

Wichita Falls Independent School District

Franklin Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2025

Demographics

Demographics Summary

Franklin Elementary serves approximately **420–440 students in Kindergarten through 5th grade**, with a student body that is both economically and ethnically diverse. Currently, **53% of students are economically disadvantaged, 24% receive special education services, and 4.3% are identified as Emergent Bilinguals**. The racial/ethnic composition of the student population includes **10% African American, 34% Hispanic, 45% White, 1.5% Asian, and 9.5% two or more races**, reflecting a broad cultural mix that enriches the school community.

The campus reports a **94.6% attendance rate**, slightly below district goals, with **14.6% of students identified as chronically absent**. While the majority of students attend consistently, mobility and absenteeism present challenges for a subset of the population.

Class sizes average **18–20 students**, which supports individualized instruction and strong teacher-student connections. The teacher workforce is diverse in experience: **43.6% have 1–5 years of experience, 20.2% have 6–10 years, 22.6% have 11–20 years, 6.7% have 21–30 years, and 3.4% have 30+ years**. This distribution reflects a healthy mix of new energy, mid-career teachers, and veteran expertise. Paraprofessionals and support staff are well-qualified and contribute to academic and social-emotional success.

Franklin’s culture is reinforced by programs such as **Capturing Kids’ Hearts** and the accountability framework introduced through *QBO*. Discipline data indicates that most students demonstrate respectful behavior, and the school continues to emphasize social-emotional development. Community partnerships, including a strong PTA, volunteer network, and programs like the **Lions Den**, provide additional wraparound support to ensure students’ basic needs are met.

Demographics Strengths

Diverse Student Body

- Students represent multiple racial/ethnic groups, with nearly equal proportions of White and Hispanic students and a meaningful representation of African American and multiracial students.
- A large proportion of students are served through special programs (Special Education, Emergent Bilingual, GT, Dyslexia), and systems are in place to ensure equity of access.

Support for Economically Disadvantaged Students

- Over half the campus qualifies as economically disadvantaged, yet Franklin leverages community partnerships (PTA, Lions Den, local business support) to reduce barriers to learning.
- Staff and leadership actively monitor equity of access to academic and extracurricular opportunities.

Class Size and Instructional Ratios

- Average class sizes of 18–20 students allow for more individualized instruction and stronger teacher-student relationships.
- Teacher-student ratios remain within state guidelines, supporting manageable learning environments.

Teacher Experience and Retention

- Nearly half of teachers (43.6%) are in their first five years, bringing fresh instructional practices and innovation.
- A substantial percentage of teachers (22.6%) have 11–20 years of experience, providing stability and instructional expertise.
- Veteran teachers (30+ years) provide institutional knowledge and mentorship opportunities for early-career staff.

Attendance and Climate

- Overall attendance rate of **94.6%** demonstrates strong commitment from most students and families.
- Discipline referrals remain low, with Capturing Kids' Hearts supporting a positive restorative climate and consistent behavior expectations.

Community Engagement

- Strong PTA involvement, volunteer participation, and community partnerships provide students with academic, social, and material support.
- Parent engagement through events, communication tools, and family nights supports the home-school connection.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly diverse student population, including economically disadvantaged, Special Education, and Emergent Bilingual students.

Root Cause: A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

Problem Statement 2 (Prioritized): Student attendance and chronic absenteeism present challenges for maintaining consistent learning outcomes. While Franklin's overall attendance rate is 94.6%, which is near state expectations, 14.6% of students are identified as chronically absent, placing them at risk for lower achievement and engagement.

Root Cause: Barriers faced by economically disadvantaged families, including transportation, health, and family instability. Limited proactive systems to track and intervene early with students at risk of chronic absenteeism. Communication gaps with families about the impact of attendance on academic outcomes.

Problem Statement 3 (Prioritized): While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making.

