lack of systems in place for weekly data digs and PLC protocols.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** There is a lack of offering of a variety of courses/extracurricular activities.

**Root Cause 8:** The district and campus do not provide other course offerings or extracurricular activities at this level.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** There is a lack of opportunities for the community (families, staff, and students) to provide input on how to improve the school environment/experience.

**Root Cause 9:** The campus does not hold consistent stakeholder meetings.

**Problem Statement 9 Areas:** Perceptions

# Goals

Revised/Approved: July 24, 2024



**Goal 1:** Board Goal: 1









The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 1:** GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 49% to 55% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:





Student Learning
<b>Problem Statement 1:</b> There is a large discrepancy in data for reading meets and masters between the 4th grade team and 3rd, 5th and 6th grade. <b>Root Cause:</b> The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
<b>Problem Statement 3:</b> According to NWEA MAP end of year reading growth scores, there was a decline in the number of students who met or exceeded their individual growth goals. <b>Root Cause:</b> The lack of systems in place during PLC to allow teachers time to internalize Amplify.

**Goal 1: Board Goal: 1**







The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 2:** GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 55% to 70% by 2025.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Strategist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1: Board Goal: 1**



The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.





Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 3:** GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 38% to 50% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is a large discrepancy in data for reading meets and masters between the 4th grade team and 3rd, 5th and 6th grade. <b>Root Cause:</b> The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
<b>Problem Statement 3:</b> According to NWEA MAP end of year reading growth scores, there was a decline in the number of students who met or exceeded their individual growth goals. <b>Root Cause:</b> The lack of systems in place during PLC to allow teachers time to internalize Amplify.





**Goal 2: Board Goal: 2**









The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 43% by 2025.

**Performance Objective 1:** GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 67% to 72% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will utilize minute by minute scripts created for each procedure from the strong start to maximize student learning. <b>Strategy's Expected Result/Impact:</b> Teachers will increase student achievement and engagement by maximizing learning time. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd, 5th and 6th grade. <b>Root Cause:</b> The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
School Processes & Programs
<b>Problem Statement 2:</b> Based on data from NWEA MAP, preliminary STAAR data, and teacher feedback, there is a lack of support on utilizing data to drive instruction. <b>Root Cause:</b> There is a lack of systems in place for weekly data digs and PLC protocols.





**Goal 2: Board Goal: 2**









The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 43% by 2025.

**Performance Objective 2:** GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 36% to 50% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective literacy instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize minute by minute scripts created for each procedure from the strong start to maximize student learning. <b>Strategy's Expected Result/Impact:</b> Teachers will increase student achievement and engagement by maximizing learning time. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 51% to 71% by 2028.



Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 67% to 72% by 2025.

**Performance Objective 1:** GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 60% by 2025.









GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 50% by 2025.

GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 49% to 55% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	 Some Progress	 Considerable		



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 51% to 71% by 2028.





Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 66% by 2025.









**Performance Objective 1:** GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 78% to 80% by 2025.

GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 32% to 40% by 2025.

GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 61% to 66% by 2025.

**Evaluation Data Sources:** NWEA MAP





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize minute by minute scripts created for each procedure from the strong start to maximize student learning. <b>Strategy's Expected Result/Impact:</b> Teachers will increase student achievement and engagement by maximizing learning time. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional learning and ongoing support that aligns with the principles of the math framework, focusing on effective instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		









Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 1:** Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

**Evaluation Data Sources:** Accountability Ratings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning and ongoing support that aligns with the principles of the RLA framework, focusing on effective literacy instructional strategies grounded in research. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback specific to their needs to increase the efficacy of their instructional delivery to improve data. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. <b>Strategy's Expected Result/Impact:</b> Effective, high-quality instruction will take place in every classroom on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize minute by minute scripts created for each procedure from the strong start to maximize student learning. <b>Strategy's Expected Result/Impact:</b> Teachers will increase student achievement and engagement by maximizing learning time. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 2:** 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

