

**Katy Independent School District**

**Franz Elementary**

**2026-2027 Campus Improvement Plan**

# Mission Statement

At Franz, we will provide students with a safe, supportive, and nurturing environment as well as a high quality education that inspires our multicultural diverse students to achieve academic excellence and make positive contributions to our world by doing **whatever it takes**.

# Table of Contents

|                                                                                                                                                                                                                             |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                                                                                        | 4  |
| Needs Assessment Overview .....                                                                                                                                                                                             | 4  |
| Demographics .....                                                                                                                                                                                                          | 7  |
| Demographic Information .....                                                                                                                                                                                               | 7  |
| Student Attendance .....                                                                                                                                                                                                    | 8  |
| Student Learning .....                                                                                                                                                                                                      | 13 |
| School Processes & Programs .....                                                                                                                                                                                           | 18 |
| Perceptions .....                                                                                                                                                                                                           | 21 |
| Priority Problem Statements .....                                                                                                                                                                                           | 24 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                                     | 25 |
| Goals .....                                                                                                                                                                                                                 | 27 |
| Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. ....                                                                                    | 27 |
| Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. ....                               | 36 |
| Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. ....                                                                                                       | 37 |
| Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders. .... | 39 |
| Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. ....                                                                    | 42 |
| State Compensatory .....                                                                                                                                                                                                    | 46 |
| Budget for Franz Elementary .....                                                                                                                                                                                           | 46 |
| Personnel for Franz Elementary .....                                                                                                                                                                                        | 46 |
| Title I .....                                                                                                                                                                                                               | 47 |
| 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) .....                                                                                                                                                       | 47 |
| 1.1: Description of CNA Process .....                                                                                                                                                                                       | 47 |
| 1.2: Location for Evidence of Multiple Meetings Held .....                                                                                                                                                                  | 49 |
| 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) .....                                                                                                                                         | 50 |
| 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) .....                                                                                                                                                    | 50 |
| 2.2: Stakeholders 1114(b)(2) .....                                                                                                                                                                                          | 50 |
| 2.3: Description of Plan Availability, Format, and Language 1114(b)(4) .....                                                                                                                                                | 51 |
| 2.5: Statutorily Required Descriptions 1114(b)(7)(A) .....                                                                                                                                                                  | 51 |
| 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) .....                                                                                                                                                        | 51 |
| 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation .....                                                                                                                                  | 51 |
| Title I Personnel .....                                                                                                                                                                                                     | 52 |
| Site Based Decision Making Committee .....                                                                                                                                                                                  | 53 |
| Campus Funding Summary .....                                                                                                                                                                                                | 54 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

In preparation for the 2026-2027 school year, feedback in the form of meetings and surveys obtained from Campus Advisory Team, a cross section of staff members, and parents. The Campus Advisory Team met four times throughout the school on September 29, 2025, November 17, 2025, March 23, 2026, and May 4, 2026.

The following members made up CAT: Jennifer Zalic (classroom teacher), Katherine Deegan (classroom teacher), Arneasha Tsasa (instructional coordinator), Heather Holland (instructional coach), Jennifer Cruz (assistant principal), Griselda Cervantes (assistant principal), Danny Miller (parent), Erin Dutka (Academic Support teacher), Jaelen Smith (Classroom Teacher), Dawn Lee (Classroom Teacher), Marjorie Urbina (parent), and Beatriz Hercules (parent).

In addition, on March 23, 2026 and May 4, 2026, the following CAT members met to analyze data to complete the campus needs assessment (CNA): Yvette Sylvan (FES Principal), Griselda Cervantes (FES Assistant Principal/other school leader), Jennifer Cruz (FES Assistant Principal/other school leader), Arnesha Tsasa (FES, Instructional Coordinator/other school leader), Heather Holland (FES Instructional Coach/other school leader) Anna Jones (FES Office Staff/paraprofessional) Natalie Skinner (FES Paraprofessional), Danny Miller (Parent), Beatriz Hercules, (Parent), Majorie Urbina (parent), Erin Dutka (Reading Academic Support Teacher), Jennifer Zalic (classroom teacher), Katherine Deegan (classroom teacher) Jaelen Smith (Classroom Teacher), Dawn Lee (Classroom Teacher), Sam Tsasa (Community Member), Charles Baker (Community Member), Vivian Muldune (District Title I Administrator), Tiffany White (District Administrator), Joseph Broughton (Librarian/Specialized School Support), and Alejandra Robles (Nurse/Specialized School Support)

### School Profile

Franz Elementary School is located in Katy, Texas and was opened in 2004. The school is named after the Franz family, who made significant contributions to the Katy ISD community. Over four generations, 26 descendants of the Franz family have received an education within the district. The projected enrollment for the 2025-2026 school year was 1,003 students in grades PK-5th. However, the actual enrollment at the end of the school year was approximately 1,022 which was about 19 more students than projected.

### Comprehensive Needs Assessment Process

Franz ES needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data using the following data:

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- Other assessment data such as Campus-Based and Interim Assessments
- NWEA MAP Data
- Measures of student performance such as report card grades
- Attendance data
- Discipline records and trends
- Parent, student, and staff data such surveys, interviews, and other feedback
- Teacher retention rate
- Special student population data, such as students identified as special education, 504, homeless, economically disadvantaged, or emergent bilingual

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 23, 2026, and again on May 4, 2026, to develop the CNA. Both meetings were in person at the campus library starting at 4:00 pm.

At the first Comprehensive Needs Assessment (CNA) meeting held on March 23, 2026, Yvette Sylvan, Ed.D., principal, welcomed committee members and facilitated introductions. She emphasized the importance of stakeholder input, consistent participation, and strong attendance throughout the CNA process. Dr. Sylvan introduced the group norms and provided an overview of the purpose and structure of the CNA, explaining its role in identifying campus strengths and areas for improvement to inform the 2026–2027 Campus Improvement Plan (CIP).

To support the committee's work, Dr. Sylvan posed guiding questions to help the team analyze the data, encouraging meaningful dialogue around trends, successes, and areas needing targeted support. Dr. Sylvan

concluded the meeting by expressing her appreciation for everyone's engagement and reminded the team of the follow-up meeting scheduled for May 4, 2026.

On May 4th, at the second meeting, the campus advisory team reviewed the data and categorized it into strengths and problems related to attendance, discipline, behavior, and academics, which was facilitated by Jennifer Miller, assistant principals. While acknowledging the strengths from 2025-2026, the team primarily focused on addressing the identified issues to drive improvement for the school. Members were split into 4 groups each designated to look at specific data. Questions to consider were discussed. Example: When looking at our enrollment numbers we can see that our white population has decreased over the years while our Asian population fluctuates and another growth area is 2 or more races. When looking at discipline we had to consider whether the rates vary between gender, ethnicity and race. Another question to ponder: Are our paraprofessionals highly qualified? Do we have a high retention rate for paras. Questions to consider for each piece of targeted data were reviewed by Dr. Sylvan. The committee then identified strengths, weaknesses, root causes and problem statements. A 4 square data reflection sheet was used to help the groups write what they notice about the data.

The Campus Advisory Team reviewed the data listed above to identify areas of strengths and problems.

## **Demographics:**

### **Attendance**

#### **Strengths:**

Exceeded annual ADA goal

Positive trends in year-over-year attendance improvement

Creative and engaging attendance incentives

#### **Problems Identified during the CNA:**

1. Number of unexcused absences was higher than the number of excused absences
2. Early childhood and PK students have the highest number of absences

### **Behavior**

#### **Strengths:**

Access to district behavior supports

Positive behavior interventions such as PBIS, token charts, and the RCA House System

Recognition and celebration of positive student behavior

#### **Problems Identified during the CNA meeting:**

1. Physical contact was the most written up followed by language and gestures.
2. There were a higher number of infractions in the classroom and on the playground.

## **Student Learning:**

#### **Strengths:**

Increased hands-on learning supported by campus science lab

Earlier emphasis on science instruction

Use of small group instruction, intervention and AST support, and tutoring

Implementation of a new science curriculum

Positive comparative performance with similar campuses

**Problems Identified during the CNA meeting:**

1. Overall, reading data was lower than science and math
2. 2<sup>nd</sup> grade reading and math data reflect that students need more supports

**Problem Statement:** Although the Average Daily Attendance (ADA) rate at Franz ES maintained at at least 94.52%, it fell below the district's target of 96%.

**Root Cause:** A more targeted approach to addressing attendance patterns among specific student groups and grade levels may be needed to further increase student attendance and maximize instructional time.

**Problem Statement:** Mathematics performance declined in Grades 3 and 5, with Grade 5 Mathematics experiencing decreases across all performance levels.

**Root Cause:** There is a need for teachers to be trained on progress monitoring that supports instructional adjustments.

**Problem Statement:** 68% of the 5th grade students performed at the approaches level, compared to 73% of 4th grade students performing at the approaches level and 76% of 3rd grade students performing at the approaches level.

**Root Cause:** There is a need for 5th grade teachers to receive ongoing support in data-driven instruction and targeted small group instruction.

**Problem Statement:** During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact.

**Root Cause:** There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development.

**Problem Statement:** Parent participation in school-sponsored events continues to be a strength of the campus. Opportunities exist to further expand family engagement by increasing participation in campus committees and advisory groups, allowing more families to contribute to campus planning, provide feedback, and participate in shared decision-making processes.

**Root Cause:** There is a need for strategies that foster sustained and active parent engagement in school governance and planning processes.

**Four Areas of Focus for Next Year:**

1. Attendance
2. Student Achievement
3. Behavior

# Demographics

## Demographics Summary

### Demographic Information

Franz Elementary enrollment increased from 1,006 students in 2022 to a peak of 1,147 students in 2024 before declining to 1,022 students in 2026. Despite the decrease, enrollment remained above 1,000 students and comparable to pre-pandemic levels.

The ethnic make-up of the campus has remained relatively stable during this period. Hispanic students continue to represent the largest student group, while Black/African American students account for approximately 19% to 20% of enrollment. White student enrollment has declined slightly, and the percentage of students identifying as Two or More Races has increased modestly. Over the past five years, the Emergent Bilingual (EB) population grew from 474 students in 2021 to a peak of 659 students in 2024 before declining to 566 students in 2026. Although EB enrollment decreased in 2026, it remains higher than 2021 levels and continues to represent more than half of the campus population, emphasizing the need for ongoing language acquisition supports and targeted instructional practices.