Root Cause: There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Student Learning

Student Learning Summary

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

STAAR Scores 2024

3rd M: 70% Approaches, 42% Meets, 22% Masters

3rd R: 73% Approaches, 54% Meets, 25% Masters

4th M: 71% Approaches (decreased 6%), 50% Meets (increased 2%), 28% Masters (increase 11%)

4th R: 89% Approaches (increased 10%), 58% Meets (decreased 1%), 30% Masters (increased 4%)

5th M: 64% Approaches (decreased 9%), 44% Meets (decreased 8%), 21% Masters (decreased 7%)

5th R: 76% Approaches (decreased 12%), 61% Meets (increased 11%), 35% Masters (increased 16%)

5th S: 63% Approaches, 31% Meets, 15% Masters

MAP GROWTH Data

Percent of students on or above grade level:

Kinder: Math 64%, Reading 53%

1st: Math 48%, Reading 48%

2nd: Math 55%, Reading 54%

3rd: Math 64%, Reading 55%

4th: Math 70%, Reading 75%

5th: Math 54%, Reading 67%

Student Learning Strengths

Multiple Data Sources Drive Instruction

- Teachers, the instructional coach, and administrators use a wide range of assessments (TX-KEA, MAP Growth, unit assessments, STAAR, and other formative/summative tools) to identify and respond to individual student needs.
- MTSS is consistently used to determine, implement, monitor, and adjust interventions, ensuring a responsive system of support.

Strong Early Literacy and Numeracy Foundations

- Kinder and 1st grade MAP data indicate that over half of Kinder students are already on/above grade level in math (64%) and nearly half in reading (53%), showing strong foundational instruction at entry levels.
- Early numeracy data reveal a pipeline of strength that carries into upper grades (e.g., 64% of 3rd graders and 70% of 4th graders on/above grade level in math).

Reading Gains in Upper Grades

- STAAR Reading scores show significant growth in **5th grade Meets (+11%) and Masters (+16%)** levels compared to the prior year.
- 4th grade reading also improved at the **Approaches (+10%) and Masters (+4%)** levels.
- MAP Growth shows **75% of 4th graders and 67% of 5th graders on/above grade level in reading**, indicating strong performance and alignment with STAAR.

Math Achievement Improvements

- 4th grade math STAAR results improved in **Meets (+2%) and Masters (+11%)**, suggesting instructional strategies in this grade level are having a positive impact.
- MAP Growth confirms math strength at 4th grade, with **70% of students on/above grade level**. **Science Achievement Emerging as a Strength**
- In 5th grade, **15% of students scored at the Masters level** in Science, providing a foundation to build from for future growth in STEM.

Systems of Collaboration and Accountability

- Teachers consistently use data meetings, collaborative planning, and MTSS structures to analyze results, plan targeted interventions, and monitor student progress.
- Leadership (admin, coach, counselor) actively supports teachers in differentiating instruction and closing gaps.

Student Growth Indicators

- MAP data shows a steady increase in students reaching grade-level expectations as they progress through the grades (notably in 4th grade, where both math and reading show the highest percentages).
- Growth trends in Reading (particularly 5th grade Masters increase of 16%) highlight Franklin's capacity to accelerate students toward higher levels of performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in Math and Science across grades 3-5 is inconsistent and does not consistently meet campus goals. While some grade levels meet or exceed targets (e.g., 4th grade Math), others fall short, particularly in 5th grade Math and Science. MAP data also reflects uneven Math performance, with percentages

of students on or above grade level ranging from 54% to 70% across 3rd-5th.

Root Cause:

Gaps in vertical alignment of Math and Science TEKS across grade levels. Inconsistent Tier 1 instructional practices that emphasize conceptual understanding, problem-solving, and inquiry-based learning. Limited targeted small-group and acceleration opportunities in upper grades compared to early grades.

Problem Statement 2 (Prioritized): Early literacy and numeracy foundations are not yet consistently strong, creating risk for long-term achievement gaps. MAP results show 1st grade Math (48%) and Reading (48%) and 2nd grade Reading (54%) are below the 70% goal, signaling uneven readiness for STAAR performance in later grades.

Root Cause: Inconsistent Tier 1 practices in foundational reading and math instruction, including systematic phonics, phonemic awareness, and number sense development. Limited early intervention and progress monitoring structures in the primary grades. Gaps in family engagement and communication about how to support early learning at home.

Problem Statement 3 (Prioritized): Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly diverse student population, including economically disadvantaged, Special Education, and Emergent Bilingual students.

Root Cause: A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

School Processes & Programs

School Processes & Programs Summary

Franklin Elementary has a variety of well-established programs and processes designed to support student learning, staff growth, and family engagement, while also aligning with district and campus goals.

Curriculum & Instruction

The campus implements TEKS-aligned curriculum resources across all content areas through Amplify (RLA) and Bluebonnet (Math), supported by district pacing guides and unit assessments. Instructional planning is data-driven, using results from TX-KEA, MAP Growth, STAAR, and unit assessments to identify individual student needs. Instruction is further supported by a Multi-Tiered Systems of Support (MTSS) framework, ensuring interventions and enrichment are systematically provided, monitored, and adjusted. Teachers also integrate SEL practices through Capturing Kids’ Hearts and use evidence-based strategies to build classroom community and student accountability.