**Evaluation Data Sources:** PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers have protected time built into the master schedule to meet vertically for in-depth collaboration about formative and interim student data, effective instructional strategies, and developing a plan for meeting the needs of both struggling learners and learners needing acceleration. <b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to develop effective lessons, assessments, and intervention/enrichment. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC Models to plan, collaborate, and improve instruction according to data. <b>Strategy's Expected Result/Impact:</b> Teachers will deliver data driven instruction to meet the needs of every student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		



No Progress



Accomplished



Continue/Modify











Discontinue

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 3:** Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

**High Priority**

**Evaluation Data Sources:** Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will be trained on the district's standard response protocol and drills will be conducted consistently throughout the year. <b>Strategy's Expected Result/Impact:</b> Staff will be equipped to ensure the safety of all students. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize minute by minute scripts created for each procedure from the strong start to maximize student learning. <b>Strategy's Expected Result/Impact:</b> Teachers will increase student achievement and engagement by maximizing learning time. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 4:** 100% of the district's safety policies will be implemented.

**High Priority**







**Evaluation Data Sources:** Safety drills and Audits.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will be trained on the district's standard response protocol and drills will be conducted consistently throughout the year. <b>Strategy's Expected Result/Impact:</b> Staff will be equipped to ensure the safety of all students. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Principal will communicate with parents the procedures for arrival, dismissal, campus visits, and all safety drills. <b>Strategy's Expected Result/Impact:</b> Parents will be informed on all protocols to ensure the safety of students and staff. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 1:** Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

**Evaluation Data Sources:** Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Franks leadership team will utilize an effective interview process for recruiting highly-qualified staff. <b>Strategy's Expected Result/Impact:</b> Student learning will improve when highly-qualified teachers are recruited. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher placements will be made based on data and student's needs. <b>Strategy's Expected Result/Impact:</b> Students learning will improve when teachers are placed where their strengths are greatest. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Franks leadership team will implement monthly staff incentives. <b>Strategy's Expected Result/Impact:</b> Franks will increase the retention of effective staff. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		



No Progress



Accomplished



Continue/Modify













Discontinue

**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 2:** Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

**Evaluation Data Sources:** Pipeline data, and retention reports.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Franks will conduct weekly mini PD clinics based on instructional focus visit data. <b>Strategy's Expected Result/Impact:</b> Teachers will improve instruction through ongoing professional development based on their needs. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in ongoing professional development provided by the district. <b>Strategy's Expected Result/Impact:</b> Teachers will improve instruction through ongoing professional development based on their needs. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will join committees across the campus that focus on instruction, school culture, and social aspects. <b>Strategy's Expected Result/Impact:</b> Teachers will increase their sense of community and effectiveness on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 1:** Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

**Evaluation Data Sources:** Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Franks will conduct parent conferences and open houses for parents to visit classrooms and examine student data. <b>Strategy's Expected Result/Impact:</b> Parent's will have an active role in their student's education and a better understanding of where their students are academically. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will send progress reports, assessment results, and growth reports consistently. <b>Strategy's Expected Result/Impact:</b> Parent's will have an active role in their student's education and a better understanding of where their students are academically. <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Principal will conduct a state of the campus meeting with parents to share data and strategic plans. <b>Strategy's Expected Result/Impact:</b> Parent's will have an active role in their student's education and a better understanding of where their students are academically. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 2:** Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

**Evaluation Data Sources:** DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Climate surveys are administered twice a year that include student, staff, and families' responses around key climate indicators. <b>Strategy's Expected Result/Impact:</b> The leadership team will be informed of stakeholders input and will use it to take measurable action. <b>Staff Responsible for Monitoring:</b> Principal and Family Outreach Liasion  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will submit student's names with their extracurricular and home achievements for announcements during our "Shining Moments" segment daily. <b>Strategy's Expected Result/Impact:</b> Students will feel welcomed and noticed for achievements outside of school, which could impact their daily academic and social/emotional success at school. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Franks leadership team will partner with the family outreach liaison and PTA to create community engagement activities throughout the year. <b>Strategy's Expected Result/Impact:</b> Parents and students will feel welcomed and a part of a community. <b>Staff Responsible for Monitoring:</b> Principal, Leadership Team, and Family Outreach Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		





No Progress



Accomplished



Continue/Modify



Discontinue