Overall, Franz Elementary has maintained a diverse student population over the past five years. These demographic trends highlight the importance of providing targeted instructional practices, language acquisition supports, and resources that address the diverse academic and linguistic needs of all students.

| Year      | Asian      | African American | Hispanic     | Pac. Island. | 2 or more  | White      | Total Enrollment |
|-----------|------------|------------------|--------------|--------------|------------|------------|------------------|
| 2025-2026 | 4.5% (46)  | 19.6% (200)      | 64.1% (655)  | .0%          | 4.5% (46)  | 6.9% (80)  | 1022             |
| 2024-2025 | 4.22% (47) | 18.83% (210)     | 65.20% (727) | .027% (3)    | 3.95% (44) | 7.35% (82) | 1,133            |
| 2023-2024 | 4.10% (47) | 18.57% (213)     | 67.31% (772) | 0.26% (3)    | 3.05%(35)  | 6.63% (76) | 1,147            |
| 2022-2023 | 3.08% (39) | 19.57% (201)     | 65.14% (669) | 0.49% (5)    | 3.02% (31) | 7.69% (79) | 1,027            |
| 2021-2022 | 3.78% (38) | 18.69%(188)      | 65.51% (659) | 0.40% (4)    | 2.98% (30) | 8.35% (84) | 1,006            |

### Enrollment Data

### Special Programs

As reflected in the special program data chart below, the data from the 2021–2022 to 2025–2026 school years reflects minimal shifts in student demographics. However, over the past five years, Franz Elementary has experienced increases in several special program populations.

The At-Risk population increased from 64.41% in 2021–2022 to 80.6% in 2025–2026, while the Special Education population grew from 23.56% to 28.0% during the same period. The Bilingual program increased from 38.37% to 44.7%, and the Emergent Bilingual (EB) population rose from 51.9% to 55.4%, consistently representing more than half of the campus population. The Economically Disadvantaged population remained consistently high, ranging from 76.44% to 80.73%, with 79.5% of students identified as Economically Disadvantaged in 2025–2026. ESL enrollment fluctuated throughout the five-year period but increased overall from 10.59% in 2024–2025 to 12.2% in 2025–2026.

Collectively, these trends indicate that an increasing percentage of Franz Elementary students require targeted academic interventions, language acquisition supports, specialized instructional services, and social-

emotional resources. The sustained growth in At-Risk, Emergent Bilingual, and Special Education populations highlights the importance of maintaining systems and supports that address the diverse academic, linguistic, and behavioral needs of students while ensuring equitable access to high-quality instruction and interventions.

| Year      | At-risk | Bilingual | EB    | Eco Dis. | ESL    | GT    | Homeless | Special Education |
|-----------|---------|-----------|-------|----------|--------|-------|----------|-------------------|
| 2025-2026 | 80.6%   | 44.7%     | 55.4% | 79.5%    | 12.2%  | 1,1%  | .9%      | 28%               |
| 2024-2025 | 74.14%  | 44.13%    | 55.3% | 79.70%   | 10.59% | 1.32% | 1.20%    | 24.10%            |
| 2023-2024 | 67.56%  | 40.80%    | 57.5% | 80.73%   | 9.15%  | 0.96% | 1.0%     | 23.54%            |
| 2022-2023 | 77.60%  | 32.81%    | 54.8% | 76.44%   | 10.32% | 1.07% | 2.0%     | 24.25%            |
| 2021-2022 | 64.41%  | 38.37%    | 51.9% | 77.83%   | 13.62% | 1.19% | 1.69%    | 23.56%            |

Special Programs Data Chart

Student Attendance

Utilizing data sourced from the Katy ISD principal dashboard, the Average Daily Attendance (ADA) rate for the 2025-2026 school year stood at 94.52%, a slight decrease from the 94.70% recorded in the 2024-2025academic year. This continues to reflect a positive trend in the Average Daily Attendance at Franz ES this school year.

Franz Elementary achieved an overall attendance rate of 94.52% during the 2025–2026 school year. While this represents a slight decrease from 94.70% in 2024–2025, the campus has maintained an overall attendance rate above 93% for the past five years, demonstrating consistent student attendance.

At the grade-level, attendance rates ranged from 91.53% to 95.70%. Grades 3 and 4 recorded the highest attendance rates at 95.70% and 95.69%, respectively, followed closely by Grade 5 at 95.23%. Grade 2 also maintained a strong attendance rate of 94.50%, aligning closely with the campus average.

Early childhood grade levels continued to have the lowest attendance rates on the campus, with EE recording the lowest attendance rate at 91.53%, followed by PK at 92.49%. It is important to note that EE students are served through specialized early childhood programs, which may impact attendance patterns. Although both EE and PK attendance rates declined compared to the previous year, they remain higher than their attendance rates five years ago. Kindergarten attendance increased slightly from 93.69% in 2024–2025 to 93.97% in 2025–2026, continuing a positive upward trend.

Overall, the data reflects consistent student attendance and highlights the importance of continuing attendance awareness efforts and interventions to maximize instructional time and student achievement.

| ar      | EE     | PK     | K      | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Overall |
|---------|--------|--------|--------|-----------------|-----------------|-----------------|-----------------|-----------------|---------|
| 25-2026 | 91.53% | 92.49% | 93.97% | 93.78%          | 94.50%          | 95.70%          | 95.69%          | 95.23%          | 94.52%  |
| 24-2025 | 94.29% | 93.11% | 93.69% | 94.23%          | 94.41%          | 95.17%          | 95.50%          | 95.93%          | 94.70%  |
| 23-2024 | 89.42% | 90.05% | 93%    | 93.45%          | 94.79%          | 94.61%          | 95.80%          | 94.94%          | 93.89%  |
| 22-2023 | 88.73% | 89.46% | 92.25% | 93.45%          | 94.49%          | 95.16%          | 94.68%          | 95.21%          | 93.54%  |
| 21-2022 | 87.25% | 90.13% | 92.80% | 93.35%          | 94.31%          | 93.94%          | 94.64%          | 94.30%          | 93.33%  |

## Student Discipline

Franz Elementary serves a diverse student population and offers four specialized programs. Notably, no behavior incidents were reported within the specialized program settings during the 2025–2026 school year. Analysis of discipline data indicates that the majority of incidents occurred in classrooms and on the playground, while fewer incidents were reported in the cafeteria, hallways, and gym.

Discipline incidents during the 2025–2026 school year were primarily concentrated among students identified as Economically Disadvantaged, At-Risk, and Special Education. The classroom was the most common location for discipline incidents, accounting for 212 referrals, followed by the playground with 83 referrals. Moderate numbers of incidents occurred on the bus, in hallways, and in the cafeteria, while the gym recorded the fewest incidents. These trends highlight the importance of continuing behavioral, academic, and social-emotional supports for students identified as At-Risk, Economically Disadvantaged, and Special Education, as well as maintaining proactive behavior management strategies within classroom settings.

The most common behavioral concern involved physical contact that was inappropriate or disruptive in nature (Code 2.21). These incidents were often associated with impulsivity, peer conflicts, or underdeveloped social skills rather than intentional harm. The second most common behavior involved more serious incidents of physical aggression (Code 3.20). Given that the majority of incidents occurred in classrooms and on the playground, opportunities exist to further strengthen positive behavior supports in both structured and unstructured learning environments. Continued focus on consistent behavioral expectations, student engagement strategies, restorative practices, social-emotional learning, and positive behavior reinforcement systems may help reduce behavior incidents while increasing instructional time. Additionally, structured recess activities, clear playground expectations, and intentional supervision can support positive peer interactions and conflict resolution skills. The campus will continue to focus on fostering student engagement, strengthening social-emotional competencies, and promoting a positive learning environment to reduce behavior incidents and support student success.

Despite the increase in the overall behavior incidents, Franz Elementary remains dedicated to strengthening student behavior and school culture through proactive initiatives such as PurposeFull People, Positive Behavioral Interventions and Supports (PBIS), CHAMPS, restorative practices, and the Ron Clark Academy House System. These programs focus on building positive relationships, teaching social-emotional competencies, reinforcing behavioral expectations, and increasing student engagement, all of which contribute to a positive school climate and support student success.

### 2025-2026 Discipline

| At-Risk | Bilingual | Eco-Dis | ESL | GT | Sped |
|---------|-----------|---------|-----|----|------|
| 334     | 85        | 363     | 35  | 2  | 220  |

### Discipline Location

| Classroom | Playground | Gym | Bus | Cafeteria | Hallway |
|-----------|------------|-----|-----|-----------|---------|
| 212       | 83         | 10  | 46  | 35        | 36      |

### 2024-2025 Discipline

| At-Risk | Bilingual | Eco-Dis | ESL | GT | Sped |
|---------|-----------|---------|-----|----|------|
| 145     | 17        | 161     | 15  | 1  | 85   |

### Discipline Location

| Classroom | Playground | Gym | Bus | Cafeteria | Hallway |
|-----------|------------|-----|-----|-----------|---------|
| 91        | 30         | 7   | 46  | 14        | 18      |

### 2023-2024 Discipline

| At Risk | Bilingual | Eco-Dis | ESL | GT | Sped |
|---------|-----------|---------|-----|----|------|
| 147     | 43        | 172     | 8   | 0  | 74   |

### 2023-2024 Discipline by location

| Classroom | Playground | Gym | Bus | Cafeteria | Hallway |
|-----------|------------|-----|-----|-----------|---------|
| 69        | 25         | 13  | 42  | 12        | 14      |

### 2022-2023 Discipline

| At Risk | Bilingual | Eco-Dis | ESL | GT | Sped |
|---------|-----------|---------|-----|----|------|
| 121     | 24        | 203     | 23  | 0  | 106  |

### 2022-2023 Discipline: Breakdown of Location

| Classroom | Playground | Gym | Bus | Cafeteria | Hallway |
|-----------|------------|-----|-----|-----------|---------|
| 114       | 32         | 23  | 33  | 19        | 11      |

### 2019-2024 Discipline Trends:

| 2021-2022                                                                                                                                                                          | 2022-2023                                                                                                                                                                                                                     | 2023-2024                                                                                                                                                                                                                                                                                                                                                | 2024-2025                                                                                                                                     | 2025-2026                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 311 Incidents<br><br>*Important to note that 61% of the incidents were for only 1% of the student population.<br><br>* 83% of the discipline incidents were for our male students. | 249 Incidents<br><br>Trends that remained stable:<br><ul style="list-style-type: none"> <li>• 59% of the incidents were for only 1% of the student population.</li> <li>• 86% of referrals were for male students.</li> </ul> | 206 Incidents<br><br><ul style="list-style-type: none"> <li>• There has been about a 19% decrease in incidents due to teachers implementing positive strategies such as incorporating the Ron Clark Academy house system and PBIS strategies.</li> <li>• 80% of referrals were for male students. This is a decrease from the last few years.</li> </ul> | 220 Incidents<br><br><ul style="list-style-type: none"> <li>• The number of incidents increased by 14, which is a slight increase.</li> </ul> | 438 Incidents<br><br><ul style="list-style-type: none"> <li>• The number of incidents increased by 218, which is a significant increase from the previous year.</li> <li>• 50% of the incidents reported were from special education students.</li> <li>• 33% of the incidents reported were made up by 10 students, with 70% of those students receiving special education services.</li> </ul> |

## Staff Information

According to the 2023-2024 Texas Academic Performance Report (TAPR), it showed that the ethnic composition of Franz ES was diverse. Franz staff had an ethnic make-up of the following: African American 17.6%, Hispanic 43.4%, White 28.8%, Asian 7.9%, and 2 or more races 2.3%. Of the total number of staff, males made up 8.6% of the staff. There were 21.7% of the teachers possessing a master's degree. In addition, at least 30.5% of the teachers have 11-20 years of experience, about 15% of the staff have had 21-30 years of experience and 2.6% with 30 or more years of experience. Franz ES saw a slight decrease of teachers with 0-5 years of experience with this being about 16% compared to 21.1% the year prior. As a title I campus, all the instructional paraprofessionals must be highly qualified.