Professional Development

Professional learning is ongoing and targeted to campus needs. PD is provided through district sessions, campus-based training, instructional coaching, and collaborative planning. Book studies such as *QBO! The Question Behind the Question* are used to promote staff accountability and shared ownership of campus culture. PD is also aligned with TTESS dimensions, emphasizing high-quality Tier 1 instruction, data analysis, and effective intervention practices.

Leadership & Decision-Making Processes

Leadership is distributed among the principal, assistant principal, counselor, and instructional coach, with collaboration extending to teacher leaders. Decision-making is shared through the Professional Learning Communities (PLCs) and the Site-Based Decision-Making Committee. Processes are guided by the campus theme, “We Own It – One Team, One Mission,” emphasizing collective responsibility for student outcomes.

Communication

The campus utilizes multiple platforms to maintain strong communication with families and stakeholders, including ParentSquare, newsletters, the Franklin Family Focus, social media, and staff bulletins. Stakeholder input is sought through surveys, parent nights, and campus events. Efforts are being made to improve outreach to economically disadvantaged families and ensure all voices are represented in the needs assessment and campus improvement planning process.

Organization, Scheduling, & Support Services

The master schedule prioritizes instructional time in literacy and numeracy, while also protecting opportunities for intervention and enrichment. Support services include special education, dyslexia intervention, ESL, GT, and counseling services, all coordinated through MTSS. The Lions Den provides clothing and basic needs support for families, and partnerships with community organizations strengthen wraparound services.

Extracurricular & Co-Curricular Opportunities

Students have access to a variety of extracurricular and leadership opportunities, including clubs, UIL, NEHS, Lion Leaders, Franklin Gazette, Unified Lions, Lego Club, Choir and campus-wide events (e.g., science fair, parent nights). These opportunities foster teamwork, accountability, and engagement beyond the classroom, aligning with Franklin’s “One Team” culture.

Technology Integration

Franklin integrates technology through a 1:1 device initiative, use of instructional software aligned to MAP and STAAR (IXL), and teacher professional development on digital tools. Technology is embedded in daily instruction, intervention, and enrichment, with ongoing efforts to expand staff proficiency and student digital literacy.

Other Programs & Context

The campus theme, “Franklin at 100: Honoring the Past, Inspiring the Future,” serves as a unifying framework for staff, students, and families, embedding pride and accountability into campus processes. Programs like Capturing Kids’ Hearts, QBQ accountability culture, and targeted family engagement initiatives strengthen both academic achievement and school culture.

School Processes & Programs Strengths

STRENGTHS:

- Strong grade-level teams
- PLC's built in daily schedule
- Campus Leadership Team
- Data Analysis Meetings - Improving student academic achievement
- HRS
- Capturing Kids Heart (National Showcase School)
- Seidlitz
- After-school clubs
- Instructional Rounds
- Lesson Internalization
- Pride Time (RTI)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional development and instructional support systems are in place, but they are not yet fully effective in ensuring consistent Tier 1 instructional practices across grade levels and subject areas. While initiatives support staff growth, uneven results in Math, Science, and early literacy indicate variability in instructional delivery and intervention practices.

Root Cause: PD sessions and coaching cycles are not always directly aligned to the most urgent student learning needs. Inconsistent follow-through structures to monitor and support classroom implementation after PD. Limited protected time for collaboration, vertical alignment, and instructional reflection.

Problem Statement 2: Communication and engagement processes do not consistently reach all stakeholders, particularly families of economically disadvantaged students.

Root Cause: Over-reliance on general communication platforms rather than targeted outreach strategies. Limited opportunities for two-way feedback and dialogue with underrepresented families. Lack of consistent systems for ensuring equitable parent representation in decision-making bodies.

Perceptions

Perceptions Summary

Franklin Elementary's culture and climate are grounded in strong values of teamwork, accountability, and pride in tradition. Surveys, interviews, and focus groups with parents, staff, and students highlight that Franklin is perceived as a welcoming and supportive campus with a clear commitment to student success. Parent engagement evaluations show strong turnout for family events and appreciation for transparent communication through ParentSquare, newsletters, and social media.