During the 2024-2025 school year, there were 139 staff members. The staff comprised of 88 teachers, 28 instructional paraprofessionals, 8 clerical paraprofessionals, and 13 professional support staff. The school year began with 5 long-term substitutes in the following: 2nd, 3rd, 4th grade, 5th grade, and Resource. In addition to teacher long-term substitutes, there were 2 long-term instructional paraprofessionals. Prior to the end of the school year, there were 2 retirements, 5 resignations, 6 transfers. The six transfers were for promotional reasons. Franz ES had a staff retention rate of 91% compared to that of 89% the previous year, showing a steady increase in the number of staff staying at Franz ES.

According to the findings from this year's staff Culture and Climate Report, there was a decrease in staff participating in the survey, with 27% of the staff completing it. However, there was some improvement observed in the appreciation and recognition pillar, with the score increasing from 7.1 last year to 7.3 this year. This positive shift is largely credited to our proactive approach in utilizing the feedback garnered from previous staff Culture and Climate surveys.

## Demographics Strengths

Franz Elementary possesses several notable demographic strengths:  
Franz Elementary  
Generated by Plan4Learning.com

- We have built a strong sense of community through its longstanding relationships with multigenerational families, with many parents, former students, and siblings returning to the campus.
- We serve a diverse student population that reflects a variety of cultural, linguistic, and socioeconomic backgrounds.
- The majority of our teachers have more than ten years of experience, and the campus continues to maintain strong staff retention rates.
- We have a growing number of dedicated parents, including moms, dads, aunts, uncles, and grandparents, all committed to their children's academic success.

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

**Problem Statement 1 (Prioritized):** During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact.

**Root Cause:** There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development.

**Problem Statement 2:** Although the Average Daily Attendance (ADA) rate at Franz ES maintained at at least 94.52%, it still falls below the district's target of 96%.

**Root Cause:** A more targeted approach to addressing attendance patterns among specific student groups and grade levels may be needed to further increase student attendance and maximize instructional time.

**Problem Statement 3:** During the 2025-2026 school year, the number of staff participating in the Pulse Survey decreased from 27% to 25%.

**Root Cause:** Staff may not see how their feedback from the district's Pulse Survey leads to real changes, which can make them less likely to participate. There may also be a lack of clear communication about why the survey is important, how the results are used, and that responses are confidential.

# Student Learning

## Student Learning Summary

Over the past five years, Franz Elementary has experienced notable shifts in several special student populations. The percentage of students identified as At-Risk increased significantly from 64.41% in 2021–2022 to 80.6% in 2025–2026, with the largest growth occurring during the last two years. Additionally, the Bilingual population increased from 38.37% to 44.7%, while the Emergent Bilingual (EB) population grew from 51.9% to 55.4%, consistently representing more than half of the campus enrollment. These trends indicate that a growing number of students require targeted academic, attendance, behavioral, social-emotional, and language acquisition supports. The ESL population also fluctuated during this period, decreasing from 13.62% in 2021–2022 to 9.15% in 2023–2024 before increasing to 12.2% in 2025–2026, reflecting changing language needs among students and continued movement between language program services.

The percentage of Economically Disadvantaged students remained consistently high throughout the five-year period, ranging from 76.44% to 80.73%, with nearly 80% of students identified as Economically Disadvantaged in 2025–2026. This trend highlights the continued importance of providing equitable access to resources, intervention services, and family support opportunities. The Gifted and Talented (GT) population remained stable, ranging from 0.96% to 1.32% of enrollment, demonstrating the need to continue providing enrichment opportunities and advanced academic programming.

Overall, these demographic trends reflect a student population with diverse academic and linguistic needs and underscore the importance of maintaining comprehensive systems of support to ensure success for all learners.

| Year      | At-risk | Bilingual | Eco Dis. | ESL    | GT    | Homeless | Special Education |
|-----------|---------|-----------|----------|--------|-------|----------|-------------------|
| 2025-2026 | 81%     | 45%       | 80%      | 12%    | 1%    | 1%       | 28%               |
| 2024-2025 | 74.16%  | 44.13%    | 79.7%    | 10.59% | 1.32% | .70%     | 24.10%            |
| 2023-2024 | 67.56%  | 40.80%    | 80.73%   | 2.09%  | 0.96% | 0.70%    | 24.67%            |
| 2022-2023 | 79.95%  | 32.91%    | 76.44%   | 10.22% | 1.07% | 2.04%    | 24.25%            |
| 2021-2022 | 64.41%  | 38.37%    | 77.83%   | 13.62% | 1.19% | 1.69%    | 23.56%            |

Student Sub-groups

## Assessment Data

### NWEA MAP Data Analysis

Franz ES NWEA MAP data indicate overall academic growth across Franz Elementary during the 2025–2026 school year. The campus percentile increased from the 52nd percentile in Fall 2025 to the 60th percentile in Spring 2026. Growth was evident across all grade levels, with Grades 2, 4, and 5 demonstrating the largest gains. Grade 2 increased from the 45th to the 61st percentile, Grade 4 increased from the 52nd to the 66th percentile, and Grade 5 increased from the 57th to the 69th percentile.

The distribution of student achievement also shifted positively throughout the year. The percentage of students performing in the lowest achievement bands decreased, while the percentage of students performing in the High Average and High achievement bands increased across most grade levels. By Spring 2026, a greater proportion of students were performing at higher levels, indicating growth among both students who required intervention and those already performing above grade-level expectations.

Fall 2025

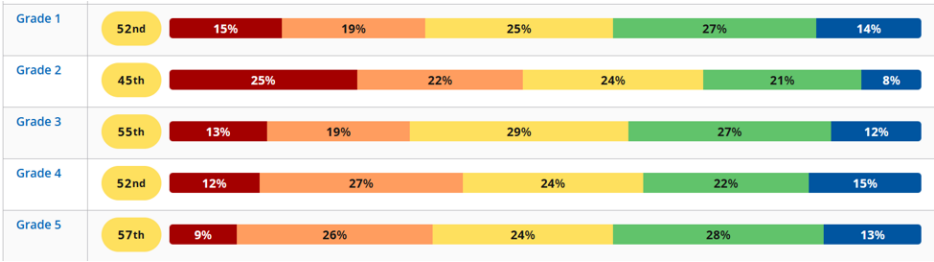
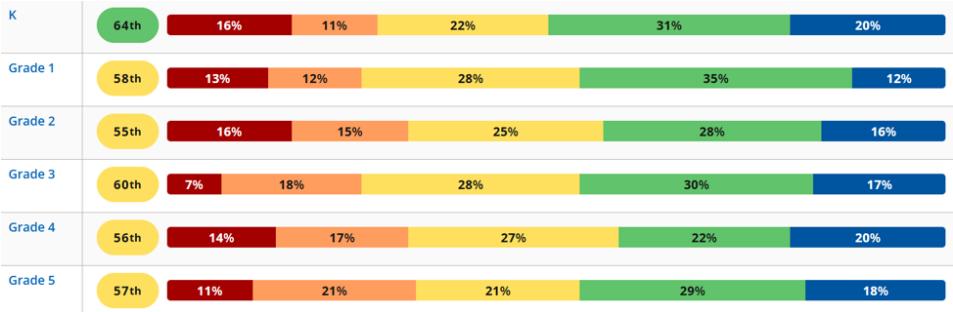
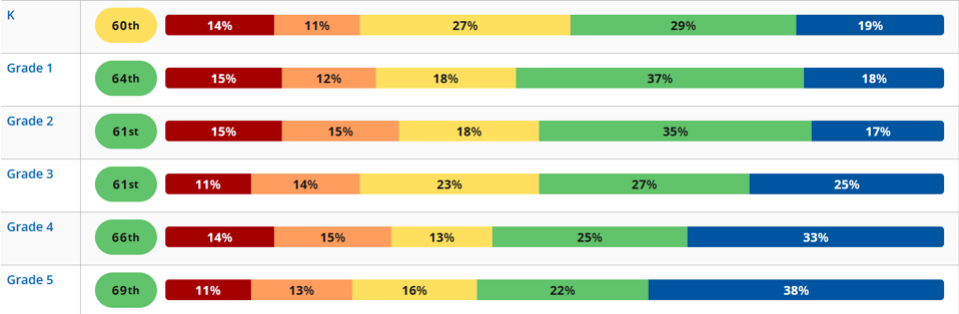


Image Caption Winter 2025



Spring 2026



STAAR Data Analysis

A comparison of the preliminary 2025–2026 STAAR results to 2024–2025 results reveals varying performance trends across grade levels and content areas. In Grade 3 Reading, performance improved at the Approaches level, increasing from 73% to 76%, while Meets declined slightly from 46% to 43%, and Masters remained stable at 18%. In Grade 3 Mathematics, Approaches performance remained unchanged at 63%, while Meets declined from 39% to 36% and Masters decreased from 15% to 13%. These results suggest that Grade 3 maintained overall proficiency levels, particularly in Reading, but experienced challenges in moving students into higher performance categories in Mathematics.