Community partnerships, including PTA involvement, local businesses, and volunteer programs, strengthen support for students' academic and personal needs. The Lions Den provides critical wraparound support for families in need, reinforcing Franklin's belief that every student deserves to feel confident and included.

Staff surveys indicate a strong sense of mission and shared values. Retention rates remain stable, demonstrating that staff feel invested in Franklin's culture and supported in their professional growth. Student feedback affirms that they feel valued by their teachers and proud to be part of Franklin's legacy.

While communication is frequent and multi-platform, focus groups and feedback suggest that some economically disadvantaged families feel less represented in decision-making processes, signaling a need for more intentional outreach and two-way dialogue.

Overall, Franklin's perceptions reflect a strong, student-centered culture with committed staff, active families, and supportive community partners, alongside opportunities to expand inclusivity and ensure all voices are represented.

Perceptions Strengths

Positive Campus Culture and Climate

- Franklin has a strong, unifying theme ("We Own It – One Team, One Mission" and *Franklin at 100*) that builds shared pride and accountability among students, staff, and families.
- Capturing Kids' Hearts practices and accountability work reinforce respect, responsibility, and collaboration.

Staff Commitment and Retention

- Staff survey feedback indicates high levels of commitment to students and shared responsibility for campus goals.
- Teacher retention rates remain steady, supported by professional growth opportunities and a collaborative leadership team.

Family & Community Engagement

- Parent participation is strong in school wide events (e.g., Meet the Teacher, Parent Information Night, Family Nights), and feedback shows appreciation for transparent communication.
- Partnerships such as PTA, the Lions Den clothing program, and local business/community volunteers provide additional support for students and families.

Communication Systems in Place

- Multiple platforms (ParentSquare, newsletters, Franklin Family Focus, social media, podcasts) are used to inform families.

- Stakeholders report that information is timely, frequent, and consistent.

Student Voice

- Student leadership clubs and feedback opportunities provide avenues for students to contribute to the school community.
- Survey data show that students feel connected to their teachers and proud to be part of Franklin.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all students consistently feel that their voices are heard or that they are fully represented. While many students report feeling connected to their teachers and proud to attend Franklin, survey and feedback data indicate that some students experience fewer opportunities to contribute input, participate in extracurricular, or feel equally recognized.

Root Cause: Limited systematic structures for gathering and acting on student feedback across all grade levels. Extracurricular and leadership opportunities are not always equitably accessible to all students. Recognition systems and communication practices tend to highlight high-achieving or highly involved students, rather than celebrating diverse strengths and contributions.

Problem Statement 2 (Prioritized): While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making.

Root Cause: There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Priority Problem Statements

Problem Statement 1: Student performance in Math and Science across grades 3-5 is inconsistent and does not consistently meet campus goals. While some grade levels meet or exceed targets (e.g., 4th grade Math), others fall short, particularly in 5th grade Math and Science. MAP data also reflects uneven Math performance, with percentages of students on or above grade level ranging from 54% to 70% across 3rd-5th.

Root Cause 1: Gaps in vertical alignment of Math and Science TEKS across grade levels. Inconsistent Tier 1 instructional practices that emphasize conceptual understanding, problem-solving, and inquiry-based learning. Limited targeted small-group and acceleration opportunities in upper grades compared to early grades.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly diverse student population, including economically disadvantaged, Special Education, and Emergent Bilingual students.

Root Cause 2: A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Professional development and instructional support systems are in place, but they are not yet fully effective in ensuring consistent Tier 1 instructional practices across grade levels and subject areas. While initiatives support staff growth, uneven results in Math, Science, and early literacy indicate variability in instructional delivery and intervention practices.

Root Cause 3: PD sessions and coaching cycles are not always directly aligned to the most urgent student learning needs. Inconsistent follow-through structures to monitor and support classroom implementation after PD. Limited protected time for collaboration, vertical alignment, and instructional reflection.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student attendance and chronic absenteeism present challenges for maintaining consistent learning outcomes. While Franklin's overall attendance rate is 94.6%, which is near state expectations, 14.6% of students are identified as chronically absent, placing them at risk for lower achievement and engagement.

Root Cause 4: Barriers faced by economically disadvantaged families, including transportation, health, and family instability. Limited proactive systems to track and intervene early with students at risk of chronic absenteeism. Communication gaps with families about the impact of attendance on academic outcomes.

Problem Statement 4 Areas: Demographics

Problem Statement 5: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making.

Root Cause 5: There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Problem Statement 5 Areas: Demographics - Perceptions

Problem Statement 6: Not all students consistently feel that their voices are heard or that they are fully represented. While many students report feeling connected to their teachers and proud to attend Franklin, survey and feedback data indicate that some students experience fewer opportunities to contribute input, participate in extracurricular, or feel equally recognized.

Root Cause 6: Limited systematic structures for gathering and acting on student feedback across all grade levels. Extracurricular and leadership opportunities are not always equitably accessible to all students. Recognition systems and communication practices tend to highlight high-achieving or highly involved students, rather than celebrating diverse strengths and contributions.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Early literacy and numeracy foundations are not yet consistently strong, creating risk for long-term achievement gaps. MAP results show 1st grade Math (48%) and Reading (48%) and 2nd grade Reading (54%) are below the 70% goal, signaling uneven readiness for STAAR performance in later grades.

Root Cause 7: Inconsistent Tier 1 practices in foundational reading and math instruction, including systematic phonics, phonemic awareness, and number sense development. Limited early intervention and progress monitoring structures in the primary grades. Gaps in family engagement and communication about how to support early learning at home.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

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

Performance Objective 1: Increase teacher retention to 85% by supporting early-career teachers (43.6% of staff).

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured mentorship program pairing novice teachers with veteran staff for classroom management, planning, and culture. Strategy's Expected Result/Impact: Improved teacher retention rate; novice teacher survey feedback; walkthrough data showing growth. Staff Responsible for Monitoring: Administration Mentors Instructional Coach - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly divers student population, including economically disadvantaged, Special Education, and Emergent Bilingual students. Root Cause: A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

Student Learning

Problem Statement 3: Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly divers student population, including economically disadvantaged, Special Education, and Emergent Bilingual students. **Root Cause:** A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

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

Performance Objective 2: Strengthen instructional capacity and leadership development.

Evaluation Data Sources: PD attendance records, coaching logs, and improved STAAR/MAP scores in targeted areas.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen instructional capacity and leadership development through the assistance of an Instructional Coach. Strategy's Expected Result/Impact: Provide ongoing coaching cycles and PD aligned to Math, Science, and early literacy data with accountability checks. Staff Responsible for Monitoring: Principal Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coaches- Salaries & Benefits 60% - SCE - \$89,600	Formative			Summative
	Nov	Feb	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Professional development and instructional support systems are in place, but they are not yet fully effective in ensuring consistent Tier 1 instructional practices across grade levels and subject areas. While initiatives support staff growth, uneven results in Math, Science, and early literacy indicate variability in instructional delivery and intervention practices. Root Cause: PD sessions and coaching cycles are not always directly aligned to the most urgent student learning needs. Inconsistent follow-through structures to monitor and support classroom implementation after PD. Limited protected time for collaboration, vertical alignment, and instructional reflection.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Kinder-2nd grade:

Ensure at least 70% of K-2 students are on/above grade level in Reading and Math (MAP, TX-KEA).

Ensure that 80% of K-2 students are meeting their individual MAP growth goal in Reading and Math.

High Priority

Evaluation Data Sources: TX-KEA Reports

MAP Reading Assessment results

IXL Learning

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier 1 early literacy/numeracy through the use of Amplify (RLA) and Bluebonnet (Math) with systematic phonics, phonemic awareness, number sense routines, and targeted instruction. Strategy's Expected Result/Impact: MAP Growth data showing 70% of students on/above grade level in K-2 Reading/Math. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 Funding Sources: Accelerated Learning Tutors - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details		Reviews			
Strategy 2: *SCE and Title funds will be used to upgrade and enhance school-wide instructional programs. Additional supplies, materials, technology and staff may be provided to support At-Risk learners. Strategy's Expected Result/Impact: At-Risk students will show growth through support of tutors and resources for reading skills. Staff Responsible for Monitoring: Principal Assistant Principal - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: ELAR Tutors - Title 1 Part A		Formative			Summative
		Nov	Feb	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance in Math and Science across grades 3-5 is inconsistent and does not consistently meet campus goals. While some grade levels meet or exceed targets (e.g., 4th grade Math), others fall short, particularly in 5th grade Math and Science. MAP data also reflects uneven Math performance, with percentages of students on or above grade level ranging from 54% to 70% across 3rd-5th. Root Cause: Gaps in vertical alignment of Math and Science TEKS across grade levels. Inconsistent Tier 1 instructional practices that emphasize conceptual understanding, problem-solving, and inquiry-based learning. Limited targeted small-group and acceleration opportunities in upper grades compared to early grades. Problem Statement 2: Early literacy and numeracy foundations are not yet consistently strong, creating risk for long-term achievement gaps. MAP results show 1st grade Math (48%) and Reading (48%) and 2nd grade Reading (54%) are below the 70% goal, signaling uneven readiness for STAAR performance in later grades. Root Cause: Inconsistent Tier 1 practices in foundational reading and math instruction, including systematic phonics, phonemic awareness, and number sense development. Limited early intervention and progress monitoring structures in the primary grades. Gaps in family engagement and communication about how to support early learning at home.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Ensure all 3-5 students meet STAAR targets (90% Approaches, 65% Meets, 25% Masters).