Grade 4 demonstrated some of the strongest gains on the campus, particularly at the Masters level. In Reading, Approaches decreased from 77% to 73%; however, Meets increased from 51% to 54%, and Masters increased significantly from 20% to 25%. Similarly, in Mathematics, Approaches declined from 69% to 64%, while Meets increased slightly from 46% to 47%, and Masters increased substantially from 22% to 30%. These results indicate that although fewer students met the Approaches standard, a greater percentage of students achieved higher levels of academic performance, reflecting successful movement of students into advanced achievement categories.

Grade 5 results presented a mixed picture. In Reading, Approaches decreased from 73% to 68% and Meets declined from 53% to 48%; however, Masters increased significantly from 18% to 28%, representing the largest gain among all Reading grade levels. This suggests that while overall proficiency rates declined, a larger percentage of students demonstrated advanced mastery of grade-level standards. In Mathematics, performance declined across all performance levels, with Approaches decreasing from 78% to 73%, Meets decreasing from 53% to 45%, and Masters decreasing from 23% to 16%. Grade 5 Mathematics experienced the largest decline among all tested areas and represents an opportunity for focused instructional support.

Overall, the preliminary STAAR data indicate that Reading remained a relative strength across the campus, particularly in Grades 4 and 5 where substantial gains were observed at the Masters level. The data suggest that instructional practices successfully accelerated higher-performing students and increased advanced achievement. In Mathematics, however, results were more varied. While Grade 4 demonstrated strong growth at the Masters level, Grades 3 and 5 experienced declines in higher performance categories, resulting in lower overall proficiency rates. Collectively, the data indicate opportunities to strengthen Mathematics instruction and intervention systems while continuing to build on the successful practices that increased advanced student performance in Reading and Grade 4 Mathematics. As final accountability results become available, further analysis will help identify specific standards and student groups requiring targeted support.

| YRS             | 2024-2025  |       |         | 2025-2026 (preliminary) |       |         |  |
|-----------------|------------|-------|---------|-------------------------|-------|---------|--|
|                 | Approaches | Meets | Masters | Approaches              | Meets | Masters |  |
| STAAR 3-5 RDG   | 74%        | 50%   | 19%     | 72%                     | 48%   | 24%     |  |
| STAAR 3-5 Math  | 70%        | 46%   | 20%     | 68%                     | 42%   | 18%     |  |
| STAAR 5 Science | 67%        | 32%   | 14%     | -                       | -     | -       |  |
|                 | 2024-2025  |       |         | 2025-2026 (preliminary) |       |         |  |
|                 | Approaches | Meets | Masters | Approaches              | Meets | Masters |  |
| STAAR 3 RDG     | 73%        | 46%   | 18%     | 76%                     | 43%   | 18%     |  |
| STAAR 3 Math    | 63%        | 39%   | 15%     | 63%                     | 36%   | 13%     |  |
|                 |            |       |         |                         |       |         |  |
| *STAAR 4 RDG    | 77%        | 51%   | 20%     | 73%                     | 54%   | 25%     |  |
| *STAAR 4 Math   | 69%        | 46%   | 22%     | 64%                     | 47%   | 30%     |  |
|                 |            |       |         |                         |       |         |  |
| STAAR 5 RDG     | 73%        | 53%   | 18%     | 68%                     | 48%   | 28%     |  |
| STAAR 5 Math    | 78%        | 53%   | 23%     | 73%                     | 45%   | 16%     |  |

TELPAS Data Analysis

According to the 2025-2066 TELPAS data, the results indicate that the strongest area of language proficiency for Emergent Bilingual students was Listening, with both Kindergarten–Grade 2 and Grades 3–5 demonstrating the highest percentages of students scoring at the Advanced and Advanced High levels in this domain. Overall, students in Grades 3–5 outperformed their K–2 counterparts across all language domains, including Listening, Speaking, Reading, and Writing, suggesting that students continue to strengthen their English language proficiency as they progress through the grade levels and receive continued language support.

Analysis of student growth data revealed mixed results. While Grades 3–5 demonstrated stronger language growth, with 51% of students progressing at least one proficiency level compared to 35% of students in Kindergarten–Grade 2, the overall number of students advancing at least one proficiency level decreased from the previous school year. Despite this decline in overall growth, a notable strength was observed in Speaking, where more students in Grades 3–5 achieved the Advanced High level during the 2025–2026 school year than in the prior year. Although the TELPAS composite scores reflected a decrease in the percentage of students progressing at least one proficiency level, the increased performance in upper-grade language domains, particularly Speaking, indicates continued success in developing students' academic English proficiency and communication skills.

| Emergent Bilingual Growth Chart |  |    |    |    |    |    |       |
|---------------------------------|--|----|----|----|----|----|-------|
|                                 |  | 1  | 2  | 3  | 4  | 5  | Total |
| 2023-2024                       |  | 22 | 47 | 29 | 36 | 29 | 163   |
| 2024-2025                       |  | 53 | 50 | 38 | 35 | 40 | 216   |
| 2025-2026                       |  | 29 | 34 | 54 | 47 | 43 | 207   |

Student Learning Strengths

Strengths and Overall Improvements:

2025-2026 NWEA MAP data suggest the following improvements and strengths:

- Schoolwide growth from the 52nd to the 60th percentile.
- Four grade levels finished above the 60th percentile.
- Grade 5 reached the 69th percentile.
- Grade 4 increased from the 52nd to the 66th percentile.
- Grade 2 showed the largest overall gain (+16 percentile points).
- The percentage of students in the highest achievement band increased across every grade level.
- Students in the lowest achievement bands decreased schoolwide, indicating growth for struggling learners.

2025-2026 STAAR data suggest the following improvements were made:

- Grade 3 Reading improved at the Approaches level, increasing from 73% to 76%, reflecting growth in the percentage of students meeting grade-level expectations.
  - Grade 4 students demonstrated strong academic growth in both Reading and Mathematics, with increases in Meets and/or Masters performance levels despite slight declines in Approaches.
- Grade 4 Reading showed significant growth in higher achievement levels, with Meets increasing from 51% to 54% and Masters increasing from 20% to 25%, indicating successful movement of students into advanced performance categories.
- Grade 4 Mathematics was a notable area of strength, with Masters increasing substantially from 22% to 30%, the highest Masters performance among all tested grade levels and subjects.
- Grade 5 Reading demonstrated exceptional growth at the Masters level, increasing from 18% to 28%, representing the largest gain in advanced achievement across Reading grade levels.
- The campus increased the percentage of students achieving the Masters standard in three of the six tested areas (Grade 4 Reading, Grade 4 Mathematics, and Grade 5 Reading), demonstrating growth in

- advanced academic performance.

2025-2026 TELPAS data suggest the following improvements were made:

- Listening was the strongest language domain across both Kindergarten–Grade 2 and Grades 3–5, with the highest percentages of students achieving the Advanced and Advanced High proficiency levels.
- Grades 3–5 outperformed K–2 students in all four language domains (Listening, Speaking, Reading, and Writing).
- Speaking proficiency improved in Grades 3–5, with a greater number of students achieving the Advanced High level in 2025–2026 compared to the previous school year.
- More than half of Grades 3–5 Emergent Bilingual students (51%) progressed at least one proficiency level, indicating strong language growth among upper elementary students.
- Students in Grades 3–5 demonstrated sustained language development across multiple domains.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 35% of K-2 students demonstrated growth of at least one proficiency level compared to 51% of students in Grades 3-5.

**Root Cause:** Teachers need to strengthen language development practices in the primary grades and increase opportunities for language acquisition across all domains, particularly in Speaking, Reading, and Writing.

**Problem Statement 2 (Prioritized):** Students performance declined in Reading, Mathematics and Science in all grade levels.

**Root Cause:** There is a need for teachers to be trained on progress monitoring and data analysis to that supports instructional adjustments.

**Problem Statement 3:** 22% of special education students scored at the meets level in reading and 20% of special education students scored at the meets in level in math.

**Root Cause:** There is a need for increased collaboration between general education and special education teachers to strengthen the delivery of accommodations and specially designed instruction.

**Problem Statement 4:** 68% of the 5th grade students performed at the approaches level, compared to 73% of 4th grade students performing at the approaches level and 76% of 3rd grade students performing at the approaches level.

**Root Cause:** There is a need for 5th grade teachers to receive ongoing support in data-driven instruction and targeted small group instruction.

# School Processes & Programs

## School Processes & Programs Summary

Teachers, parents, and students at Franz ES share a deep sense of pride in our school. Known for our unwavering commitment to student learning and engagement, we embody a "whatever it takes" attitude. Our dedication extends to upholding high standards for instructional practices and nurturing social character among our students. At Franz ES, student learning serves as the focal point for all decision-making processes. We diligently adhere to the Texas Essential Knowledge and Skills (TEKS) prescribed by the Texas Education Agency (TEA), supplementing our curriculum with District Learning Assessments, campus common assessments, and HMH Literacy programs. These assessments and programs are meticulously chosen to facilitate a comprehensive understanding of the depth and complexity of the TEKS.

Our curriculum and instructional strategies align closely with the district’s scope and sequence and unit plans, emphasizing the development of critical thinking and problem-solving skills in tandem with TEKS and STAAR assessments. In the second year of the implementation of the reading/language arts adoption (HMH), the 2024-2025 master schedule presented unique challenges, particularly in ensuring teachers had the recommended allotted time to teach all the HMH components with fidelity. Based on feedback obtained from the ELAR teachers, adjustments were needed to the master schedule. This need will enhance teacher support from instructional coaches, particularly in implementing the HMH curriculum effectively.

| Year      | At-risk | Bilingual | Eco Dis. | ESL    | GT    | Homeless | Special Education |
|-----------|---------|-----------|----------|--------|-------|----------|-------------------|
| 2025-2026 | 81%     | 45%       | 80%      | 12%    | 1%    | 1%       | 28%               |
| 2024-2025 | 74.14%  | 44.13%    | 79.70%   | 10.59% | 1.32% | .70%     | 24.10%            |
| 2023-2024 | 63.56%  | 40.80%    | 80.73%   | 2.09%  | 0.96% | .70%     | 24.67%            |
| 2022-2023 | 79.95%  | 32.91%    | 76.44%   | 10.22% | 1.07% | 2.04%    | 24.25%            |
| 2021-2022 | 64.41%  | 38.37%    | 77.83%   | 13.62% | 1.19% | 1.69%    | 23.56%            |

Student Groups Data Chart

**Conclusion:**  
During the 2026–2027 academic year, our primary focus will be on implementing targeted interventions to support student growth while consistently monitoring progress. Monthly meetings with primary and intermediate teachers were held this year to identify students in need of additional support, which will continue to be a key practice moving forward.

instructional adjustments. A continued focus on small group instruction and data driven planning will be critical, especially in addressing the diverse academic needs across all performance levels. To ensure these efforts are effective, stronger systems for monitoring the implementation and impact of small group instruction will be necessary, helping to guarantee that every student receives the support they need to succeed.