High Priority

Evaluation Data Sources: 2025 STAAR Summary Reports
MAP Assessment results
IXL Learning Reports
District Unit Assessments

Strategy 1 Details	Reviews			
Strategy 1: Use vertical alignment meetings/PLCs and Coaching to strengthen TEKS coherence and provide acceleration for students near Meets/Masters. Strategy's Expected Result/Impact: Each student will receive targeted instruction based on individual learning needs. Students will progress and exceed progress in grade level Math and Reading components. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Data collection binders, student growth folders, and digital data spreadsheets for monitoring student progress. Teachers will analyze data individually and as a grade level team and plan for individual student needs. Strategy's Expected Result/Impact: Students will help monitor their own progress Students and teachers will develop growth goals to encourage overall growth Staff Responsible for Monitoring: Teachers Instructional Coach Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Substitutes for data desegregation days - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: *SCE and Title funds will be used to upgrade and enhance school-wide instructional programs. Additional supplies, materials, technology and staff may be provided to support At-Risk learners. Strategy's Expected Result/Impact: At-Risk students will show growth through support of tutors and resources for reading skills. Staff Responsible for Monitoring: Principal Assistant Principal - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: ELAR Tutors - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student performance in Math and Science across grades 3-5 is inconsistent and does not consistently meet campus goals. While some grade levels meet or exceed targets (e.g., 4th grade Math), others fall short, particularly in 5th grade Math and Science. MAP data also reflects uneven Math performance, with percentages of students on or above grade level ranging from 54% to 70% across 3rd-5th. **Root Cause:** Gaps in vertical alignment of Math and Science TEKS across grade levels. Inconsistent Tier 1 instructional practices that emphasize conceptual understanding, problem-solving, and inquiry-based learning. Limited targeted small-group and acceleration opportunities in upper grades compared to early grades.

Problem Statement 2: Early literacy and numeracy foundations are not yet consistently strong, creating risk for long-term achievement gaps. MAP results show 1st grade Math (48%) and Reading (48%) and 2nd grade Reading (54%) are below the 70% goal, signaling uneven readiness for STAAR performance in later grades. **Root Cause:** Inconsistent Tier 1 practices in foundational reading and math instruction, including systematic phonics, phonemic awareness, and number sense development. Limited early intervention and progress monitoring structures in the primary grades. Gaps in family engagement and communication about how to support early learning at home.

Goal 3: Connect high school to career and college.

Performance Objective 1: Expand equitable access to extracurricular/leadership opportunities.

Evaluation Data Sources: Participation logs disaggregated by subgroup; increased % of diverse student involvement.

Strategy 1 Details	Reviews			
Strategy 1: Monitor UIL, clubs, and enrichment participation to ensure representation of all student groups. Strategy's Expected Result/Impact: Increase of diverse student involvement to better match our current enrollment. Staff Responsible for Monitoring: Counselor Principal Club Sponsors - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Not all students consistently feel that their voices are heard or that they are fully represented. While many students report feeling connected to their teachers and proud to attend Franklin, survey and feedback data indicate that some students experience fewer opportunities to contribute input, participate in extracurricular, or feel equally recognized. Root Cause: Limited systematic structures for gathering and acting on student feedback across all grade levels. Extracurricular and leadership opportunities are not always equitably accessible to all students. Recognition systems and communication practices tend to highlight high-achieving or highly involved students, rather than celebrating diverse strengths and contributions.

Goal 3: Connect high school to career and college.