To further enhance our efforts, we aim to allocate additional time for collaboration with academic support staff to discuss student progress. Currently academic support teachers provided interventions during designated small group times within the existing master schedule, ensuring compliance with House Bill 1416 requirements. Additionally, students needing extra support in reading and math were offered before or after-school tutorials, for grades 1 through 5.

### **School Processes & Programs Strengths**

Franz Elementary believes in a "whatever it takes" attitude to meet the needs of both the students and the staff. Teachers work more collaboratively than collegiality in order to ensure that everyone is working towards the same goals.

Franz ES recognized the following strengths:

- Teacher long-range planning that targets specific TEKS for instruction
- Teacher created common based assessments
- Weekly team planning
- Monthly professional development (faculty meetings and campus professional learning days)
- Teachers attend outside district professional development
- Title I and Title III funds to provide teacher tutoring
- Title I to provide a science facilitator
- Differentiated instruction
- Small group reading instruction semester-long training for teachers in grades K-5

At Franz Elementary, we are proud of these strengths:

- Teachers accommodate special populations through Extended Learning Time
- MTSS is being utilized successfully before students are referred to special education
- 1:1 Chrome book ratio in 2nd-5th grade
- 1:1 I pad ratio in K and 1st
- All teachers have access to a variety of technology tools and resources
- All classrooms are equipped with a combination of computers, iPads, Smart Boards, Smart Panels and document cameras in keeping up with current technology.
- The district provides our campus with a Classroom Technology Designer that collaborates with teachers at least twice a month.
- Library Media Specialists supports technology in the classroom and encourages STEM learning.

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

**Problem Statement 1:** At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

**Root Cause:** The teachers need targeted training in analyzing their data to make informed decisions as it relates to MTSS intervention.

# Perceptions

## Perceptions Summary

At Franz Elementary School, we value the diverse perspectives of our stakeholders, including students, parents, staff, and community members, as these perspectives help to shape our school culture, decision-making, and overall effectiveness. Our mission is to provide a safe, supportive, and nurturing environment that delivers high-quality instruction and empowers our multicultural student body to achieve academic excellence and become contributing members of society. We are committed to equipping our students with the tools they need for success both now and in the future, guided by our mission and a “whatever it takes” mindset.

To fulfill this mission, we promote open communication and strong partnerships within our school community. As a Title I and bilingual campus, we prioritize working collaboratively with our families and recognize that family engagement is critical to student success. We offer multiple communication channels in both English and Spanish, including phone calls, email, monthly parent newsletters, Class Dojo, Canvas, and social media, to keep families informed and connected. Additionally, we host a variety of events throughout the school year, during the day and evening, to accommodate different schedules, cultures, languages, and interests. Families receive regular updates on student progress through assignments, grades, and teacher communication to ensure they are active partners in their child's education.

## Attendance and Student Engagement

Attendance remains a key indicator of student engagement and commitment to learning. During the 2025–2026 school year, Franz ES met its average daily attendance (ADA) goal set for each 6 weeks. Our Attendance Committee identified trends and coordinated schoolwide initiatives, such as spirit wear weeks and a March Madness competition, to encourage daily attendance. Although younger students, particularly in Pre-K, show strong enthusiasm for school, Pre-K also had the highest rate of absenteeism. However, there was improvement noted in Pre-K. This data highlights the need to further address attendance in early grade levels.

Students across all grades displayed high levels of engagement throughout the year. Examples include Kindergarten’s city-building project, which transformed the hallways, and first graders eagerly anticipating the hatching of classroom chicks. Older students also demonstrated commitment to learning.

## Staff Culture and Retention

Franz ES saw an increase in teacher retention, rising from 89% to 91% for the 2024–2025 school year. Teachers remain the foundation of our school, especially with the implementation of a research-based curriculum. While some attrition is expected due to relocation or career advancement, we strive to retain and support high-quality educators.

Although participation in the district’s Culture and Climate Survey declined from 27%-23%, feedback still provided valuable insights. Notably, all pillars on the Pulse Survey improved, reflecting our efforts to act on previous feedback and foster a positive work environment.

## Family and Community Involvement

Family and community engagement continues to grow at Franz ES. Although participation in decision-making committees such as the PTA and Campus Advisory Team remains an area for improvement, we are actively working to increase involvement. Overall family attendance at school events, including field trips, multicultural open house, and curriculum nights, has steadily increased. In addition, community partnerships have expanded, with local businesses supporting House Spirit Nights and other events.

## Looking Ahead

During the 2026–2027 academic year, we will focus on closely monitoring student progress during interventions and small group instruction. Given the high percentage of economically disadvantaged students and special education students, it is essential that we prioritize collaboration, data-driven instruction through progress monitoring, and strong systems for monitoring the effectiveness of small group teaching. These efforts will help ensure that all students receive the support they need to reach their full potential.

## Perceptions Strengths

Franz ES has many strengths that can be highlighted for students, families, and our school as a whole.

### Students

Franz ES aims to create and uphold a school environment that fosters student achievement, engagement, and participation while recognizing the diversity of our student body. The following strengths for students have been identified:

- Technology access with one-to-one devices
- Opportunities for students to be involved in activities such as choir, percussion, Student House Leadership, Read, Deed, Run (RDR), running morning announcements, safety patrol, and robotics club
- Before and after school tutorials
- Ron Clark Academy House System
- Positive Behavior Interventions (PBIS) and CHAMPS
- Community Circle and other incentives to address social-emotional well-being
- Science and Writing lab on campus

### School and Staff

Franz ES places high value on diversity and representation within our student body and staff, considering it one of our greatest assets. To support the building and retention of our staff, we have the following strengths:

- Professional development
- Mentor Program
- Team Leader Support at each grade level
- Extending planning with Instructional Coach
- Grade Level Administrator support
- Learning walks with feedback (Grows and Glows)
- Campus communication through faculty meeting and faculty newsletter
- Multitude of committees to take part in
- Monthly treats and other incentives to boost morale

### Families and Community Engagement

Franz ES cherishes and recognizes the significance of family engagement in student success. It is a collaboration between the school and families that facilitates students in achieving their utmost potential. The following are some strengths in this area:

- Provided Title I information at both orientation meetings for parents
- PTA Supported Events
- Parent Information Night
- PK-Kindergarten Round-Up (suggestions on how to prepare your child during the summer months for school)
- Variety of events for families to take part in during the school day and in the evening, such as curriculum night, international open house, and literacy night

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent participation in school-sponsored events continues to be a strength of the campus. Opportunities exist to further expand family engagement by increasing participation in campus committees and advisory groups, allowing more families to contribute to campus planning, provide feedback, and participate in shared decision-making processes.

**Root Cause:** There is a need for strategies that foster sustained and active parent engagement in school governance and planning processes.

# Priority Problem Statements

**Problem Statement 1:** During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact.

**Root Cause 1:** There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Parent participation in school-sponsored events continues to be a strength of the campus. Opportunities exist to further expand family engagement by increasing participation in campus committees and advisory groups, allowing more families to contribute to campus planning, provide feedback, and participate in shared decision-making processes.

**Root Cause 2:** There is a need for strategies that foster sustained and active parent engagement in school governance and planning processes.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Students performance declined in Reading, Mathematics and Science in all grade levels.

**Root Cause 3:** There is a need for teachers to be trained on progress monitoring and data analysis to that supports instructional adjustments.

**Problem Statement 3 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data
- T-P ESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** By July 2027, the campus AMM average will increase from 43% to 47% in Math and from 49% to 52% in RLA, with all identified student groups showing measurable growth.

**High Priority**

**Evaluation Data Sources:** MAP Reading and Math, Literacy KLA, Math KLA, STAAR RLA and Math

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers and staff (general education teachers, special education teachers, bilingual teachers, and academic support teachers) will analyze assessment results in PLC using a data protocol and form small reading and math groups targeting the campus focus skills of fluency and comprehension in reading and numeracy and problem-solving in math to ensure mastery of concepts for all students, particularly our At-Risk students. Group rosters and instructional focus will be reflected in lesson plans, and small group instruction will use district-adopted HMH and enVision resources.<br><b>Strategy's Expected Result/Impact:</b> Teachers have documented reading and math groups within two weeks of each window closing. Students below grade level advance at least one instructional level by MOY.<br><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> Staffing (AST, Instructional Coordinators) - 211 - Title I Part A - \$592,550 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> The Instructional Leadership Team will conduct learning-walks each nine weeks using a campus small group rubric, and will provide written feedback to each teachers.<br><b>Strategy's Expected Result/Impact:</b> Percent of teachers rated proficient on the small group rubric increases each nine weeks.<br><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                                                  |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Students will be provided with opportunities to extend learning through before and after school tutorials and summer school. Teachers and students will be provided with instructional materials, technology and professional development.<br><b>Strategy's Expected Result/Impact:</b> Increase in student achievement across all content areas.<br><b>Staff Responsible for Monitoring:</b> Admin, ILT<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> Instructional materials, tutors, snacks - 211 - Title I Part A - \$5,000 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Campus will purchase high quality instructional materials that support student learning across all tiers in Reading, Math, and Science.<br><b>Strategy's Expected Result/Impact:</b> Increase in student achievement across all content areas.<br><b>Staff Responsible for Monitoring:</b> Admin, ILT<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>Problem Statements:</b> Student Learning 2                                                                                                                                                                                                                                                                                                                                |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 2:** Students performance declined in Reading, Mathematics and Science in all grade levels. **Root Cause:** There is a need for teachers to be trained on progress monitoring and data analysis to that supports instructional adjustments.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** By July 2027, the Grade 5 campus AMM average in Science will increase from 33% to 40%.

**High Priority**

**Evaluation Data Sources:** Science KLA, Grade 5 TEA Science Interim, MAP Science, STAAR Science

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> After each Science KLA, MAP Science, and the Grade 5 TEA Science Interim, the 4th and 5th grade teams will analyze results in PLC using a data protocol, identify the readiness standards with lowest mastery, and build targeted reteach and spiral review into the following unit. Students will be provided with opportunities to extend learning through before and after school tutorials and summer school. Teachers and students will be provided with instructional materials, technology and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Every science assessment window produces a documented reteach plan within two weeks of the window closing. Mastery on identified readiness standards improves on the next assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Materials, Snacks, Supplemental Pay, Professional Development - 211 - Title I Part A - \$10,000</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> The Instructional Leadership Team will conduct learning-walks each nine weeks using a campus small group rubric, and will provide written feedback to each teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Every science assessment window produces a documented reteach plan within two weeks of the window closing. Mastery on identified readiness standards improves on the next assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 2:** Students performance declined in Reading, Mathematics and Science in all grade levels. **Root Cause:** There is a need for teachers to be trained on progress monitoring and data analysis to that supports instructional adjustments.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** HB3: The percent of Franz Elementary 3rd grade students who achieve Meets and above in Reading will increase to 45% by July 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Amira, MAP Reading, Literacy KLA, STAAR Reading

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers in kindergarten through 3rd grade will use Amira and MAP Reading data to form small reading groups at BOY and regroup at MOY, with group rosters and instructional focus reflected in lesson plans.<br><b>Strategy's Expected Result/Impact:</b> Every K-3 teacher has documented reading groups tied to screener data within two weeks of each testing window closing. Students below grade level move up at least one instructional level by MOY.<br><b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin. EB Specialist, ESL Teacher<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> The Instructional Leadership Team will conduct learning-walks each nine weeks using a campus small group rubric, and will provide written feedback to each teachers.<br><b>Strategy's Expected Result/Impact:</b> Percent of K-3 teachers rated proficient on the small group rubric increases each nine weeks.<br><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                                                                                                             | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** HB3: The percent of Franz Elementary 3rd grade students who achieve Meets and above in Math will increase to 37% by July 2027.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Math, Math KLA, STAAR Math

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers in kindergarten through 3rd grade will use MAP Math and Math KLA data to form small math groups targeting numeracy and problem-solving, and build targeted reteach and spiral review into the following unit.<br><b>Strategy's Expected Result/Impact:</b> Documented math groups and a reteach plan. Mastery on identified readiness standards improves on the next assessment.<br><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 2:</b> The Instructional Leadership Team will conduct learning-walks each nine weeks using a campus small group rubric, and will provide written feedback to each teachers.<br><b>Strategy's Expected Result/Impact:</b> Percent of K-3 teachers rated proficient on the small group rubric increases each nine weeks.<br><b>Staff Responsible for Monitoring:</b> Instructional coach, admin, instructional coordinators                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                      |           |     |     |           |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

**Evaluation Data Sources:** Walkthrough and observation tools, PLC and planning agendas, TELPAS, and MAP and KLA data disaggregated for EB students.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The EB Specialist will participate in RLA team planning sessions to embed language supports, scaffolds, and program-aligned practices directly into unit and lesson planning before instruction is delivered.<br><b>Strategy's Expected Result/Impact:</b> EB student needs will be addressed at the planning stage rather than after the fact, resulting in stronger alignment between lesson design and program expectations and more consistent language support across all RLA classrooms.<br><b>Staff Responsible for Monitoring:</b> EB Specialist, Instructional Coach and Administrators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                  |           |     |     |           |

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

**Evaluation Data Sources:** TELPAS and STAAR results, MAP and KLA data disaggregated for EB students, lesson plans, and learning walk data.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Content and language objectives will be posted and communicated to students in all classrooms daily, with implementation verified through learning walks using a shared set of ELPS look-fors.<br><br><b>Strategy's Expected Result/Impact:</b> Students will know both what they are learning and how they will use language to learn it, resulting in more consistent ELPS implementation campus-wide and increased student use of academic language in speaking and writing.<br><b>Staff Responsible for Monitoring:</b> EB Specialist, Instructional Coach, and Administrators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Goal 2:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** All teachers will be ESL certified within one (1) year of their hire date.

**Evaluation Data Sources:** Katy ISD ESL Certification Dashboard, SBEC certification records, exam registration confirmations, and prep course enrollment records.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Monitor and track ESL certification status for all teachers to ensure completion of ESL certification requirements.<br><b>Strategy's Expected Result/Impact:</b> 100% of teachers will obtain ESL certification within one year of their hire date, ensuring teachers are appropriately certified and equipped to meet the needs of EB students.<br><b>Staff Responsible for Monitoring:</b> EB Specialists<br>Administrators<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing                                                                      | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Confirm teachers who are not ESL certified have registered for the ESL certification exam and is enrolled in the district-provided ESL certification prep course.<br><b>Strategy's Expected Result/Impact:</b> Every uncertified ESL teacher will have a documented exam date and access to district preparation support, reducing the time between hire date and certification and increasing first-attempt pass rates.<br><b>Staff Responsible for Monitoring:</b> EB Specialist, Administrators<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                          |           |     |     |           |

**Goal 3:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** By July 2027, Franz Elementary will increase the percent of teachers returning for the following school year, with 100% of first and second year teachers supported through the campus mentor program.

**Evaluation Data Sources:** HR retention data, mentor and mentee meeting logs, monthly new teacher meeting attendance, modeling and observation hour records, Culture and Climate Survey, staff survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Mentor teachers will be assigned to first and second year teachers before the first day of instruction and will meet with their mentees weekly. Mentees will attend monthly new teacher meetings, and each mentee will complete modeling and observation hours each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> All first and second year teachers are assigned a mentor before the first day of instruction. Weekly mentor logs and monthly meeting attendance are on file for every cycle. Each mentee completes modeling or observation hours each semester. First and second year teacher retention increases.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Admin</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$5,000</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Franz Elementary will build stronger campus culture through more communication (weekly staff newsletter, Class Dojo, Shared Campus Calendar) and regularly scheduled staff socials/team building events. Staff members will be provided the opportunity to attend professional development for continued growth.<br><b>Strategy's Expected Result/Impact:</b> staff newsletter is sent every week of instruction. A staff social or team building event is held each month. Staff ratings on communication and connection items increase from the beginning of year to the middle of year Culture and Climate Survey.<br><b>Staff Responsible for Monitoring:</b> Admin, ILT<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 2<br><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$10,000 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact. <b>Root Cause:</b> There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development. |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 2:</b> Students performance declined in Reading, Mathematics and Science in all grade levels. <b>Root Cause:</b> There is a need for teachers to be trained on progress monitoring and data analysis to that supports instructional adjustments.                                                                                                                                                                                         |

**Goal 4:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Franz Elementary will increase parental engagement and participation in all school-wide activities, events and committees.

**Evaluation Data Sources:** Sign-in sheets  
Parent feedback and survey

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include Literacy Night, Curriculum Night, STAAR information night, etc. During these events Parent Engagement Plans and School Compact will be provided to families.<br>Parents will be provided with on-going communication via class dojo, email, and monthly campus newsletter.<br><b>Strategy's Expected Result/Impact:</b> Increased parental involvement and attendance.<br><b>Staff Responsible for Monitoring:</b> Campus Leadership Team<br>Teachers<br><br><b>Title I:</b><br>2.51, 2.53<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Parent Resources - 211 - Title I Part A - \$9,106 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 2:</b> Highlight parent and community contributions through newsletters and social media to build a culture of appreciation and ongoing involvement.<br><b>Strategy's Expected Result/Impact:</b> Increased partnerships with parents and community members.<br><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Provide PK/K ransition strategies to include PK/K Round-Up and beginning of the year orientation.<br><b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning<br><b>Staff Responsible for Monitoring:</b> Administration<br>PK/K Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> - 211 - Title I Part A - \$2,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide a smooth transition from 5th grade to 6th grade by facilitating JH visits with the JH counselors to assist with JH course selection and arranging other JH fine arts department visits.<br><b>Strategy's Expected Result/Impact:</b> Course Selection<br><b>Staff Responsible for Monitoring:</b> Counselor                                                                                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                      |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Parent participation in school-sponsored events continues to be a strength of the campus. Opportunities exist to further expand family engagement by increasing participation in campus committees and advisory groups, allowing more families to contribute to campus planning, provide feedback, and participate in shared decision-making processes. <b>Root Cause:</b> There is a need for strategies that foster sustained and active parent engagement in school governance and planning processes. |

**Goal 4:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** Strengthen family and community engagement by providing meaningful opportunities for parents and families of students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

**Evaluation Data Sources:** Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop partnerships with families and community organizations to provide resources and opportunities that support student success.<br><br><b>Strategy's Expected Result/Impact:</b> Increased parent/family participation and stronger school partnerships will provide families of students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success.<br><br><b>Staff Responsible for Monitoring:</b> Counselor<br>Administrators | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                 |           |     |     |           |

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** By May 2027, Franz Elementary will reduce office discipline referrals by 10% from the 2025-2026 baseline through consistent use of CHAMPS and ClassDojo and the implementation of morning meetings.

**Evaluation Data Sources:** Office discipline referral data  
ClassDojo participation reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Staff will use CHAMPS to improve classroom management and in order to teach and reinforce behavior expectations and ClassDojo to recognize positive student behavior. Students will have opportunities to use earned points for classroom and schoolwide incentives.<br><br><b>Strategy's Expected Result/Impact:</b> Positive student behavior will increase, and office discipline referrals will decrease by 10%.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>PBIS Committee                                                                                                                                                                                                                       | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers will conduct morning meetings or community circles at least three times per week to build relationships, reinforce positive behavior, and provide opportunities for student connection to target the overall wellbeing of all students.<br><br><b>Strategy's Expected Result/Impact:</b> Student engagement, sense of belonging, and positive classroom behavior will increase.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Leadership Team<br>Counselors<br><br><b>Title I:</b><br>2.51<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Funding Sources:</b> Need for general supplies - 199 - General Fund - \$1,500, - 211 - Title I Part A - \$5,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Provide ongoing, aligned professional learning and implementation support for staff on PBIS, CHAMPS, ClassDojo, social-emotional learning, and relationship-centered classroom practices. Professional learning may include campus training, workshops, conferences, speakers, professional reading materials, book studies, webinars, subscriptions, coaching, and implementation feedback.<br><br><b>Strategy's Expected Result/Impact:</b> Staff will demonstrate greater consistency in teaching, monitoring, and reinforcing behavioral expectations. Improved implementation of PBIS, CHAMPS, and ClassDojo will contribute to increased positive student behavior, greater instructional time, and a 10% decrease in office discipline referrals compared with the 2025-2026 baseline.<br><b>Staff Responsible for Monitoring:</b> Administration, counselors, Instructional Leadership Team, and PBIS Committee.<br><br><b>Title I:</b><br>2.53<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> - 211 - Title I Part A - \$10,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact. <b>Root Cause:</b> There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development. |

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 2:** By May 2027, Franz Elementary will achieve an average daily student attendance rate of at least 95% and reduce student tardies and chronic absenteeism compared with the 2025-2026 baseline.