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

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

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

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Perceptions

Problem Statement 1: Not all students consistently feel that their voices are heard or that they are fully represented. While many students report feeling connected to their teachers and proud to attend Franklin, survey and feedback data indicate that some students experience fewer opportunities to contribute input, participate in extracurricular, or feel equally recognized. **Root Cause:** Limited systematic structures for gathering and acting on student feedback across all grade levels. Extracurricular and leadership opportunities are not always equitably accessible to all students. Recognition systems and communication practices tend to highlight high-achieving or highly involved students, rather than celebrating diverse strengths and contributions.

Problem Statement 2: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Goal 4: Improve low performing schools.

Performance Objective 1: Increase the overall campus attendance rate to 95% or higher and reduce chronic absenteeism from 14.6% to less than 10%.

Evaluation Data Sources: Skyward Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement early-warning flags, parent outreach, and attendance incentives. Strategy's Expected Result/Impact: Families with chronic attendance problems will use resources and supports to improve attendance of the students. Staff Responsible for Monitoring: Principal Attendance Clerk Counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: *School Health Strategies will include Fitness Gram in physical education, recess, and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility. Strategy's Expected Result/Impact: Improved attendance, student grades, and student health. Staff Responsible for Monitoring: Principal PE Teacher - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
Strategy 3: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention and Pregnancy Related Services. *Students and staff will receive training on bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. Strategy's Expected Result/Impact: Training will provide staff with ability to support students and make school environment a safe place for all students. Staff Responsible for Monitoring: Principal Counselor - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 2 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
Strategy 4: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent. Strategy's Expected Result/Impact: Decrease in DAEP placements and a strong partnership between home campus and DAEP campus. Staff Responsible for Monitoring: Principal - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly diverse student population, including economically disadvantaged, Special Education, and Emergent Bilingual students. **Root Cause:** A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

Problem Statement 2: Student attendance and chronic absenteeism present challenges for maintaining consistent learning outcomes. While Franklin's overall attendance rate is 94.6%, which is near state expectations, 14.6% of students are identified as chronically absent, placing them at risk for lower achievement and engagement. **Root Cause:** Barriers faced by economically disadvantaged families, including transportation, health, and family instability. Limited proactive systems to track and intervene early with students at risk of chronic absenteeism. Communication gaps with families about the impact of attendance on academic outcomes.

Problem Statement 3: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Student Learning

Problem Statement 3: Franklin Elementary is unable to consistently meet the academic and behavioral needs of its increasingly diverse student population, including economically disadvantaged, Special Education, and Emergent Bilingual students. **Root Cause:** A significant portion of staff lacks consistent professional development in culturally responsive teachers, trauma-informed practices, and strategies to close socioeconomic gaps, leading to instructional and support disparities for high-need groups.

Perceptions

Problem Statement 2: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Goal 4: Improve low performing schools.

Performance Objective 2: Provide opportunities for parent involvement to include strategies to support students at home, family engagement events and surveys to gather input.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will host a STEAM (Science, Technology, Engineering, Art & Math) event that invites families to participate in cross curricular activities. All advertisement will be provided in English & Spanish. Strategy's Expected Result/Impact: Parents will understand how students use science, technology, engineering, fine arts and math at school and how that applies to the real world. Staff Responsible for Monitoring: Family Engagement Committee Teachers Principal - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1, 2 Funding Sources: Supplies & snacks for event - Title 1 Part A - 211.61.6499.00.112.0.30.215, Supplies & snacks for event - Title 1 Part A - 211.61.6499.112.1.30.215	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Franklin will host a Literacy night that includes RLA based activities and games for children and families to participate together. All information will be provided to families in English & Spanish. Strategy's Expected Result/Impact: Parents will leave with reading materials to use at home with students. Staff Responsible for Monitoring: Principal Librarian Family Engagement Committee Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 2 Funding Sources: Family Engagement (supplies) - Title 1 Part A - 211.e.61.6399.00.112.9.30.215, Family Engagement (snacks) - Title 1 Part A - 211.e.61.6499.00.112.9.30.215	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Strategy's Expected Result/Impact: Parents will become aware of various ways they can become involved in their child's education. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Perceptions

Problem Statement 1: Not all students consistently feel that their voices are heard or that they are fully represented. While many students report feeling connected to their teachers and proud to attend Franklin, survey and feedback data indicate that some students experience fewer opportunities to contribute input, participate in extracurricular, or feel equally recognized. **Root Cause:** Limited systematic structures for gathering and acting on student feedback across all grade levels. Extracurricular and leadership opportunities are not always equitably accessible to all students. Recognition systems and communication practices tend to highlight high-achieving or highly involved students, rather than celebrating diverse strengths and contributions.