**Evaluation Data Sources:** PEIMS attendance data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Franz Elementary will implement a schoolwide attendance initiative that includes regular monitoring of absences and tardies, timely communication with families, and recognition of students and homeroom classes that maintain at least 95% attendance or demonstrate meaningful attendance improvement. Recognition may include ClassDojo celebrations, certificates, announcements, and schoolwide incentives.<br><br><b>Strategy's Expected Result/Impact:</b> Students and families will demonstrate increased awareness of the importance of regular and punctual attendance. Student absences, tardies, and chronic absenteeism will decrease, contributing to a campus average daily attendance rate of at least 95%.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance Committee<br>Attendance clerk/registrar<br><br><b>Funding Sources:</b> - 211 - Title I Part A - \$3,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 3:** By May 2027, 100% of classrooms will receive bullying and cyberbullying prevention instruction, and information on recognizing and reporting bullying will be shared with staff and families.

**Evaluation Data Sources:** Counselor lesson-completion log  
Staff and family communication records

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Counselors will provide at least one age-appropriate bullying and cyberbullying prevention lesson to every classroom and share information with staff and families on recognizing and reporting bullying.<br><b>Strategy's Expected Result/Impact:</b> Students, staff, and families will understand how to recognize and report bullying concerns.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselors         | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
| <b>Strategy 2:</b> The counselor will provide information to parents on what is bullying and how to identify and report bullying.<br><b>Strategy's Expected Result/Impact:</b> Parents will be able to understand what bullying is and how to address it with their children and the school.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Counselors                                                                                   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

# State Compensatory

## Budget for Franz Elementary

**Total SCE Funds:** \$0.00  
**Total FTEs Funded by SCE:** 8  
**Brief Description of SCE Services and/or Programs**

## Personnel for Franz Elementary

| <u>Name</u>        | <u>Position</u>            | <u>FTE</u> |
|--------------------|----------------------------|------------|
| Anahi Membreno     | Teacher                    | 1          |
| Blanca Pena        | Bilingual Dyslexia Teacher | 1          |
| Emma Jarava        | Bilingual Teacher          | 1          |
| Erin Dutka         | Teacher                    | 1          |
| Rosie Theis-Turner | Dyslexia Teacher           | 1          |
| Shannon Collopy    | Teacher                    | 1          |
| Sherry Rankin      | Dyslexia Teacher           | 1          |
| Truc Ma            | Teacher                    | 1          |

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

In preparation for the 2026-2027 school year, feedback in the form of meetings and surveys obtained from Campus Advisory Team, a cross section of staff members, and parents. The Campus Advisory Team met four times throughout the school on September 29, 2025, November 17, 2025, March 23, 2026, and May 4, 2026.

The following members made up CAT: Jennifer Zalic (classroom teacher), Maureen Katherine Deegan (classroom teacher), Arneasha Tsasa (instructional coordinator), Heather Holland (instructional coach), Jennifer Cruz (assistant principal), Griselda Cervantes (assistant principal), Danny Miller (parent), Erin Dutka (Academic Support teacher), Jaelen Smith (Classroom Teacher), Dawn Lee (Classroom Teacher), Marjorie Erbina (parent), and Beatriz Hercules (parent).

In addition, on March 23, 2026 and May 4, 2026, the following CAT members met to analyze data to complete the campus needs assessment (CNA): Yvette Sylvan (FES Principal), Griselda Cervantes (FES Assistant Principal/other school leader), Jennifer Cruz (FES Assistant Principal/other school leader), , Arnesha Tsasa (FES, Instructional Coordinator/other school leader), Heather Holland (FES Instructional Coach/other school leader) Anna Jones (FES Office Staff/paraprofessional) Natalie Skinner (FES Paraprofessional), Danny Miller (Parent), Beatriz Hercules, (Parent), Majorie Urbina (parent), Erin Dutka (Reading Academic Support Teacher), Sam Tsasa (Community Member), Charles Baker (Community Member), Vivian Muldune (District Title I Administrator), Tiffany White (District Administrator), Joseph Broughton (Librarian/Specialized School Support), and Alejandra Robles (Nurse/Specialized School Support)

#### School Profile

Franz Elementary School is located in Katy, Texas and was opened in 2004. The school is named after the Franz family, who made significant contributions to the Katy ISD community. Over four generations, 26 descendants of the Franz family have received an education within the district. The projected enrollment for the 2025-2026 school year was 1,003 students in grades PK-5th. However, the actual enrollment at the end of the school year was approximately 1,022 which was about 19 more students than projected.

#### **Comprehensive Needs Assessment Process**

Franz ES needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data using the following data:

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- Other assessment data such as Campus-Based and Interim Assessments
- NWEA MAP Data
- Measures of student performance such as report card grades
- Attendance data
- Discipline records and trends
- Parent, student, and staff data such surveys, interviews, and other feedback
- Teacher retention rate
- Special student population data, such as students identified as special education, 504, homeless, economically disadvantaged, or emergent bilingual

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 23, 2026, and again on May 4, 2026, to develop the CNA. Both meeting were in person at the campus library starting at 4:00 pm.

At the first Comprehensive Needs Assessment (CNA) meeting held on March 23, 2026, Yvette Sylvan, Ed.D., principal, welcomed committee members and facilitated introductions. She emphasized the importance of stakeholder input, consistent participation, and strong attendance throughout the CNA process. Dr. Sylvan introduced the group norms and provided an overview of the purpose and structure of the CNA, explaining its role in identifying campus strengths and areas for improvement to inform the 2026–2027 Campus Improvement Plan (CIP).

To support the committee's work, Dr. Sylvan posed guiding questions to help the team analyze the data, encouraging meaningful dialogue around trends, successes, and areas needing targeted support. Dr. Sylvan concluded the meeting by expressing her appreciation for everyone's engagement and reminded the team of the follow-up meeting scheduled for May 4, 2026.

On May 4th, at the second meeting, the campus advisory team reviewed the data and categorized it into strengths and problems related to attendance, discipline, behavior, and academics, which was facilitated by Jennifer Miller, assistant principals. While acknowledging the strengths from 2025-2026, the team primarily focused on addressing the identified issues to drive improvement for the school. Members were split into 4 groups each designated to look at specific data. Questions to consider were discussed. Example: When looking at our enrollment numbers we can see that our white population has decreased over the years while our Asian population fluctuates and another growth area is 2 or more races. When looking at discipline we had to consider whether the rates vary between gender, ethnicity and race. Another question to ponder: Are our paraprofessionals highly qualified? Do we have a high retention rate for paras. Questions to consider for each piece of targeted data were reviewed by Dr. Sylvan. The committee then identified strengths, weaknesses, root causes and problem statements. A 4 square data reflection sheet was used to help the groups write what they notice about the data.

The Campus Advisory Team reviewed the data listed above to identify areas of strengths and problems.

## **Demographics:**

### **Attendance**

#### **Strengths:**

Exceeded annual ADA goal

Positive trends in year-over-year attendance improvement

Creative and engaging attendance incentives

#### **Problems Identified during the CNA:**

1. Number of unexcused absences was higher than the number of excused absences
2. Early childhood and PK students have the highest number of absences

### **Behavior**

#### **Strengths:**

Access to district behavior supports

Positive behavior interventions such as PBIS, token charts, and the RCA House System

Recognition and celebration of positive student behavior

#### **Problems Identified during the CNA meeting:**

1. Physical contact was the most written up followed by language and gestures.
2. There were a higher number of infractions in the classroom and on the playground.

## **Student Learning:**

### **Strengths:**

Increased hands-on learning supported by campus science lab

Earlier emphasis on science instruction

Use of small group instruction, intervention and AST support, and tutoring

Franz Elementary

Generated by Plan4Learning.com

Implementation of a new science curriculum

Positive comparative performance with similar campuses

**Problems Identified during the CNA meeting:**

1. Overall, reading data was lower than science and math
2. 2<sup>nd</sup> grade reading and math data reflect that students need more supports

**Problem Statement:** Although the Average Daily Attendance (ADA) rate at Franz ES maintained at at least 94.52%, it fell below the district's target of 96%.

**Root Cause:** A more targeted approach to addressing attendance patterns among specific student groups and grade levels may be needed to further increase student attendance and maximize instructional time.

**Problem Statement:** Mathematics performance declined in Grades 3 and 5, with Grade 5 Mathematics experiencing decreases across all performance levels.

**Root Cause:** There is a need for teachers to be trained on progress monitoring that supports instructional adjustments.

**Problem Statement:** 68% of the 5th grade students performed at the approaches level, compared to 73% of 4th grade students performing at the approaches level and 76% of 3rd grade students performing at the approaches level.

**Root Cause:** There is a need for 5th grade teachers to receive ongoing support in data-driven instruction and targeted small group instruction.

**Problem Statement:** During the 2025-2026 school year, the campus experienced an increase in reported behavior incidents, with the majority of incidents involving student conflicts and inappropriate physical contact.

**Root Cause:** There is a need to strengthen social-emotional learning, conflict resolution skills, and consistent implementation of behavior expectations across grade levels through on-going professional development.

**Problem Statement:** Parent participation in school-sponsored events continues to be a strength of the campus. Opportunities exist to further expand family engagement by increasing participation in campus committees and advisory groups, allowing more families to contribute to campus planning, provide feedback, and participate in shared decision-making processes.

**Root Cause:** There is a need for strategies that foster sustained and active parent engagement in school governance and planning processes.

**Four Areas of Focus for Next Year:**

1. Attendance
2. Student Achievement
3. Behavior

## 1.2: Location for Evidence of Multiple Meetings Held

The meetings were held at Franz Elementary in the School Library. At the first Comprehensive Needs Assessment (CNA) meeting held on March 23, 2026, Yvette Sylvan, Ed.D., principal, welcomed committee members and facilitated introductions. She emphasized the importance of stakeholder input, consistent participation, and strong attendance throughout the CNA process. Dr. Sylvan introduced the group norms and provided an overview of the purpose and structure of the CNA, explaining its role in identifying campus strengths and areas for improvement to inform the 2026–2027 Campus Improvement Plan (CIP).

To support the committee's work, Dr. Sylvan posed guiding questions to help the team analyze the data, encouraging meaningful dialogue around trends, successes, and areas needing targeted support. Dr. Sylvan concluded the meeting by expressing her appreciation for everyone's engagement and reminded the team of the follow-up meeting scheduled for May 20, 2025.

On May 4th, at the second meeting, the campus advisory team reviewed the data and categorized it into strengths and problems related to attendance, discipline, behavior, and

academics. While acknowledging the strengths from 2025-2026, the team primarily focused on addressing the identified issues to drive improvement for the school. Dr. Sylvan guided the team in prioritizing the problems, and team members were tasked with identifying three to five focus areas for the next year based on the identified problems. After reaching a consensus, the team determined the main issues that will be the focus areas for the next year. A Root Cause Analysis was conducted on the top four problems.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The committee will meet on Sept. 28,2026 at Franz Elementary.

### 2.2: Stakeholders 1114(b)(2)

The committee members included Dr. Yvette Sylvan (Principal) only 1 principal is on the campus.

|                              |                                                                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Principal                    | Dr. Yvette Sylvan                                                                                                                   |
| Other School Leader          | Arneasha Tsasa (Instructional Coordinator), Heather Holland (Instructional Coach), Jennifer Miller (AP) and Griselda Cervantes (AP) |
| Teachers                     | Jaelen smith<br>Erin Dutka<br>Jennifer Zalic<br>Dawn Lee<br>Maureen (Katherine) Deegan                                              |
| Paraprofessionals            | Natolie Skinner (instructional para)<br>Anna Jones (clerical para)                                                                  |
| Parents                      | Daniel Miller, Majorie Urbina, and Beatriz Hercules                                                                                 |
| Community or Business Member | Charles Baker (community)<br>Samuel Tsasa (business)                                                                                |

Specialized Instructional School Support Joseph Broughton

Alejandra Robles

District Administrator

Vivian Muldune

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

The Campus Improvement Plan will be made available on the Campus Website in English and Spanish. It is available for translation in other language upon request as well as via a PDF.

### **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

Franz Elementary confirms that any strategy in which Title I funds are listed as a funding source will have Title I Elements tied to it.

## **3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)**

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The quarterly evaluations will be held in Plan4Learning and a annual Summative Evaluation will be uploaded into the Title i CRATE. The campus will conduct an annual Campus Needs Assessment. All documentation of the meetings and evaluations can be found in the Title I CRATE.

# Title I Personnel

| <u>Name</u>      | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Careen Longoria  | Teacher         | Title I        | 1          |
| Constance Howard | Teacher         |                |            |
| Elisa Saldiva    | Teacher         | Title I        | 1          |
| Samira Hassan    | Teacher         | Title I        | 1          |

# Site Based Decision Making Committee

| Committee Role                    | Name               | Position                      |
|-----------------------------------|--------------------|-------------------------------|
| Other School Leader               | Perla Rodriguez    | Instructional Coordinator     |
| School Leader                     | Karla Sanchez      | Principal                     |
| District Role                     | Vivian Muldune     | Title I                       |
| Teachers                          | Donna Morrow       | SpEd                          |
| Parents                           | Erika Molina       | Parent                        |
| Parents                           | Cynthia Rodriguez  | Parent                        |
| Parents                           | Monette Villegas   | Parent                        |
| Parents                           | Majorie Urbina     | Parent                        |
| Community/Business Members        | Charles Baker      | Community Member              |
| Specialized instructional support | Alejandra Robles   | School Nurse                  |
| Other School Leaders              | Griselda Cervantes | Assistant Principal           |
| Other School Leaders              | Christina Halbot   | Assistant Principal           |
| Other School Leaders              | Sonia John         | Instructional Coordinator     |
| Paraprofessionals                 | Anna Jones         | Front Office Paraprofessional |
| Paraprofessionals                 | Natolie Skinner    | Paraprofessional              |
| Teachers                          | Diana Garcia       | 5th Grade Teacher             |
| Teachers                          | Tania Bloise       | 1st Grade Teacher             |
| Teachers                          | Sarah Schaper      | 3rd Grade Teacher             |
| Teachers                          | Katie Smith        | 4th Grade Teacher             |

# Campus Funding Summary

| 199 - General Fund   |           |          |                                                               |              |              |
|----------------------|-----------|----------|---------------------------------------------------------------|--------------|--------------|
| Goal                 | Objective | Strategy | Resources Needed                                              | Account Code | Amount       |
| 5                    | 1         | 2        | Need for general supplies                                     |              | \$1,500.00   |
| Sub-Total            |           |          |                                                               |              | \$1,500.00   |
| 211 - Title I Part A |           |          |                                                               |              |              |
| Goal                 | Objective | Strategy | Resources Needed                                              | Account Code | Amount       |
| 1                    | 1         | 1        | Staffing (AST, Instructional Coordinators)                    |              | \$592,550.00 |
| 1                    | 1         | 3        | Instructional materials, tutors, snacks                       |              | \$5,000.00   |
| 1                    | 2         | 1        | Materials, Snacks, Supplemental Pay, Professional Development |              | \$10,000.00  |
| 3                    | 1         | 1        | Professional Development                                      |              | \$5,000.00   |
| 3                    | 1         | 2        | Professional Development                                      |              | \$10,000.00  |
| 4                    | 1         | 1        | Parent Resources                                              |              | \$9,106.00   |
| 4                    | 1         | 3        |                                                               |              | \$2,000.00   |
| 5                    | 1         | 2        |                                                               |              | \$5,000.00   |
| 5                    | 1         | 3        |                                                               |              | \$10,000.00  |
| 5                    | 2         | 1        |                                                               |              | \$3,000.00   |
| Sub-Total            |           |          |                                                               |              | \$651,656.00 |



The Percent of **Franz** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 37% to 42% by July 2029.

|              |                                  |                   |      |      |      |      |      |      |
|--------------|----------------------------------|-------------------|------|------|------|------|------|------|
| Franz: Goals | 3rd Grade Reading Meets or Above |                   | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|              |                                  | Actual            | 37%  | 46%  | 44%  |      |      |      |
|              |                                  | State Rate        | 46%  | 49%  | 50%  |      |      |      |
|              |                                  | Met State Rate    | No   | No   | No   |      |      |      |
|              |                                  | Internal Goal     | -    | 38%  | 47%  | 45%  | 46%  | 47%  |
|              |                                  | Met Internal Goal | -    | Yes  | No   |      |      |      |

MET 2029 Goal in 2025  
MET 2029 Goal in 2026

|                |                                  |                 | # African American | % African American | # Hispanic | % Hispanic | # White | % White | # American Indian | % American Indian | # Asian | % Asian | # Pacific Islander | % Pacific Islander | # Two or More | % Two or More | # Special Ed | % Special Ed | # Eco Dis | % Eco Dis | # EB | % EB |
|----------------|----------------------------------|-----------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|------|------|
| Franz: Targets | 3rd Grade Reading Meets or Above | Federal Targets |                    | 34%                |            | 39%        |         | 59%     |                   | 44%               |         | 73%     |                    | 46%                |               | 55%           |              | 26%          |           | 35%       |      | 37%  |
|                |                                  | 2024 Actual     | 32                 | 56%                | 108        | 31%        | 16      | 25%     | 0                 |                   | 4       | 100%    | 1                  | 100%               | 3             | 0%            | 33           | 12%          | 138       | 36%       | 94   | 28%  |
|                |                                  | 2025 Actual     | 33                 | 30%                | 102        | 50%        | 12      | 42%     | 0                 |                   | 9       | 78%     | 0                  |                    | 7             | 29%           | 36           | 14%          | 128       | 41%       | 91   | 52%  |
|                |                                  | 2026 Target     |                    |                    |            |            |         | 52%     |                   |                   |         |         |                    |                    |               |               |              | 24%          |           |           |      |      |
|                |                                  | 2026 Actual     | 31                 | 42%                | 103        | 42%        | 12      | 67%     | 0                 |                   | 7       | 57%     | 0                  |                    | 7             | 29%           | 31           | 26%          | 121       | 44%       | 93   | 38%  |
|                |                                  | Met Target      |                    |                    |            |            |         | Y       |                   |                   |         |         |                    |                    |               |               |              | Y            |           |           |      |      |
|                |                                  | 2027 Target     |                    |                    |            |            |         |         |                   |                   |         |         |                    |                    |               |               |              | 36%          |           |           |      | 48%  |

The Percent of **Franz** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

|              |                               |                   |      |      |      |      |      |      |
|--------------|-------------------------------|-------------------|------|------|------|------|------|------|
| Franz: Goals | 3rd Grade Math Meets or Above |                   | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|              |                               | Actual            | 29%  | 39%  | 36%  |      |      |      |
|              |                               | State Rate        | 40%  | 44%  | 44%  |      |      |      |
|              |                               | Met State Rate    | No   | No   | No   |      |      |      |
|              |                               | Internal Goal     | -    | 30%  | 40%  | 37%  | 38%  | 39%  |
|              |                               | Met Internal Goal | -    | Yes  | No   |      |      |      |

MET 2029 Goal in 2025  
MET 2029 Goal in 2026

|                |                               |                 | # African American | % African American | # Hispanic | % Hispanic | # White | % White | # American Indian | % American Indian | # Asian | % Asian | # Pacific Islander | % Pacific Islander | # Two or More | % Two or More | # Special Ed | % Special Ed | # Eco Dis | % Eco Dis | # EB | % EB |
|----------------|-------------------------------|-----------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|------|------|
| Franz: Targets | 3rd Grade Math Meets or Above | Federal Targets |                    | 33%                |            | 44%        |         | 60%     |                   | 47%               |         | 82%     |                    | 51%                |               | 55%           |              | 29%          |           | 40%       |      | 45%  |
|                |                               | 2024 Actual     | 32                 | 41%                | 108        | 26%        | 16      | 25%     | 0                 |                   | 4       | 50%     | 1                  | 0%                 | 3             | 33%           | 33           | 12%          | 138       | 28%       | 94   | 28%  |
|                |                               | 2025 Actual     | 33                 | 15%                | 102        | 45%        | 12      | 42%     | 0                 |                   | 9       | 78%     | 0                  |                    | 7             | 14%           | 37           | 14%          | 128       | 37%       | 91   | 53%  |
|                |                               | 2026 Target     |                    | 25%                |            |            |         | 52%     |                   |                   |         |         |                    |                    |               |               |              |              |           |           |      |      |
|                |                               | 2026 Actual     | 32                 | 31%                | 103        | 40%        | 12      | 42%     | 0                 |                   | 7       | 29%     | 0                  |                    | 7             | 0%            | 32           | 19%          | 121       | 35%       | 93   | 43%  |
|                |                               | Met Target      |                    | Y                  |            |            |         | N       |                   |                   |         |         |                    |                    |               |               |              |              |           |           |      |      |
|                |                               | 2027 Target     |                    |                    |            |            |         | 52%     |                   |                   |         |         |                    |                    |               |               |              | 29%          |           |           |      |      |