Problem Statement 2: While Franklin Elementary serves a 52% population of economically disadvantaged students, many stakeholders perceive that all of our campus needs are already met by all families due to our school's location and community reputation. This creates a disconnect between actual student needs and stakeholder awareness, leaving some families and voices underrepresented in decision-making. **Root Cause:** There is a lack of systematic and consistent communication and engagement with all stakeholder groups. Current practices do not fully ensure that economically disadvantaged families, and other underrepresented voices, are consistently informed, invited, and empowered to participate in the school's needs assessment and improvement planning process.

Goal 4: Improve low performing schools.

Performance Objective 3: Provide school-wide RTI time to provide tiered intervention in Reading and Math for students based on progress monitoring from teachers, MAP Reports, IXL, District Unit Assessments. Progress will be monitored weekly and end of year assessments will measure progress in May of 2026.

Evaluation Data Sources: STAAR 2025 Results for 3-5
MAP scores K-5
TX-KEA Kinder
Data Meetings

Strategy 1 Details	Reviews			
Strategy 1: *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. Strategy's Expected Result/Impact: Accelerated instruction through Pride Time and other small-group instruction will provide remediation for students and improve Math and Reading skills. Staff Responsible for Monitoring: Administration Instructional Coach Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Strategy's Expected Result/Impact: Tutors will support teachers with small-group instruction to improve students Math/Reading skills. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Learning 1, 2 Funding Sources: Tutors - Title 1 Part A, Instructional Coaches-40% - Title 1 Part A - \$59,700	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: *SCE funds will be used to upgrade and enhance school-wide instructional programs. Additional staff and materials may be provided to support At-Risk Learners. Strategy's Expected Result/Impact: Improved math skills through use of tutors and materials, to specifically target at-risk math students. Staff Responsible for Monitoring: Principal Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Tutors - Title 1 Part A, Instructional Aides - SCE - \$38,500	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Student performance in Math and Science across grades 3-5 is inconsistent and does not consistently meet campus goals. While some grade levels meet or exceed targets (e.g., 4th grade Math), others fall short, particularly in 5th grade Math and Science. MAP data also reflects uneven Math performance, with percentages of students on or above grade level ranging from 54% to 70% across 3rd-5th. **Root Cause:** Gaps in vertical alignment of Math and Science TEKS across grade levels. Inconsistent Tier 1 instructional practices that emphasize conceptual understanding, problem-solving, and inquiry-based learning. Limited targeted small-group and acceleration opportunities in upper grades compared to early grades.

Problem Statement 2: Early literacy and numeracy foundations are not yet consistently strong, creating risk for long-term achievement gaps. MAP results show 1st grade Math (48%) and Reading (48%) and 2nd grade Reading (54%) are below the 70% goal, signaling uneven readiness for STAAR performance in later grades. **Root Cause:** Inconsistent Tier 1 practices in foundational reading and math instruction, including systematic phonics, phonemic awareness, and number sense development. Limited early intervention and progress monitoring structures in the primary grades. Gaps in family engagement and communication about how to support early learning at home.

State Compensatory

Budget for Franklin Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Franklin Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Audrey Derbyshire	Para	1
McFeley, Joilet	Para	1
Savanna Teague	Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rachel Perry	Instructional Coach	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1	Accelerated Learning Tutors		\$0.00
2	1	2	ELAR Tutors		\$0.00
2	2	1			\$0.00
2	2	2	Substitutes for data desegregation days		\$0.00
2	2	3	ELAR Tutors		\$0.00
3	2	1			\$0.00
4	1	2			\$0.00
4	2	1	Supplies & snacks for event	211.61.6499.112.1.30.215	\$0.00
4	2	1	Supplies & snacks for event	211.61.6499.00.112.0.30.215	\$0.00
4	2	2	Family Engagement (supplies)	211.e.61.6399.00.112.9.30.215	\$0.00
4	2	2	Family Engagement (snacks)	211.e.61.6499.00.112.9.30.215	\$0.00
4	3	1			\$0.00
4	3	2	Instructional Coaches-40%		\$59,700.00
4	3	2	Tutors		\$0.00
4	3	3	Tutors		\$0.00
Sub-Total					\$59,700.00
Budgeted Fund Source Amount					\$96,807.00
+/- Difference					\$37,107.00
Grand Total Budgeted					\$96,807.00
Grand Total Spent					\$59,700.00
+/- Difference					\$37,107.00